PEPPERDINE UNIVERSITY
THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

CHARLES D. KERNS, Ph.D.

MBAM 607.13

PERSONAL DEVELOPMENT FOR LEADERSHIP

FALL 2003 SESSION A

WEDNESDAYS

1:00 - 5:00 P.M.

MALIBU

SYLLABUS
Personal Development for Leadership  
MBAM 607.13  
Fall 2003 Session A

Wednesdays  
Malibu Campus  
Charles D. Kerns, Ph.D., MBA  
Office# - (310) 568-5590  
E-mail address – Charles.Kerns@pepperdine.edu  
Fax# - (310) 568-5778  
Malibu Office Hours: Wednesday 5:00 PM–7:00 PM, or by appointment

Course Overview

This course will focus on exploring and developing managerial leadership effectiveness that can be both qualitatively and quantitatively analyzed. Various managerial leadership practices will be examined along with the core values that drive them. Special attention will be given to the study of how managerial leadership action impacts behavior at the intrapersonal, individual, interpersonal and organization-wide levels within a business enterprise. It is expected that learners will become more discerning in what they perceive as effective managerial leadership. Participants will also have the opportunity to apply a variety of practical frameworks and tools to real work managerial leadership situations. Numerous action learning oriented methods will be utilized to help introduce and reinforce topics covered in the course.

Course Objectives

1. Apply managerial leadership effectiveness practices to personal leadership effectiveness.

2. Identify and articulate a set of core values which underlie the concept of “values-centered” leadership.

3. Increase your understanding and practice of key managerial leadership frameworks and tools which impact the achievement of results within an organization.

4. Become a more discerning consumer of information relating to managerial leadership.

5. Gain new perspective and skill while fine-tuning old ones regarding what constitutes effective managerial leadership, in a learning environment characterized by openness, challenge and enjoyment.
Texts and Potential Research Resources

Your primary reference research will be texts listed below. For ease of reference, all texts are referenced throughout this syllabus by the listed codes.

<table>
<thead>
<tr>
<th>Code</th>
<th>Author and Title of Course Texts</th>
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</thead>
</table>

Potential Research Resources:
8. Organizational Dynamics
9. Academy of Management Learning & Education
10. Academy of Management Executive
11. Harvard Business Review
12. Business Horizons
13. Sloan Management Review
14. Academy of Management Review
15. Compensation & Benefits Review
16. Strategic Management Journal
17. California Management Review
Grading

Evaluation Criteria: Course performance will be evaluated on five criteria as follows:

- Two Framework Tool (F-T) Application papers (individual) (see Preparation Guide #1) = 15%
- Managerial Leadership Effectiveness (team paper) (see Preparation Guide #2) = 25%
- Individual Best Practices Analysis (select book from K) (see Preparation Guide #3) = 15%
- Personal Leadership Effectiveness Paper (see Preparation Guide #4) = 30%
- Participation = 15%

Grade Point System: While our work together this trimester will stress learning and application, grades will be earned along the following grade point system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92%</td>
</tr>
<tr>
<td>B+</td>
<td>86 – 89%</td>
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<tr>
<td>B</td>
<td>80 – 85%</td>
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<tr>
<td>B-</td>
<td>76 – 79%</td>
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<tr>
<td>C+</td>
<td>70 – 75%</td>
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<tr>
<td>C</td>
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<td>C-</td>
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<td>D</td>
<td>56 – 57%</td>
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<tr>
<td>D-</td>
<td>54 – 55%</td>
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<tr>
<td>F</td>
<td>0.0 (below 54%)</td>
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</tbody>
</table>

Attendance Policy

Attendance at all class sessions is mandatory. All classes will start promptly as scheduled. Punctuality is expected. (If you need to miss a class due to extenuating circumstances or will be late for a class session, please call to inform Dr. Kerns in advance of these situations at (310) 568-5590.

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 specific 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.” See current catalog.

**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) 506-6500. (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, pg. 33.
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topics</th>
<th>Readings and Rounds</th>
<th>Assignments Due/Reminders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept. 3</td>
<td>Managerial Leadership: Values, Ethics, Frameworks, Styles and Best Practices</td>
<td>R = 2, 10, 11; C = Part I K = 1-39, 214-260, 335-371</td>
<td>Read GBR Articles (1) Summer, 2002 – Managerial Leadership at 12 O’Clock (2) Winter 2002 – Putting Spirituality to Work</td>
</tr>
<tr>
<td>2</td>
<td>Sept. 10</td>
<td>Communication, Cross Cultural Dynamics, Decision Making/Problem Solving</td>
<td>R = 6, 9; C = Part II K = 131-162, 298-332</td>
<td>F-T Paper #1 Guide</td>
</tr>
<tr>
<td>3</td>
<td>Sept. 17</td>
<td>Personality, Emotions, Positivism, conflict and Negotiations at Work</td>
<td>R = 3, 12; C = Part 3 K = 375-409</td>
<td>Workplace Big Five Review</td>
</tr>
<tr>
<td>4</td>
<td>Sept. 24</td>
<td>Motivational Frameworks and Tools, Performance Management</td>
<td>R = 4, 5; K = 82-127, 166-210</td>
<td>F-T Paper #2</td>
</tr>
<tr>
<td>5</td>
<td>Oct. 1</td>
<td>Group Dynamics, Teamwork and Linking</td>
<td>R = 7, 8; Workshop Handout</td>
<td>Managerial Leadership Effectiveness Team Paper</td>
</tr>
<tr>
<td>6</td>
<td>Oct. 8</td>
<td>Organizational Dynamics, Effectiveness, Technology and Strategic HR Practices</td>
<td>R = 13, 14, 15; K = 42-79, 263-294, 414</td>
<td>Best Practice Analysis Paper</td>
</tr>
<tr>
<td>7</td>
<td>Oct. 15</td>
<td>Organizational Culture, Managing Change and Development</td>
<td>R = 16, 17</td>
<td>Personal Leadership Effectiveness Paper</td>
</tr>
</tbody>
</table>
Class Participation Measurement System

Class participation is evaluated on a basis of involvement in class discussions, learning team projects and rounds. You will be rated by your peers on the quality and quantity of your participation. Quality and quantity will be rated separately on scales ranging from 0 to 5. The maximum combined score is 10. Ratings will be converted to percentages consistent with the course grade point system found on page 4.

Rounds involve the class being facilitated to debate, discuss, apply and react to the current assigned readings during a designated period of class. **All learning team members are expected to prepare for each scheduled class session by formulating a specific reaction to a specific content area in one of the assigned readings and respond to questions.**

Additional Guidelines and Considerations

1. A major focus in this course is on assessing and understanding:
   a. Individual and personal characteristics that influence managerial leadership effectiveness in work settings.
   b. Interpersonal skills and group dynamics that influence effectiveness in organizations, high performance and value creation.
   c. Organizational dynamics and their influence on effectiveness.
   d. The impact of managerial leadership practices on the achievement of quality organizational results.
   e. Personal leadership effectiveness.

   The exploration of these five points requires openness, collaboration and a desire to be your personal best.

2. Our educational approach in this course is that learning is maximized when all of us take the initiative and assume the responsibility for exploring concepts and practices that will lead to managerial leadership effectiveness. Bridging the gap between theory and real world practice can be achieved by applying frameworks and tools to:
   - Yourself;
   - The class as an organization;
   - The organizations with which you are familiar; and
   - The other organizations that we will review.

3. Consider the professor as a coach, facilitator and supporter in your efforts to identify and apply skills to improve your personal leadership effectiveness. (Practical tools and frameworks are stressed.) Delivering knowledge to a passive audience is not part of the course design.

4. Take personal responsibility! As a member of the MBAM 607 team, you are responsible to advance experiential learning, come to each class prepared, and play an active role in contributing and soliciting participation from your classmates.
5. The use of personal computers during our seven class sessions is not needed. Instead, each class session will include the distribution of an agenda along with supporting learning materials for your use during class and for subsequent referencing beyond the course.

6. All class sessions will reflect mutual respect, support active involvement and encourage the acquisition of practical knowledge on each of the topics covered.

7. **Penalty for late submissions** of written assignments: Papers submitted after the submission deadline will be penalized 8% if received during the first week after the due date, and an additional 4% for each week thereafter, unless there are extraordinary extenuating circumstances as agreed by the professor. Late submissions are strongly discouraged.

8. Keep a copy disc and hard copy of everything you submit and make every submission clearly legible.

9. No grade of Incomplete (I) will be permitted, except due to extreme circumstances. Any work submitted subsequent to the last class session will not be included in computing the final grade. Exceptions must be agreed upon in writing prior to the end of the course.

10. Your name and/or team member names must appear on the front page of all submissions along with the title of the assignment. All submissions must be securely fastened together. No need for fancy binders.

11. As you proceed through this learning process, remember that "winners always lose more than losers" -- the former stay in the game while the latter leave the learning arena not having fully tested their capacity for the experience at hand.

12. Take personal responsibility for your learning experience. You get out of the course and your MBA program as much as you put into it!

13. Remember you are cheating if you have something to contribute and you don't!

14. Learning is a life long process. Welcome aboard to MBAM 607. Let's build a basis here for future fine-tuning this important area of study. Onward and upward!
PURPOSE: Demonstrate the ability to concisely apply a managerial leadership framework and/or tool to a real world business situation.

DUE DATES: Class # 2 and Class # 4

CONTENT REQUIREMENTS:

I. Brief Description of Situation: What is going on, behaviorally speaking? Is it occurring at the intrapersonal, individual, group or organization level?

II. Framework/Tool Applied and Source: List and define the framework/tool used and the source, i.e., book, class, mini-lecture, discussion, etc.

III. Selection Rationale and Key Actions: Why did you select this framework or tool to apply to this situation (I) and what key action would you take to ensure an effective outcome?

IV. Expected or Actual Outcome: Based on your application, what specific behavioral changes did you observe or expect to see? Be as specific as possible about the behavioral impact to the organization. Link the outcome to the organizational level(s) where the change is expected to occur.

REQUIRED PAPER OUTLINE:

I. Brief description of organizational situation; be as behavioral as possible in your writing;

II. “Framework/Tool Applied and Source”;

III. “Selection Rationale and Key Actions in Application”;

IV. “Expected or Actual Outcome from Application.”

PREPARATION PROCESS SUGGESTIONS:

- Select a situation to describe that is behavioral.
- Be sure that the framework/tool is relevant to the situation.
- Spend most of the narrative on sections III and IV in your snapshot.

EVALUATION CRITERIA:

- Relevant linkage between situation and framework/tool selected: 30%
- Thoughtfulness and usefulness of rationale and key actions in application: 30%
- Thoughtfulness and clarity of discussion of actual or expected outcomes: 30%
- Overall clarity, focus and organization of paper: 10%.
PREPARATION GUIDE # 2
MANAGERIAL LEADERSHIP EFFECTIVENESS (TEAM PAPER)

PURPOSE: Research, review, discuss and document the core competencies required of an effective managerial leader.

DUE DATE: Class # 5

CONTENT REQUIREMENTS: While creativity in preparation and content is encouraged, the following need to be included in your paper:

1. Thorough definition of all factors (core competencies) selected with clear examples of how they are effectively applied in a work setting by managerial leaders.

2. Explicit referencing of research resources that review and discuss managerial leadership effectiveness, values, roles, actions, behaviors, etc.

3. An integrated perspective stating how your selected factors (core competencies) may relate/interact, support each other. (Avoid presenting a laundry list of factors without showing how they may come together to create an integrated picture of managerial leadership effectiveness.)

REFERENCES/RESOURCES: You are expected to document your paper with relevant and current literature from the field of managerial leadership, and organizational behavior. Assigned readings and their associated cross-references can be very helpful. You may also want to research on the Internet using relevant databases. Library assistants are regularly scheduled to provide assistance.

POSSIBLE PAPER OUTLINE:

I. Introduction

II. Review of Researched Managerial Leadership Effectiveness Factors

III. Our Team’s Effectiveness Factors Selection Methodology

IV. Effective Factors Selected – Definitions, Rationale, Application Examples

V. An Integrated Picture: Pulling the Factors Together

VI. Conclusions and Summary Statement
PREPARATION PROCESS SUGGESTIONS:

- Get organized – prior planning prevents poor performance. Spend at least 5% of your time together on front-end preparation!

- Utilize effective teamwork practices (reviewed at our Communication Workshop), e.g., clearly define roles and responsibilities, open communications, etc.

- Collaborate, discuss, confront issues directly, etc., etc.

EVALUATION CRITERIA:

- Thoughtfulness and comprehensiveness of factors researched, selected and presented: 50%

- Clarity in showing practical application value: 20%

- Appropriate use and integration of research resources/literature: 20%

- Overall clarity, focus and organization of paper: 10%
PURPOSE:

- Critically read and analyze, at least, five articles from those reviewed in K.
- Become more familiar and critical of proposed best practices.
- Integrate several best practices into a coherent framework or set of tools that could increase managerial leadership effectiveness.

DUE DATE: Class # 6

CONTENT REQUIREMENTS: While creativity in preparation and content is encouraged, the following need to be included in your paper:
1. Brief synopsis of the main themes/points in each article.
2. Relevance of the articles to the practice of contemporary managerial leadership.
3. Identification and discussion of frameworks and tools in each article offered to help practitioners.
4. Discussion of specific “take aways” you have gleaned from reading each article.
5. Integration/synthesis of the frameworks and tools gleaned from the articles into a coherent whole.
6. Brief Application showing how your “integrated package” of practices can be applied to a practical business/managerial leadership situation and/or issue.

POSSIBLE PAPER OUTLINE:

I. Introduction (Make explicit reference to the articles selected.)

II. Synopsis – Themes and Major Points/Findings

III. Frameworks and Tools Gleaned

IV. My “Take Aways”

V. Integration/Synthesis

VI. Brief Application of “Integrated Practices Package”

VII. Summary and Conclusions
PREPARATION PROCESS SUGGESTIONS:

- Select at least five articles from K as soon as possible.
- Survey read your articles for major themes/findings and frameworks/tools before making final selections.
- Outline the content requirements (see p. 10) for each article before writing paper, especially Integration/Synthesis and Brief Application sections.

EVALUATION CRITERIA:

- Thoughtfulness and comprehensiveness of synopsis of main themes/points: 15%
- Application value and thoughtfulness of “framework/tools” and “take aways” and brief application discussed: 25%
- Accuracy and relevance of Integration/Synthesis: 50%
- Overall clarity, focus and organization of paper: 10%
PURPOSE:

1. Identify ten managerial leadership practices that you can apply to improve your own personal leadership effectiveness.

2. Utilize course materials and related research to identify your own opportunities for improvement.

3. Develop a practical action plan for personal leadership effectiveness.

DUE DATE: Class # 7

CONTENT REQUIREMENTS: While creativity in preparation and content is encouraged, the following need to be included in your paper:

1. Rationale and background for the areas of personal leadership effectiveness that you selected as “opportunities” for personal improvement/fine tuning. (Reference insights gleaned from assessment tools and readings completed during the course, where appropriate.)

2. Clearly and explicitly present your “opportunities” to improve your personal leadership effectiveness.

3. State actions you will take to change and sustain the targeted opportunities for improved personal leadership effectiveness.

4. Identify the implications of your program for your future success.

5. Provide explicit focused conclusions from your work and also relate in part to Good Business “take aways” making clear reference to “Flow”.

POSSIBLE PAPER OUTLINE:

I. Introduction

II. Ten Key Managerial Leadership Practices

III. Application of Ten Practices to My Personal Leadership Effectiveness

IV. Self-Assessment of My Current Effectiveness

V. My Personal Leadership Effectiveness Action Plan

VI. Implications for Future Career and Educational Success. (Reference relevance to Good Business, “Flow”)

VII. Conclusions and Summary
PREPARATION PROCESS SUGGESTIONS:

- Stay current in your readings and note possible areas for personal leadership effectiveness improvement/fine tuning as you read.
- Keep a folder or record of all assessment instruments that you take during class, including the Workplace Big Five.
- Brainstorm all the possible opportunities before making your final selections.

EVALUATION CRITERIA:

- Thoughtfulness and usefulness of opportunities selected and presented: 50%
- Appropriate use and integration of research resources, readings and assessments: 20%
- Relevance and practical application value of action plan, implications and conclusions: 20%
- Overall clarity, focus and organization of paper: 10%
CHARLES D. KERNS: BIOGRAPHIC SNAPSHOT

PROFESSIONAL EXPERIENCE

Psychologist to management, business advisor, strategist, entrepreneur, business school professor, and founder of Corperformance Inc. – Charlie Kerns is most of all a skilled agent of change who enables growing companies to achieve their full potential. Beginning in 1985, his firm implemented performance-based management systems to help businesses survive and grow and to improve profits, productivity and workforce satisfaction. These systems incorporate more than a quarter-century’s experience that Dr. Kerns has used to create his proprietary Corperformance System – values, attitudes and action roles for maximizing business achievement.

Dr. Kerns has consulted with companies and organizations of all sizes across most industries. He helps his clients build value by setting a winning strategic direction, installing performance management systems, coordinating/linking resources and developing interpersonal influence skills among key executives.

He is an expert in helping organizations maximize their performance. His work emphasizes clarity of direction, operational focus, linking and people skills development. By applying the Corperformance System, several of his clients have been recognized as among the fastest growing businesses in America as indexed by Inc. magazine on the “Inc. 500” list.

Prior to founding Corperformance Inc., he spent a decade working in the healthcare industry, including running a large, complex healthcare service organization. He also helped start and grow a family business over a ten-year period. Charlie has also been involved in several successful business start-ups. He merged his firm with a large international consulting organization and became the Director of Organizational consulting prior to joining The Graziadio School full time.

EDUCATION

Dr. Kerns earned his undergraduate degree in psychology and subsequently received his doctorate from the University of Maryland. Since 1976 he has been licensed as a psychologist by the State of California, practicing in the areas of organizational and management psychology. He also holds an MBA degree. He is a Diplomate in Industrial and Organizational Psychology, American Board of Professional Psychology.

ASSOCIATIONS

He is a member of several professional associations, including The Academy of Management, American Psychological Society, Organizational Behavior Teaching Society and the Society for Industrial and Organizational Psychology.

TEACHING EXPERIENCE

Dr. Kerns has taught courses in organizational behavior and management to practicing executives at Pepperdine University’s School of Business and Management since 1980. He became a full-time member of the faculty in the fall of 2000. In January 2003 he assumed the position of Associate Dean of Academic Affairs. His teaching approach integrates real-world experience with applied research and knowledge. He is represented and published in a broad range of publications, including Business Horizons, The Graziadio Business Report and Journal of Healthcare Management.