테크노경영대학원
Graduate School of Management

Department of Organization & Strategy

SYLLABUS

LEADERSHIP AND MANAGEMENT OF ORGANIZATIONS
MGT 510

Spring 2014
Tue, Thu: 08:30am - 09:50am
Classroom: TBA

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Course Overview and Objectives

This course is about the NEW SCIENCE OF LEADERSHIP. The old science of leadership was based on skill audits, skill deficiency, and skill acquisition. In this world view, leaders that personally possessed the requisite top skills were thought to be the most successful. The more skills you had, the better your odds of achievement. If you lacked the right skills, you acquired them through hours of training, coursework, or trial and error practice. If you were good in communication but bad with numbers, you learned finance and accounting. If you were great with operations but couldn't keep your presence of mind during a crisis, you learned how to project confidence and charisma.

The New Science of Leadership takes a radically different perspective. It presumes that we are all deficient in some way in terms of our cognitive ability, resources, or talents and that the way to acquire leadership power is not through the personal development of those skills but by being able to access the skills you need through experts who possess those skills. This approach enables leaders to quickly adapt their skill sets to the situation at hand, to nimbly shed resources that become obsolete and tap into those that are suddenly needed, and to do this continually as the world around them changes unpredictably. Moreover, for leaders at the top of organizations, and for those who aspire to be in positions of top executive leadership, this is perhaps the only way to think about leadership when the complexity of business exceed the capacity of most people to acquire the multidisciplinary skills needed to tackle the problem.

The goal of this course is to provide you with the coherent set of techniques needed to lead in environments characterized by complexity, interaction, and interconnectedness.

Course Format

This course is an introductory course designed to expose you to the range of issues and topics that are covered in the MGT curriculum. Each week we will focus on a particular set of leadership skills. Our goal will be to distinguish between effective and ineffective strategies. We will accomplish this by discussing key theoretical concepts and analyzing related cases. The payback is that you acquire not just a broad set of tools but also some skill in using the right tool for the right occasion. Several elective courses go into greater depth about nearly every topic covered in MGT 510.

The *readings* are accessible and practice-oriented, but also academically sound. Each week's readings aim to provide a set of concepts that are useful for analyzing organizational problems and a language for discussing those concepts. Mini lectures during class will expand and clarify important ideas from the readings. The goal of lectures is to simplify and summarize key concepts, and to link them back to the bigger picture of the course. The *cases and exercises* offer a context to apply these new concepts and an opportunity to improve your thinking about organizational challenges. While the selected case studies are thematic, they are more than simple illustrations of one or two basic concepts. I expect you to thoroughly analyze them. Take the perspectives of different protagonists and question information that is presented at face value. Finally, tap into your *personal experience;* it will help you make sense of the material and get the most out of it. It will also allow others in the class to benefit from your insights. I will encourage you to share relevant stories from your professional life, and will occasionally create experiences through simulated role plays.

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While reading the course materials you should ask yourself:

- What are the key concepts and principles introduced?
- Do I understand the theory?
- What are the implications for the kinds of challenges I face as a leader?
- Under what conditions can I apply it as a leader?

Assignments

You will be evaluated on the basis of the following:

Assignment	Format	Due	Weight (%)
Final exam+	In class exam	Finals Week (**March 25**)	40
Group Project*	Group report	23:59 (**April 03**)	40
Class contribution	Continuous		20
Total			100

+ Final exam will proximately take three hours. I will reserve another room for the exam and announce it in a last class.
* I will create groups of 4 to 6 students. I will announce the groups in the 2nd week class session.

Late assignments will be penalized by one letter grade.

Final Exam (40%). The final exam will be a closed-book exam that will consist of a series of multiple choice questions and/or short answer questions, based on a case passed out in advance. You will be asked to analyze the leadership actions taken (or not taken) in the case, such as leading an initiative through the firm, as well as why certain actions were achieved or failed to meet their objectives using the analytical tools of the course. There will be word limits on the essays. You may have a 1-page, two-sided crib sheet. No other notes are allowed during the exam.

Group Project: Senior Leadership Network Analysis (40%). Your own career success will depend at least in part on how effectively you manage your professional relationships. These relationships will give you access to information, skills, and expertise and will help to determine your power, control, and access to opportunities. This project provides an opportunity to reach a deeper understanding of how the social relationships of successful leaders are developed, managed, and executed to get things done.

Each study group member will be required to interview at least one senior manager/executive regarding their experiences. Your group can choose to interview more leaders, but **at least one manager per each group member** must be interviewed. These executives can be from your current firm, one you previously worked for, or one you would like to work for, or simply from industries that interest you.

Anticipate having to interview each leader at least once to gain an understanding of his or her situation, the nature of his or her network, how this network is managed, and how he or she uses this network to tackle the organizational challenges discussed in class. Following these interviews,

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your group will write an analysis of executives' networks. In this analysis, you will compare and contrast the executives' approaches to meeting the challenges they face. You should compare the networks they have developed, how they manage these networks, and what their general strategies are for accomplishing goals. You will integrate the other topics we discuss in class into your analysis by considering how networks are affected by the organizations and industries in which the managers work. The names of the executives can be kept confidential; you may use an alias when discussing your interviewees in your analysis.

Detailed information on this assignment is included at the end of the syllabus. **At the end of the course, everyone will perform a peer evaluation of their group members.** You will confidentially evaluate your teammates' contributions using the team evaluation form in the syllabus. Individual grades for the group assignment will be the group's grade adjusted for the peer evaluation.

Class Contribution (20%). Obviously, absence is not a contribution. This course has an attendance policy that is strictly enforced. ALL class sessions involve pre-arranged group simulations and debriefs. You are expected to participate in all class sessions. You have 2 free misses throughout the course period given that you notify TA (cc Prof) in advance of that class session. Always let TA and me know at least 24 hours in advance if you will miss a class session so that TA can make arrangements for any in-class simulation to be certain that your classmates do not suffer from your absence. When you do miss a class, it is your responsibility to get the class notes and to find out about assignments.

- You can miss 2 class sessions with 24-hour advance notice without penalty (The exception is family or medical emergency).
- <u>Warning One!!!</u> If you fail to notify TA (cc Prof) by 24 hours in advance (this includes NO notification and LATE notification), you will be penalized 3 points off your Class Activity grade regarding EVERY miss without 24-hour advance notice.
- <u>Warning Two!!!</u> If you miss more than 2 classes (e.g., 3 misses), your attendance point will be 0 regardless of whether you notified TA of your 3rd notice.
- <u>Warning Three!!!</u> If you miss class sessions more than half the entire course (e.g., missed 7 class sessions out of 14 entire class sessions), you will receive "F" regardless of whether you did well on other graded work.

Because this course heavily relies on organizational consulting teamwork and pre-grouped in-class simulations throughout the semester, this course doesn't allow any KAIST or non-KAIST student to audit (i.e., without fulfilling the required work for grading).

You are expected to read all the materials, and be able to talk in class about the theory and/or principles of this material, the facts of the case, and its implications for you as a leader and manager. Think of examples from your own job. I will undertake "supportive cold calling" to encourage balanced involvement, to ensure appropriate preparation and attention, and to raise the quality of class discussions.

I strongly encourage discussions in which students engage each other as well as the instructor. This involves four valuable steps: taking a previous comment a step further (e.g. applying it to a different

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context, drawing attention to logical consequences not originally mentioned), pointing out related concepts and experiences (e.g. personal experience, confirming and disconfirming case evidence), asking insightful questions, and proposing a counter-idea (but if you oppose, you have to propose a constructive alternative). **Comments that are vague, unrelated to the current discussion, or disrespectful of others are not acceptable and will be evaluated negatively**. Of course it is fine to ask for further clarification of concepts and issues.

Grading will be based on the quality of your contribution, but a minimum amount of quantity may be necessary to deliver on quality. Contribution grades will reflect the following elements: 1) attendance and preparation; 2) your willingness to contribute; 3) your comprehension of cases and readings; 4) the constructive quality of your contributions for moving the discussion along; 5) your ability to listen to and engage with other participants in case discussions. **At the end of the course I will ask you to nominate individuals whom you believe to have been particularly helpful contributors to your learning in the class.** This will be integrated with my own assessments.

Evaluation of Written Work. As a leader you will have to be precise in your written communications. To do so, you must logically and concisely organize your thoughts using supporting rationale.

All written work for the class should follow these guidelines: Times New Roman, 12 pt font, double-spaced, 1" margins all around, except where otherwise noted.

Grading Policy

I will use the full grading scale, top to bottom, to reflect the quality of your work. If you are unhappy with a grade, you have one week to submit an explanation via email of why you think I should reconsider your grade. If I do not receive a written explanation within a week of you receiving the grade, I will not consider complaints. If I do receive a written explanation, I will invite you to come to office hours to discuss the assignment and grade in more detail. Your final grade for the course is simply the sum of your scores on the individual components.

KAIST Honor Code and Code of Classroom Etiquette

The MGT 510 course is subject to both the KAIST Honor Code and the Code of Classroom Etiquette. For the individual written assignments, assistance from other students or any other individuals is not allowed, subject to the Honor Code. You must also provide an individual evaluation of group project participants (forms in syllabus), without discussing the evaluation with other students.

You are encouraged to discuss, prior to class, cases and readings with other current MGT 510 students. However, *please do not share or consult on cases and simulations with any former or prospective MGT 510 students*. The printouts of PowerPoint slides handed out in class are copyrighted material. These copies are for your *personal use only*. You must ask for my permission before sharing them in your company or with any other parties.
Subject to the honor code, you should not consult any materials or sources other than those provided in preparing cases or in completing individual assignments. I am well aware that commentaries are

available on the internet and from former students for some cases. You should not be tempted to use those shortcuts! Be aware that I use most cases in non-traditional ways and the standard answers may be highly misleading for the context of this class. For the final group project, you may (but need not) use sources other than the course readings and notes. Reference these additional sources in the report.

Violations of the academic integrity will result in "F" in any circumstance.

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Week 1
Session 1 & 2: Introduction to the New Science of Leadership
Reading:
- Putting People First

Week 2
Session 3 & 4: Leadership Styles
Reading:
- Leadership that gets results
- Level 5 leadership

Special Case Presentation:
- MSQ will be completed in class

Week 3
Session 5 & 6: Leading Risky Decision Processes
Reading:
- Common Biases
- How Much Can We Learn From Success?

Prepare this case:
- Individual & Group Decision-making Exercise to be completed in class

Week 4
Session 7 & 8: Leading High Impact Teams in an Age of Collaboration
Reading:
- The Dominance of Teams in the Production of Knowledge
- The Power of Design

Special Case Presentation:
- Group Performance Exercise to be completed in class

Week 5
Session 10 & 11: Negotiation for a Piece of the Pie
Reading:
- Why Negotiations Go Wrong
- Thinking Rationality about Negotiation
- Importance of Being Persuasive

Prepare this case:
- A negotiation case will be distributed at the start of class and you will be asked to negotiate it with a partner during class.

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Week 6
Session 11 & 12: Leader's Networks
Reading:
- Connected
- Teams as Network

Prepare this case:
- 6 degrees of separation worksheet to be completed in class

Week 7
Session 13 & 14: Leading Organizational Initiatives
Reading:
- The Three Rules of Epidemics
- Thresholds, cascades, and predictability
- User manual and background material for the EIS Simulation (skim)

Special Case Preparation:
You will use a computer simulation in class to test and practice your skills at leading a change initiative. You will be assigned to teams. The winning team wins a prize.
1) The computer simulation will be emailed to you before class. Install it before class
2) Broadly familiarize yourself with the EIS simulation before class by know the names and positions of the 22 executives at Teleswitches Corp and the influence tactics at your disposal (e.g., workshop, email, speaker, etc) as found in the User manual.

Week 8
Final Exam (Tuesday, March 25)

In-Class Exams

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Your assignment:

- Read a case distributed in advance and be prepared to answer questions about when you sit for the in-class final exam.

Preparation:

- The exam is an individual effort.
- It is an honor code violation to discuss the case or to acquire case related materials other than those distributed in class regardless of the non-humanness of the contact.
- I can be consulted if you have questions.
- You do not need to use materials beyond those provided in the course.
- Materials used from outside the class must be appropriately cited.

Typical questions:

- You will be asked to analyze the appropriateness of the actions taken (or not taken) by the lead figures in the case, such as forming a team, leading an initiative through the firm, or reorganizing a unit, as well as why certain actions achieved or failed to bring about a desired outcome using the analytical tools we developed in class. An excellent exam is one that demonstrates your ability to analyze and solve organizational and leadership problems using the course material in selective and creative ways.

Some guidelines for success:

- Read all the questions before you begin writing. Each question may have a different point value and expected length. Plan your time accordingly.
- Refer to and use conceptual tools explicitly. This will help convey your understanding of the material and will economize on time and space.
- Make a point <u>and</u> provide reasons/evidence to support it. Try to go beyond description (a narration of what happened) to analysis (an explanation of why it happened) using the information in the case and analytic tools from the class.
- Demonstrate your ability to apply the readings, lectures, and class discussions in accurate, selective, and creative ways to diagnose, analyze, and remedy organizational problems. Accurate means using the conceptual tools in a correct and consistent manner. Selective means using the conceptual tools that give you the most leverage, rather than core dumping all possible ideas. Creative means extending or applying the material in new, accurate ways.
- This is not a test of your industry knowledge.
- Answers longer than the stated page limits are subject to much higher standards, while concise answers are particularly appreciated.

When you finish your exam, email your answers to taehyun@business.kaist.ac.kr and return the hard copies of the:

- Case
- Crib Sheet

Senior Leadership Network Analysis

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Your own career success depends in part on the effectiveness of your professional network. This project provides an opportunity to spend some time developing a sophisticated understanding of how successful leaders and senior executives initiate, develop, and manage their ties to accomplish their objectives. Your task is to analyze the social network of a leader using the concepts discussed in the course. Anticipate having to interview a leader to gain an understanding of his or her situation, the nature of this or her network, and the way in which it is managed. The choice of the leader is up to you. Try to choose someone how you believe will be candid, open, and insightful.

Key Elements of the Analysis in a Nutshell

- Each Teammate interviews 1 leader of his or her choice on the role of networks in career success.
- Teammates integrate their individual case study observations into one coherent analysis, using the theoretical material we covered in class as a reference point for best practices.
- Produce a 10 double-spaced page report with 12-point font and 1' margins all around for 5 person teams. 6 person teams get 11 pages, 7 person teams get 12 pages, etc.

The paper should have a three-part organization:

1. An introduction
What is your paper's thesis? Who are the leaders you interviewed? This introduction should include a 1 paragraph description of each leader, her responsibilities, and a network map of the her network (description can be placed in the Appendix which is not included in the 10 page limit)

2. Body of Analysis
You should organize and focus your analysis in terms of course concepts and should use those concepts to explain the similarities and differences you observed. Assess each leader's strategy for networking. What are its strengths? How could the strategy be improved? Have opportunities been overlooked? What role have their relationships played in their success both within their current firms and across their careers? Think about how each leader uses resources lodged in their network ties to get things done. What interpersonal strategies are used to cultivate contacts and expand a network? How has trust and commitment been developed with their network contacts? What tactics are used to successfully gain the buy-in of powerful actors or circumvent them? How do these leaders use the resources lodged in their network ties to get things accomplished?

Because you cannot answer all of these questions in your report, please focus on those questions you have the best information on, and avoid parenthetical sections/ideas and weak arguments. Try to go beyond description to a cause and effect explanation. Seamless, well-organized reports that stress key factors rather all possible findings are evaluated most highly. Be critical in your analysis. **Include a network map for each executive you are discussing (these may be placed in the Appendix).**

3. There should be a conclusion section titled: "Recommendations for KAIST Students." This section should be one page and include concrete recommendations for building social capital for your fellow KAIST students. These suggestions should focus on what KAIST students could potentially do now or in the future to manage their networks and success. For example, describe how what you learned can help students do better in selecting company presentations; meeting

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company presenters; making contacts during their first summer jobs; switching fields from banking to general management or consulting; preparing for the transition from employee to partner; and other critical activities related to career advancement or building company equity.

NOTE: The most informative analyses go beyond description (a story about or description of the executives' networks) to an explanation of why something happened the way it did, applying course concepts to situations that we may not have discussed explicitly in class. Well-organized papers that stress the most important factors rather than simply provide a data-dump of all the possible factors are evaluated more highly. Be creative. Find issues that are important to you that we may not have covered explicitly in class, such as work-family balance, diversity, cross-cultural relations, implementing a new technology, starting a new company, the effects of downsizing, etc.

Tips for How to Approach this Assignment

1. You should assure the executives that their names will be kept strictly confidential: You can use an alias when discussing each interviewee in your analysis.

2. Find out the executive's "philosophy of networks." To do this focus on how the person uses relationships to get something accomplished and then work back to how that person makes and manages networks and to his/her "philosophy of networks."

3. A good way to start your discussion with each leader is to introduce the task then to ask the person how his or her career took shape. Let the executive free associate about his or her career and the critical events within this career progression. Note how the critical events were spawned by or renovated the social organization around the leader. A good way to get the interviewees to reveal their knowledge about their experiences is to let them tell you a story about how they found a key job, a valued colleague, or an important competitive opportunity. After you hear the leader's account, map it onto your understanding of how social relationships are used and managed. Asking the executives to tell you stories is often a much more effective technique than asking them direct questions, particularly at the beginning of an interview. Clarifying questions *about* their stories, on the other hand, are an important tool for ensuring your understanding.

Some questions to consider in developing your analysis

What is the summary network map of the executive's key contacts in his or her current job? Consider drawing a network diagram during the interview in which you identify contacts and the types of exchanges and relationships the executive uses to cultivate them (see the above diagram). Analyze the network map. What is the strongest entrepreneurial opportunity (i.e., where can the most value be added)? Cite examples from your discussions or observations to illustrate your view of the leader's entrepreneurial skill. Be careful not to jump to quick conclusions that blind you to alternative interpretations.

1. How is the leader positioned for action and getting things done? How are barriers to action overcome? You could ask about a recent example of this (this could provide a focal situation for the analysis): For example, ask how she or he leveraged contacts to respond to a situation and why it worked or did not work. Probe for how networks could be better structured, maintained or used, in light of the pattern of dependencies the person faces.

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2. What are the kinds of contacts and exchanges that the executive uses for different purposes and in different contexts -- for example, to make decisions, to get a specific task accomplished quickly, to gain influence, to get information, to advocate or implement change?

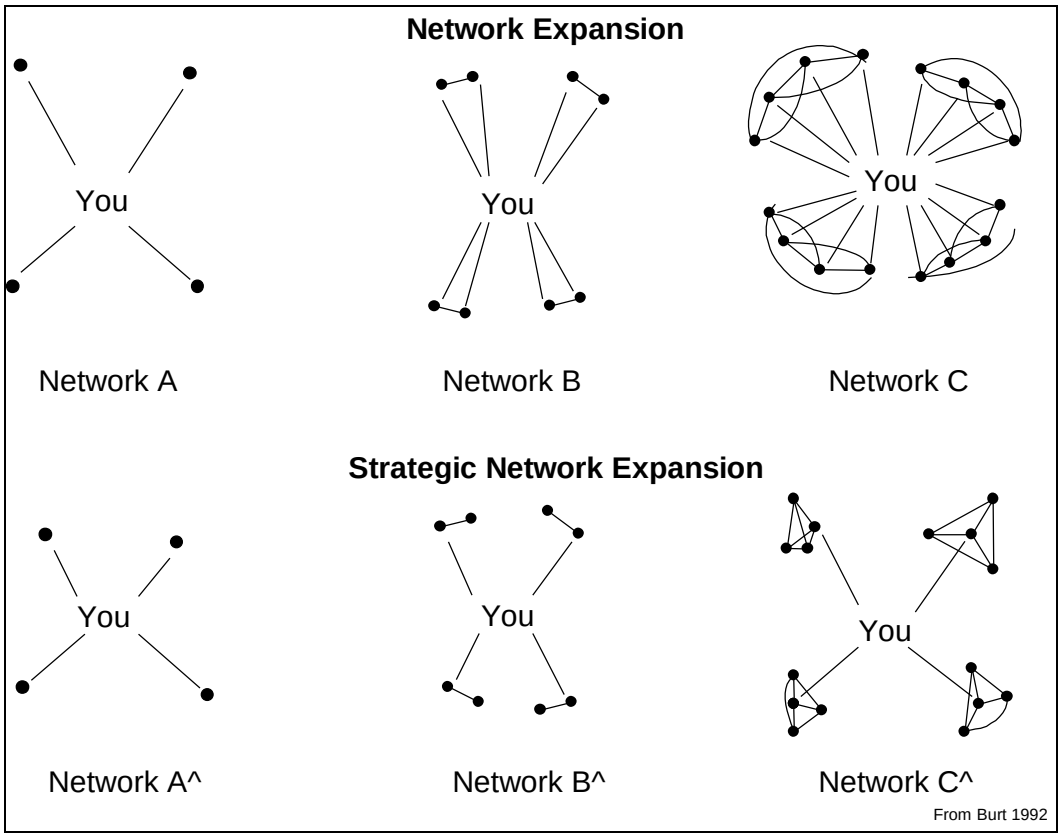
3. How does the executive build trust in relationships? What kind of information is shared with different contacts and why? What role does reputation play? Does he/she form many ties or few ties? How much redundancy is there in the person's network?

4. How does the executive's network (size, number of structural holes, clique, entrepreneurial, monopolist) match his or her objectives? How could it be improved?

5. How is the executive positioned in terms of diversity of relationships? How does the person deal with issues of timing, access, and referrals? Where is the executive's sponsorship or mentoring structure? How has this changed over his/her career? What was the person's experience with "developmental" relationships—either as a protégé, mentor, sponsor, or combinations of these?

6. How does the corporate culture impact the leader's relationships?

7. How do the leader's relationships map onto the formal organizational structure?



Interviewing Skills

Keep in mind that interviewing skills are extremely important to managers and consultants because they are a major tool by which to collect data about competitive processes and outcomes. Use this opportunity to test and develop your skill base. Furthermore, you will learn what makes a good interviewee; this knowledge will enhance your performance on the job market when you are being interviewed.

You should go into the interview with a set of questions, but remember that asking direct questions about executives' views on power or networking may put them on the defensive or make them uncomfortable. Ask them to tell you stories at the beginning of the interview, and then use their stories to guide your questions. Use your questions as an outline but be prepared to give up your sequencing. It is your job to navigate back to them when the time is ripe. If you try to stick too closely to your outline you are likely to lose the interviewee's attention and stall the interview when the conversation shifts in another direction.
Probing: It is important to probe during the interview. If your interviewee makes a general statement such as, "I use trust to build my network," ask, "how do you build trust?" "What approaches do you use and under what circumstances?" "What activities don't work?" "If you do X, won't Y be a possible unanticipated consequence?" This is the best way to get fine-grained and accurate information about how networks are used by your interviewees.

Some sample questions for revealing the structure of the network:

1. If you look back over the last six months, who are the four or five people with whom you discussed matters of importance to you? Just list their first names or initials.
2. Consider the people with whom you spend your free time. Over the last six months, who are the three people you have been with most often for informal social activities such as going out to lunch, dinner, drinks, films, visiting on another's homes, and so on?
3. Who are the four or five people who have contributed most to your professional growth and where are they in the network? Are they connected to each other?
4. Who do you see as your single, most important contact for your continued success and where are they in your network?
5. At the other extreme, what people working at your company have made it the most difficult for you to carry out your job responsibilities? Again, just list the person's first name or initials (and remind them that this data is strictly confidential).
6. As part of your notes, you may want to diagram the manager's key contacts. Which are most and least connected?

You would also like to gather a sense of how successful the executive has been. You may want to get a sense of how much the executives agree with some of the following statements. I would not go through this list item by item, but instead try to embed these issues into your discussion.

Risk taking:
I am encouraged to speak my mind about the way I think things should be done in the firm.
I am afraid to take chances with "risky" ideas in this organization.
I can take chances here without fear of negative repercussions.
I am discouraged from experimenting with new ways of solving company problems.
It is fatal for me to make a mistake.

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Information Access:
I get very little information about what other people are doing.
It is difficult for me to approach senior management with a concern.
I am up-to-date on what is going on in the organization.
In my department, we are the last to hear about anything.
I can go to top management with a problem and get heard.
I believe that senior management is "in touch" with the opinions and thinking of the people who work here.

Autonomy:
I am managed by my boss too tightly.
I can use my personal initiative and judgment in carrying out my work.
I seldom get a chance to do things without my boss "holding my hand".
I am very closely supervised in my work.

The Company's Landscape:
Turf struggles among departments are common here.
At my company, the departments "rise and fall" as one; there is little territorialism here.
By and large, the different departments work cooperatively to an unusual degree here.
I believe that conflicts between departments get in the way of getting things done.

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Group Evaluation

Please use this form to summarize your evaluation of your own and your teammates' contribution on your team based assignments.

Evaluation System

Use the 100 point allocation method common in investment banking, consulting, and product management. Allocate your 100 points across all team members including yourself so that the allocation of points is commensurate with the contribution of the team member. For example, in a 5 person team, if all teammates contribute equally, you should allocate 20 points (100/5) to each teammate including yourself; if there were 4 teammates each would get 25 points and so on. If the contributions are unequal in your evaluation, then assign points proportionate to the level of the contribution.

Evaluation Criteria

Contribution is based on three criteria: Quality of deliverables, dependability, and initiative.

Due Dates

If you do **NOT** return this form, I will assume that you have assigned your points equally across all teammates including yourself. The form is **DUE** the same day as the team research paper on leadership.

Confidentiality

All information reported on this form is confidential. Please return it to me in a sealed envelope.

Team Member Name **(be sure to list your name too)**	**Point Allocation** **Total points = 100)**

After you turn in your team assignments, email your group evaluation form to taehyun@business.kaist.ac.kr

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