

**ANDERSON SCHOOL AT UCLA  
MBA ORIENTATION PROGRAM, CLASS OF 2008  
FALL 2006**

**LEADERSHIP FOUNDATIONS 1, MGT. 414A  
COURSE SYLLABUS**

**Course Credit and Schedule**

A 2-unit course scheduled Monday-Friday, September 18-22, all day (beginning at 8:00am) and some evenings, as part of the Orientation Program for the MBA Class of 2008.

**Faculty and Teaching Assistants**

Professors: Corinne Bendersky, Craig Fox, David Lewin, John Ullmen, Maia Young

Teaching Assistants: Tom Aronson, Michael Beggs, Michael Brietich, Erkki Corpuz, Gabe Chua, Wendy Lu, Meghann Seidner, Aaron Suplizio, Mark Waslijew, Saujin Yi

**Conceptual Framework**

The 2-unit “Leadership Foundations 1” (LF1) course in the MBA Orientation Program is designed to enhance student knowledge of and competency in leadership. Thus, the course has both learning and skill development objectives. The conceptual framework for the course is grounded in principles of individual, group and organizational behavior. In particular, the course begins with an emphasis on leadership at the individual level of analysis, moves on to consider leadership at the group or team level, and then takes up leadership at the organizational level.

The course is not based on and does not espouse one model of leadership. This is because there is no extant model of leadership that has been sufficiently scientifically validated to the point of becoming so dominant that it has driven out other models. Instead, the course offers different perspectives on leadership as well as various applications to test these perspectives. The combination of readings, lectures, cases, experiential exercises and class discussion constitute inputs for new MBA students to determine their own leadership strengths and limitations, and to begin early on in their MBA program to develop a plan for maintaining/improving their strengths and overcoming their limitations. The output from this effort will be a Leadership Map that each student will complete by the end of the LF1 course.

## **Day #1**

The day begins with a course overview, followed by a session on leadership models and an introduction to the Leadership Development Journal (LDJ). The LDJ is intended as a tool to help students identify key learning points from each LF1 session, and specific time is set aside toward the end of each day for students to make entries into the LDJ. During early afternoon on Day #1, students will assemble in Korn Hall for welcoming remarks by Dean Judy Olian, a presentation of the MBA Class of 2008 class profile by Admissions Director Linda Baldwin, and brief remarks by 2<sup>nd</sup>-year MBA student Orientation Co-Directors Elissa Rudis and Dustin Smith. Then, in sections, students' individual leadership behavior will be assessed through completion and scoring of the Strength Deployment Inventory (SDI). The SDI measures an individual's orientation towards two different situational contexts: 1) when things are going well for you and 2) when you are faced with conflict and opposition. The first of these contexts can be characterized as static or stable while the second can be characterized as dynamic or stressful. Therefore, the SDI helps individuals gain insight into how their behavior changes under different contextual conditions and, through analysis and discussion of their SDI "scores," to draw inferences about the strengths and weaknesses of their respective approaches to leadership. This analysis and discussion will be linked to the research literature that addresses the strengths and weaknesses of particular leadership styles.

## **Days #2 and #3**

Leadership cannot, of course, be exercised in isolation, and therefore Days #2 and #3 of LF1 are devoted to leadership in the context of small groups. Three key components are featured in these two days: 1) an outdoor "leadership odyssey" activity, 2) a conflict management session featuring a simulated negotiation, and 3) a session featuring improvisational exercises and activities. One-half of the class will participate in leadership odyssey on Day #2, the other half on Day #3. Leadership odyssey requires students to accomplish several moderately physical tasks by working in various small group configurations. The extent to which such groups can develop leadership capabilities required for effective task completion is the key challenge of leadership odyssey. Leadership is also required when individuals and small groups find themselves in conflict situations. During the morning sessions of Days #2 and #3, concepts of conflict management will be presented and discussed, and students will engage in a dyadic negotiation in an attempt to resolve a simulated conflict situation. These session components are designed to enable students to identify leadership characteristics and skills required to effectively manage individual and small group conflict. The afternoon improvisational exercises/activities are grounded in capabilities drawn from acting and theatrical settings, and are thus aimed at simulating and stimulating creativity and innovation. Whether or not particular types of leadership are better suited to fostering creativity and innovation is a critical question facing many organizations. Hence, Leadership Foundations provides new MBA students opportunities to explore their own

leadership approaches and capabilities in contexts that require creativity and innovation. This component of Leadership Foundations will conclude with evening improvisational “performances.”

#### **Day #4**

The emphasis on leadership in group decision-making and problem-solving situations continues into the morning of Day #4. A simulated decision-making situation will be used for this purpose, and students will work both individually and in teams to determine how to make the best decisions in the situation at hand. Because the simulation generates data on individual and team decisions, students will be able to compare individual and team performance and, in particular, determine whether and why teams do better (or worse) than individuals in the type of complex decision-making situation featured in the simulation. Students will also be able to analyze how different approaches to leadership bear upon team effectiveness in this context. This session will be followed by lunch time conversations about leadership with members of the Anderson School Board of Visitors. One Board member per section will discuss with students leadership approaches and styles that he or she has found to be relatively successful and unsuccessful; whether and to what extent effective leadership can be exercised by teams as well as individuals; how, if at all, the Board member’s own approach to or style of leadership has changed over time; and how leadership competence can best developed.

In the afternoon of Day #4, the focus of the LF1 course turns to leadership in an organizational context. Students will analyze and discuss a multi-part case featuring a relatively young mid-level professional (not unlike themselves) who faces a series of critical decisions in the company in which he is employed. Several key organizational and decision context variables affect his decisions, and students will be able to assess this individual’s leadership strengths and limitations as he considers and makes his decisions. In addition, students will be able to consider and reflect on their own leadership strengths and weaknesses in terms of how they would have behaved and made decisions in the circumstances facing the individual featured in the case. Day #4 of LF1 will conclude with students completing SDI feedback forms for members of their respective small groups in preparation for Day #5. Then the first Anderson Afternoon for the MBA Class of 2008 will be held on North Lawn. During the evening, students will prepare their draft Leadership Maps, which they will then revise and finalize on Day #5

#### **Day #5**

On the final day of Leadership Foundations (Day #5), leadership will be considered at all three main levels of analysis. On the morning of Day #5 we return to the SDI, this time with students working in small groups to provide each other with leadership feedback based on group member SDI assessments. All group members will both receive and provide feedback, which will constitute input into each student’s revision of his or her Leadership Map. Individual work on the Leadership Map will proceed for the remainder of the morning, followed by a Korn Hall presentation by Julia

Stewart, CEO of International House of Pancakes (IHOP). IHOP is a public company with more than 1200 restaurants throughout the United States and Canada and annual revenues of approximately \$350 million. Ms. Stewart, who has an extensive background in the food industry, is a member of the Anderson School's Board of Visitors. The emphasis of her presentation will be on the leadership capabilities required of her and her colleagues to bring about successful organizational performance in a fast-moving, highly competitive industry. Students will also have the opportunity to pose questions to Ms. Stewart.

Thereafter, students will reassemble in their small groups and each group member will briefly present his or her Leadership Map and receive group feedback as a final input into revision and completion of the Leadership Map. Each student must submit his or her completed Leadership Map by 3:30pm on Day #5. This will be followed by a faculty-led course wrap-up and integration featuring, including Q&A and discussion of key learning points from the course, and by student evaluation of the course. Day #5 will conclude with a preview in Korn Hall of week #2 of the MBA Orientation Program, to be conducted by the 2<sup>nd</sup> year MBA student Orientation Co-Directors.

In summary, the LF1 course is designed to focus on individual, group and organizational dimensions of leadership, with the objectives of enhancing student learning about leadership and having students begin a process for developing their leadership competence during the MBA Program. From this perspective, the Leadership Development Map is less a final output of LF1 and more an initial draft of a blueprint for developing leadership competency. It will be each student's responsibility to draft that blueprint and then deepen the blueprint as he or she matriculates through the Anderson School MBA Program.

## LEADERSHIP FOUNDATIONS 1 (LF1) COURSE SCHEDULE

Sun – 9/17	Mon – 9/18	Tues – 9/19 & Wed – 9/20 (½ students from each section)	Tues – 9/19 & Wed – 9/20 (½ students from each section)	Thurs – 9/21	Fri – 9/22
	8:00-10:00 Faculty & TA introductions, section opening activity	8:00-8:30 Section TAs	8:00-10:00 Korn Hall: Leadership Odyssey Introduction	8:00-8:30 Section TAs	8:00-8:30 Section TAs
	10:00-12:00 Course overview, Leadership Models, Leadership Dev. Journal	8:30-11:30 Conflict Management	10:00-12:00 Sunset Canyon: Leadership Odyssey	8:30-11:30 Team Leadership	8:30-10:50 SDI group feedback and Leadership Map revision
				11:30-1:00 In-section lunch and leadership conversation with BOV Member	11:00-12:00 Korn Hall: presentation by Julia Stewart, CEO, IHOP
	12:00-1:00 Lunch (Alumni Plaza)	11:30-12:30 Lunch (Alumni Plaza)	12:00-1:00 Lunch (Sunset Canyon)		12:00-1:00 Lunch (Alumni Plaza)
	1:00-1:30 Korn Hall: Welcome by Dean; Class Profile by L. Baldwin, Remarks by E. Rudis & D. Smith	12:30-6:00 Improv/ communication: principles, objectives, activities	1:00-4:00 Leadership Odyssey (continued)	1:00-3:45 Erik Peterson case analysis, discussion, completion and debrief	1:00-3:30 Leadership Map presentation, group feedback, revision, completion and submission
	1:45- 4:00 Strength Deployment Inventory	6:00 – 6:30 Journal Time	4:00-6:00 Leadership Odyssey Debrief	3:45-4:45 SDI Feedback Prep.; 4:45-5:15 Journal Time	3:30-4:00 Course Wrap-Up; 4:00-4:20 Course Evaluation
4:00-6:00 Courtyard Reception	4:00-5:00 Journal Time 5:00-6:00 Computer Workshops	6:30-7:30 Dinner We provide	6:00 – 6:30 Journal Time	5:15 Anderson Afternoon North Lawn	4:30-5:00 Korn Hall: Intro to Week #2, Orientation Co-Directors
	6:00-On Dinner on own and Prep. for Tuesday	7:30-8:45 Improv Performances	6:30-On Dinner on own & Prep. for Thursday	7:00-On Dinner on own & Leadership Map Prep.	5:00-On Reception (Alumni Plaza)

## **GRADING, ASSESSMENT, ASSIGNMENTS AND LAPTOP USAGE**

The LF1 course is graded on a satisfactory-unsatisfactory basis. If you receive the grade of unsatisfactory, you will have additional assignments and responsibilities to complete. Please note that you must satisfactorily complete LF1 in order to continue in the Anderson School MBA Program. Please also note that attendance at every LF1 course session is mandatory. Course faculty will assess your Leadership Maps and issue final course grades by Monday, September 25.

Assignments for LF1 include completion of all course readings and cases (some prior to and others during the course), completion of all in-class exercises, simulations, small group activities and the LDJ (described below), and completion and submission of your Leadership Map (also described below). Most of the readings (listed below) are pre-reading, meaning that they should be read prior to the start of the LF1 course.

During LF1 class sessions we will follow a “laptops off and down” policy, with one exception. Indeed, we recommend that you not bring your laptops to class until Friday. The exception concerns the Leadership Map, which we request that you prepare and submit electronically. Please note that hard copy of all overhead slides and related items used in the Leadership Foundations course will be handed out during class sessions, and you may use these to take notes.

## **LEADERSHIP DEVELOPMENT JOURNAL (LDJ) AND LEADERSHIP MAP INSTRUCTIONS**

During LF1, we want you to keep a **Leadership Development Journal (LDJ)** in which you regularly record notes, comments and questions about leadership concepts, your own leadership strengths and limitations, areas of leadership in which you believe that you should pursue further skill development, circumstances in which you tend to avoid taking a leadership role, factors that influence your leadership behavior, and aspects of others’ leadership behavior that do and don’t appeal to you. The **LDJ** is intended to help you develop increased consciousness about how you are likely to tackle leadership challenges ahead as you matriculate through the Anderson School MBA Program. While the **LDJ** contains certain questions about each LF1 day’s sessions and readings to help guide your thinking and observations, you should feel completely free to write down whatever you deem relevant in terms of leadership-related personal reflections. Even though each student will be making entries into his or her **LDJ**, what you write down in this regard is uniquely relevant to you. You may be assured that no one beside yourself will read your **LDJ** entries unless you explicitly ask someone to do so. You can use any recording format you like, for example, single sentences, whole paragraphs, bullet points, etc., but you should attempt to write down your leadership-related reflections regularly while they are fresh in your mind. For this purpose, specific time is set aside at the end of each day of LF1 for you to use your **LDJ**.

In addition to the personal value derived from regularly reflecting on your leadership learning experiences in LF1 and writing them down in your **LDJ**, this recording process will help you complete your **Leadership Map**, which is the one assignment/deliverable for the course. During the next two years you will be presented with many relatively safe opportunities to further develop your leadership knowledge and skills, and the **Leadership Map** should therefore serve as the starting point for this process. In particular, your **Leadership Map** should include the following:

- 1) A succinct one or two paragraph statement of your leadership aspirations that identifies what you hope to achieve in terms of leadership competencies, roles and experiences.
- 2) A one to two-page current profile of your leadership strengths and limitations informed by the experiences you have in the week-long LF1 course. This should be in narrative rather than bullet point format, and it will be most useful if you focus on those areas of leadership that present the greatest challenges to you.
- 3) A roughly one-page description of the leadership skills you need to develop and/or acquire and an accompanying statement or outline of how you plan to do so during the next two years. Try to make this statement as specific as possible rather than offering a generalized “New Year’s Resolution.”

A passing grade on this assignment requires that you demonstrate candor in self-reflection, be specific in your statements, include examples to illustrate what you are talking about, and avoid abstractions and platitudes. Your **Leadership Map** should be no longer than three double-spaced typed (word processed) pages with one-inch margins all around and a readable (meaning at least 10-point) font. Please be sure to bring a draft of your **Leadership Map** to class on Friday morning, September 22.

Much of the Friday LF1 sessions will be devoted to helping you complete the **Leadership Map** assignment by late afternoon. On Friday morning, you and members of your small group will receive SDI group feedback based on the SDI questionnaires that each member of your group completed during the previous day. Your small group will then meet to discuss this feedback, which should help you gain further insight into your own leadership strengths and limitations. Once this process is completed, you will have time to revise your **Leadership Map**. During Friday afternoon, you will again meet with your small group during which time you and every other member of the group should make a brief (10-minute or so) presentation of his or her draft **Leadership Map**. Following each presentation, your small group should engage the presenter in a give-and-take discussion of group members’ reactions to the presentation in which comments and suggestions are intended to help the presenter further refine and revise his or her **Leadership Map**. You will then have some time to complete your **Leadership Map**, which should be submitted to the instructor by no later than 3:30pm that day.

The LF1 faculty will not evaluate your **Leadership Map** on the basis of whether you have found “the answer” to questions about leadership or your own leadership development. Rather, we will focus on how thoughtfully and openly you explore this

leadership territory. By definition, your **Leadership Map** is a work-in-process and its validity and utility will primarily depend on whether it makes sense to you. Please be assured that no one other than the faculty instructor for your section of LF1 will read your **Leadership Map**, no copies of your **Leadership Map** will be made or retained by anyone, and your **Leadership Map** will be returned to you after the faculty instructor has completed evaluating it. In the event that your **Leadership Map** is judged to be unsatisfactory, you will receive specific instructions and a timetable for revising and resubmitting it.

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### **DAY 1: MONDAY READING ASSIGNMENTS AND STUDY QUESTIONS\***

**\*All question listed below also appear in the Leadership Development Journal (LDJ)**

**Deborah Ancona. 2004. "Leadership in an Age of Uncertainty." In Ancona, et al. Managing for the Future: Organizational Behavior and Processes. Module 14, pp. M14-8-M14-17.**

1. Which of the four leadership compass capabilities represent your strengths? Which of the four represent your underdeveloped capabilities? (LDJ)
2. What are the interpersonal aspects of each of these capabilities?
3. Describe your own change signature and how you would explain it to others. (LDJ)

**Robert Hogan, Gordon J. Curphy & Hogan Joyce Hogan. 1994. "What we Know About Leadership: Effectiveness and Personality." American Psychologist 49 (6): 493-504.**

1. According to the authors, managers' self-ratings are typically uncorrelated with ratings that were made by supervisors and subordinates—but supervisors and subordinates agreed substantially on their ratings. How would you account for these results?
2. What do the authors assert are the key personality traits that are associated with good leadership? Do you agree? Which of your own traits do you think are conducive to good leadership? (LDJ)
3. The authors identify a number of behavioral tendencies that are associated with incompetent leadership. To what extent do you think that you have fallen into any of these patterns? How can you use these insights to enhance your effectiveness as a leader? (LDJ)



## **DAY 2 (3): TUESDAY (WEDNESDAY) READING ASSIGNMENTS AND STUDY QUESTIONS**

**Roy J. Lewicki, David M. Saunders & John W. Minton. 2001. "Managing Difficult Negotiations: Individual Approaches," In Lewicki, Saunders & Minton, Essentials of Negotiation, 2<sup>nd</sup> Ed., pp. 207-219.**

1. Of the five major conflict-reduction strategies, which are you most/least comfortable with? Why? (LDJ)
2. How does "imaging" differ from "role reversal" as a conflict-reduction mechanism? What does it mean to "fractionate" conflict?
3. Provide an example of a successful (or unsuccessful) negotiation in which you participated, and briefly explain why that negotiation was successful (or unsuccessful). (LDJ)

**Brian J. Hall and Carleen Madigan. 1999. Gerald Weiss. Harvard Business School Case #9-899-258 (revised March 28, 2002).**

You will be role playing the next meeting between Gerald Weiss and Joe Hart. Please prepare to play the role you will be assigned by reading the case, deliberating what you really want in this role, and thinking about the conditions under which Gerald could be effective at Medicode if he were to stay on. Also consider alternative options you might pursue and how those would affect this "conversation." Also be sure to read the role play ground rules that immediately follow the case.

**Susan G. Parker. 2003. "Stand Up And Throw Away the Script: How Improv Can Improve Your Team's Performance." Harvard Management Communications Letter, February. (Reprint #C0302A).**

1. To what extent did the organization in which you were most recently employed embrace the tenets of improv, as characterized in this reading? (LDJ)
2. In what type of professional environments do you think that the improvisational techniques described in this article would be most useful? (LDJ)
3. How might these techniques have been useful to you in a particular job that you have held?

**Anon. 2002. "Inspiring Innovation." Harvard Business Review, 100 (August), pp. 39-49. (Reprint #R0208B).**

1. With which prescriptions do you agree and with which do you disagree? Where you agree, why do you think the given technique is successful in promoting creativity and

innovation? Where you disagree, why do you think a particular technique is not so successful?

2. Suppose you were reading this article to theatrical improv troupes. Which prescriptions do you think would enhance and which do you think would hinder the performance of such teams? (LDJ)

#### **DAY 4: THURSDAY READING ASSIGNMENTS AND STUDY QUESTIONS**

**Linda A. Hill. 1994. Managing Your Career. Harvard Business School Case #9-494-082 (revised December 15, 1998).**

1. Make a list of the jobs, paid or voluntary, that you previously held.
  - a. Which of these jobs have you enjoyed the most?
  - b. Which of these jobs was interesting and fulfilling?
  - c. What is it about any of these jobs that you would prefer to avoid in future?
2. When you work in teams, what role do you normally end up playing?
3. What kind of “stretch” experiences do you think would be most helpful to your development as a leader? (LDJ)

**John J. Gabarro. 1993. Erik Peterson (A & B). Harvard Business School Case #9-494-005 (revised October 13, 1995) and #9-494-006 (revised November 17, 1993)**

1. What problems are facing Erik Peterson?
2. What are the underlying causes of these problems? How effective has Peterson been in taking charge of the Hanover startup in terms of managing the new operation and providing leadership?
3. What actions, if any, should Peterson take to turn the situation around and prepare for his meeting with Chip Knight?