BERNICE M. LEDBETTER

MBA 694.35

GREAT LEADERS, GREAT LITERATURE

Fall 2003

FRIDAYS 6:00 – 10:00 P.M.

SATURDAYS 8:00 A.M. – 5:00 P.M.

PEPPERDINE UNIVERSITY SAN FERNANDO VALLEY
Course Title Leadership: Great Leaders, Great Literature  
MBA 694.35  
FALL 2003

Fridays, 6:00 – 10:00 p.m.  
Saturdays, 8:00 a.m. – 5:00 p.m.  
Pepperdine University – San Fernando Valley

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Introduction

Leadership is one of the most studied and least understood human behaviors. Yet, leadership is critical for organizational success - especially in the hyper competitive, global world of the 21st Century. What is leadership? Who has it? Where does leadership come from? Does leadership differ by culture? What are the theories of leadership? Do leaders differ from managers? How can you become a more effective leader?

This course explores the major theories of leadership to prepare individuals to understand, develop, and accept complex leadership roles. This course seeks to bridges leadership concepts to leadership actions by applying leadership theory to case situations. The overall course objective is to enhance the participants’ unique leadership abilities.

Course Objectives

To understand the significant theories, models, and concepts of leadership.  
To analyze and understand your unique leadership style.  
To develop and articulate your individual philosophy of leadership.  
To develop skills to create and manage change in organizations.  
To consider the values and ethical issues associated with leadership.  
To strengthen your personal integrity.  
To rededicate your commitment to high standards of leadership.

Methodology
Classes will be interactive and consist of short lectures, discussions, case analyses, presentations, films, and experiential skill building exercises.

One unique aspect of this course is the use of classic literature (summarized in Hartwick Classic Leadership Cases) to illuminate leadership issues.

COURSE ASSIGNMENTS

Leadership Paper

Write a 1 to 3-page paper describing your definition of leadership. How do you think leadership works? What are some of the activities a leader performs? What constitutes good leadership? This is not a research paper, simply record what you think about leadership.

Basic Goal: Tell me what you think about leadership.

Interview

Select a leader, someone whom you respect, someone you might seek for advice on leadership. Interview that person to learn how they achieved their level of leadership ability. You might ask them what values guided them, what obstacles did they encounter, how did they overcome those obstacles, what has been their greatest leadership challenge and how did they manage that challenge?

Write a 4 to 6 page paper reporting on this interview including what was most valuable to you from the conversation. Please conclude the paper by answering the question, “What did I learn about leadership?”

Basic Goal: Learn what you can from someone who is a successful leader.

Reflective Papers

Individuals learn most when they reflect on past and present leadership experiences, apply new ideas to real-life situations, practice new behaviors, and integrate new insights with previous concepts. Writing a brief reflective paper catalyzes and integrates learning.

Please write three 4 to 6-page reflective papers from the following twelve possibilities. Note that the paper number 12 is mandatory. Please indicate which question you are reflecting on in your paper.

Basic Goal: Can you demonstrate your ability to reflect on what you are reading and discussing? Can you demonstrate the ability to make connections between what you are learning and what you are doing?
To maximize your learning, you are encouraged to write the other two papers on topics with which you do not feel comfortable. Please take this opportunity to stretch yourself by serious reflection on yourself as a leader.

1. Please write a paper delineating your beliefs and assumptions about leaders and leadership. How have your beliefs influenced your perception of self and your behavior in potential leadership situations?

2. Please write a paper describing a historical incident in which you were the leader? What traits made you the leader? From whom and how did you learn leadership?

3. Please write a paper describing a charismatic leader. What makes the leader charismatic for you? How does the charisma “work” on you?

4. Please write a paper describing a situation in which you should have assumed leadership. What situational factors influenced your decision not to assume leadership? Would you do anything differently now with the perspective of hindsight?

5. Please write a paper describing the behaviors of a leader who motivated you to achieve more than you thought possible. How did the leader affect you? Which of your leadership behaviors is most motivational to others? Least motivational to others?

6. Please write a paper examining your unique leadership philosophy and style (choose this option only if you are writing the course paper NOT if you are doing the leadership project)

7. Please write a paper describing your leadership values. In what ways do your values influence your leadership actions? (choose this option only if you are writing the course paper NOT if you are doing the leadership project)

8. Please write a paper defining the role(s) of purpose/vision in leadership. How has purpose/vision affected you as a leader? How do you use purpose/vision when you lead?

9. Please write a paper discussing what you see as the link between strategy and leadership?

10. Please write a paper discussing the relationship between beliefs about followers and leadership? What are your beliefs about followers? How do your beliefs about followers influence your leadership?

11. Please write a paper in a leadership topic of interest to you.
12. Please write a paper describing how this course has affirmed or challenged your assumptions about leadership and/or caused you to change your leadership behavior. Reflect on your original definition of leadership, has that description/definition changed? **This paper is mandatory.**

**Leadership Project OR Course Paper**
Select a real life situation in which you play a role as a leader. It could be a situation at your place of employment, a volunteer activity in which you are involved, your role on a board of directors, or other situation. This is a situation where you will take action as a leader over the course of the trimester and will report on your leadership actions at the conclusion of the term.

Consider a particular issue around which your leadership revolves – this almost always involves some aspect of change.

The organization of your paper should include the following:

**Leadership Role:**
Describe the situation, clearly outlining the leadership role you perform and the situation that calls for you to act as a leader.

**Leadership Task:**
What is the leadership task and what is/are the leadership style(s) and/or approach(es) you will use to accomplish that task? There can be more than one. Describe why you think the approach you chose will work in your situation. What are the benefits and drawbacks to your leadership approach? Describe your unique leadership philosophy and style used to accomplish the leadership task.

**Followers:**
Who are your followers? What is it that the followers need relative to your leadership? How do you know what the followers need?

**Leadership Values:**
What values will guide you in the expression of your leadership? How will you express those values to followers? How will your values influence your leadership? How will followers know what your values are from your leadership?

**Strategy:**
What will be your strategy to accomplish your leadership task? How will you implement this strategy? What will be your plan to communicate your strategy? How will you enroll followers in accomplishing the task? How will you motivate followers? How will you deal with conflict and with those who may not want to follow you?

**Results:**
What will happen in the setting as a result of your leadership? How will your leadership be remembered?

Length: 10 to 15 pages

Presentation: 20 minutes
The professor must approve your leadership project in advance. Please hand in a description of your proposed project and outline by the third class meeting - one page maximum.

Basic Goal: Can you evaluate your own leadership and its impact on followers? Can you apply theory to practice in a real life situation?

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Course Paper

Please select a historical or contemporary business leader who fascinates you. Please write a 10-15 page course paper on how a leader addressed a business issue. What was the issue? What did the leader do? Why did the leader do what he or she did? What made their success/failure possible, their personality/traits, their behaviors, the situation itself? What would you have done in the situation - the same or something differently - and why? Please integrate concepts covered in class readings and discussion into your paper.

Length: 10 to 15 pages

Presentation: 20 minutes

The professor must approve your course paper topic in advance. Please hand in your proposed topic and paper outline by the third class meeting - one page maximum.

Basic Goal: Can you conduct research and reflect on the leadership strengthens, weaknesses and outcomes of a business leader? Can you assess leadership effectiveness? Can you integrate course learnings?
**Course Grading**

Grades will be assigned on the following basis:
- Leadership Paper 5%
- Reflection papers 15%
- Interview 10%
- Leadership Practices Inventory 15%
- Final exam Optional
- Leadership Project or Leadership Paper 25%
- Class participation 30%

To earn an “A” you must participate in class discussion. If you do “A” work on all assignments, and if you do not participate actively in class, you will receive a course grade of “B.”

Participate in class = participating in the discussion, adding your comments, engaging in the conversation, sharing what you think with the large and small group discussions.

**All assignments must be turned to pass the class.**

**Evaluation of All Papers will include:**
1. Is the paper well organized (beginning, middle and end), clearly written (logical flow of ideas), and does it address the assignment?
2. Does the paper show an understanding and integration of relevant leadership and policy issues?
3. All papers must be “spell and Grammatik checked.” Style counts. Follow APA guidelines for formatting references and citing sources.

Papers with multiple errors will receive a grade penalty.

Late Paper Policy - Papers are due on the dates listed in the syllabus. Late papers will receive a grade penalty.

**Attendance Policy**

**Attendance at and active participation in all classes is expected. Please contact the professor if you must be absent from class.**

**Please make every effort to arrive at class on time** – we have a great deal of content to cover in each class session and your presence is important for our combined learning as a community. This course is geared toward creating a dynamic, interactive learning process in which we all seek to mutually contribute to our shared learning and increased knowledge about leadership. In this way we each take responsibility for our own individual learning and the learning of the group.

**Conduct**
“The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable.

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.
- Forgery, alteration, or misuse of University documents, records, or identification.
- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
- Interference with the academic or administrative process of the University or any of the approved activities.
- Otherwise unprotected behavior that disrupts the classroom environment.
- Theft or damage to property.
- Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into University facilities.
- Violation of any stated policies or regulations governing student relationships to the University.

Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below:

- **Dismissal** – separation of the student from the University on a permanent basis.
- **Suspension** – separation of the student from the University for a specified length of time.
- **Probation** – status of the student indicating that the relationship with the University is tenuous and that the student’s records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student’s privileges may accompany probation.”

**Policy on Disabilities**

**Assistance for Students with Disabilities**

“Students with disabilities, whether mental or physical, are encouraged to contact the Equal Opportunity Office before the academic year begins or soon after classes are in session. This office will assist each student by providing general information about campus facilities and available resources. The office will assist in providing reasonable accommodation to students with disabilities pursuant to applicable laws. Inquiries should be directed to equal opportunity officer at (310) 506-4208. (Students who wish to file a formal grievance should refer to the “Nondiscrimination Policy,” which is listed in the “Legal Notices” section of this catalog.)”

GSBM Catalog.
Required Textbooks:

Course Reader (2003). Ledbetter, Bernice.


Highly Recommended Leadership “Classics” For Your Leadership Library But Not Required:


References Used During the Course


**Poetry**


**Schedule – Fall 2003**

“Becoming a leader is synonymous with becoming yourself. It’s precisely that simple, and it’s also that difficult. So let’s get started”

Warren Bennis

“The first responsibility of the leader is to define reality. The last is to say thank you. In between the two the leader must be a servant and a debtor.”

Max De Pree

**Class Session #1**

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**Part 1 of 3**

**The Nature and Importance of Leadership**

*The impact of leadership on organizational performance*

*A framework for understanding leadership*

*Are managers and leaders different?*

**Assignments:**

1. Henry Mintzberg. - The Manager’s Job: Folklore and Fact (HBROL)
2. John P. Kotter - What Leaders Really Do (HBROL)
3. Abraham Zaleznik - Managers and Leaders: Are They Different? (HBROL)
4. Confucius, Machiavelli, & Rousseau (Hartwick Case 2-639).
6. Peter Drucker – Not Enough Generals Were Killed (The Leader of the Future)
7. **Leadership Paper due**
8. After the first class session please email me by October 19th your **Leadership Project description or Leadership Paper outline.**

**Questions:** Do leadership and management differ? How? Why? Confucius, Machiavelli, and Rousseau held markedly different views of human nature and society. What are the implications of their views for management and/or leadership today, if any?

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**Part 2 of 3**

**Leadership and Values**

**Assignments:**
1. Machiavelli’s *The Prince* (Hartwick Case 7-123)
5. Max De Pree – What is Leadership? (Leadership is an Art)

Film: Max De Pree on Leadership (30 minutes)

Questions: How important are values in the definition and implementation of leadership?

Part 3 of 3

Purpose/Vision

Assignments:
1. Abraham Lincoln (Hartwick Case 5-321)
2. Winston Churchill (Hartwick Case 7-186)

Questions: What were Lincoln and Churchill’s visions for their nations? How did they define and manage events to achieve their visions? Did Lincoln and Churchill control events or were they controlled by events?

What is the relationship between accountability and authority for leaders? How should the leader resolve the tension between the “ends and means?”

Films: The Speeches of Abraham Lincoln (45 minutes)
The Speeches of Winston Churchill (30 minutes)

Class Session #2 September 26-27, 2003

Part 1 of 3

Leadership Theories
Assignments:
1. C. Farkas & S. Wetlaufer - The Ways Chief Executive Officers Lead (HBROL)
2. Thomas Teal - The Human Side of Management (HBROL)
3. R Heifetz & D. Laurie - The Work of Leadership (HBROL)
5. Peter G. Northouse (1997). Leadership: Theory and Practice. Chapters 2, 3, 4, 5, 6, 7, 9, & 10
6. First Reflection Paper due
5. Completed and scored MBTI (Myers-Briggs Type Indicator) this will be handed out at the first class session.


Part 2 of 3
Charismatic and Transformational Theories of Leadership
*Meanings of charisma
*Types and characteristics of charismatic and transformational leaders
*Communication styles of charismatic leaders
*The “Dark side” of Charisma

Assignments:
4. Hitler (Hartwick Case 9-153)

Questions: How exactly does charisma work? How important is it to defining and implementing policy? Should an executive develop charisma? Why? How?

Film: The Speeches of Adolf Hitler (50 minutes)

Part 3 of 3
Leadership and Chaos Theories

Assignments:

Question: Does chaos theory offer a model to explain business policy formulation and implementation? How? Why? What are the implications of chaos theory for leadership?
Class Session #3

October 10-11, 2003

Part 1 of 3
Leadership Processes
Assignments:
1. Chief Joseph’s *An Indian’s View* (Hartwick Case 4-446)
2. King David (Hartwick Case 4-158)
5. 2nd Reflection Paper Due
6. Leadership Practices Inventory

Questions: Chief Joseph’s leadership processes were ineffective; King David’s leadership processes were effective. What was the difference between the two? Chief Joseph displayed personal integrity; King David did not. What is the relationship between the leader’s private character and leadership processes? Describe the leadership processes that work best for you?

Part 2 of 3
Women, Diversity and Leadership
Assignments:
1. Cleopatra (Hartwick Case 5-242)
2. St. Joan (Hartwick Case 1-309)

Questions: Do men and women lead similarly or differently? How? Why? Will American management/leadership practices prove effective in other parts of the world?

**Part 3 of 3**  
**Beliefs About Followers**

Assignments:
1. Jesus and the Gospels (Hartwick Case 6-317)

Film: Martin Luther King Jr. (20 Minutes)

Questions: What are the similarities and differences in how Jesus, Martin Luther King, and Bartlett & Ghoshal perceive the relationships between the leader and followers? What are the role and importance of the leader’s beliefs about followers?

**Class Session #4  
October 24-25, 2003**

**Part 1 of 3**  
**Political, Directive, & Values-Driven Leadership**

Assignments:
2. **Interview Paper Due**

Questions: Which of Badaracco-Ellsworth’s political, directive, and values-driven models best describes your leadership philosophy? Why?

Film: Twelve O’Clock High - contrasts the leadership styles of two different leaders of a bomber group in a situation demanding “maximum effort.” Explores the costs and benefits of each leader to the individuals and organization. (132 minutes).

**Part 2 of 3**  
**Leadership and Strategy**

Assignments:
1. Sun Tzu’s *The Art of War* (Hartwick Case 9-735)

Questions: How did Sun Tzu define policy goals and related strategies? How did he translate strategies into actionable policies and programs? What do you see as the link between strategy and leadership?

**Part 3 of 3**

**Leadership and Change**

Assignments:

Questions: Leadership frequently demands the leader decide between the mission/task and the people. How should the leader decide the balance between the two?

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**Class Session #5**

November 21-22, 2003

**Part 1 of 3**

**Course Paper/Project Presentations**

Assignments:
2. In Class Leadership Paper/Project Paper Presentations Begin
3. **3rd Reflection Paper (#12) Due**

Questions: Do you agree/disagree with Kouzes and Posner’s perspective on leadership? Why or why not?

**Part 2 of 3**

**Course Paper/Project Presentations**

Assignments:
2. In Class Leadership Paper/Project Presentations Continue.

**Part 3 of 3**

**Course Paper/Project Presentations**

**Course Summary**

Assignments:
1. Quotations from General Colin Powell: A Leadership Primer - 18 Lessons
2. In Class Leadership Paper/Project Presentations
3. Leadership Project Or Leadership Paper Due
4. Final Due (optional)

Film: The Leader’s Legacy – Max De Pree (30 min.)

This syllabus may be revised as the course progresses – July 8, 2003.
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