

Stevens Institute of Technology
Howe School of Technology Management

Management 619: Leading Across Project & Programs

Fall 2013	Mondays, 6:15PM
Pete Dominick, Ph.D. (201) 216-8071 peter.dominick@stevens.edu	Office Hours: By appt.

Overview

This course explores executive leadership skills required in complex organizations (e.g., program management, matrixed organizations, cross-national teams, etc.) Each session presents a framework for understanding issues facing leaders in these environments. Each session also provides an opportunity for participants to practice and enhance their leadership skills via an experiential exercise or assignment. The principles and concepts presented in the course are based on theory and research so that participants can deepen their theoretical and conceptual understanding of leadership in complex organizations while simultaneously becoming a more skillful program leader.

Prerequisites include Mgt. 609 and Mgt. 612.

Relationship of Course to Rest of Curriculum

This course builds upon the principles of self-awareness and reflection that are introduced in Mgt 612: The Human Side of Project Leadership. Whereas the main emphasis in that course is self-development, this course challenges learners to think more broadly about how to develop others, integrate efforts across groups and drive change.

Learning Goals

- Participants will develop their ability to be an effective leader in complex organizations (e.g., program management, matrixed organizations) by :
- **Making executive-level decisions in complex environments**
 - o Creating an organizational climate that fosters optimal decision-making
 - o Understanding the interaction among individual-level cognitive biases, team-level psychological safety, and systems-level influences on decision quality
 - **Shaping the environment and driving change**
 - o Leading organizational change initiatives
 - o Diagnosing and shaping organizational culture
 - o Managing the concerns of multiple internal and external stakeholders

- **Identifying and developing talent among team leaders and members**
 - Selecting effective team leaders and team members and thereby enhancing program and organizational performance
 - Diagnosing and enhancing team effectiveness

Pedagogy

Course sessions will include combinations of experiential exercises, individual and group presentations and case based discussions

Required Readings

Readings are listed on the course schedule and most available on the course web site. You will also need to purchase some course materials at the following website:
<http://cb.hbsp.harvard.edu/cb/access/14493568>

Assignments

Participation (10 points)

Given the interactive and experiential nature of this course, active participation is a critical course requirement. You are expected to keep up with all assigned readings and out-of-class assignments and thereby be well prepared to participate in all class exercises, simulations, and group discussions. Expect to spend at least four hours each week working with course material.

Discussion groups – Each of you will be assigned to a discussion group/team with whom you will work throughout the semester. The responsibility for leading/facilitating the group will be rotated on a more or less weekly basis. When serving as the team leader/facilitator, your responsibilities will include promoting participation from everyone and overseeing your team's effort for that week to ensure that the group's work is completed in a timely manner. Interactions with faculty - *You should feel free to contact me anytime with questions or comments about course content or requirements. You may do so via email, phone and or in person. In addition, your regular feedback on how the course is going for you is appreciated.*

Structured employment interview (20 points)

For a focal job (e.g., project manager) in your organization, you will (a) identify all the tasks and activities performed on the job (as well as their relative importance), (b) identify the knowledge, skills, abilities, experience, education, and other characteristics (KSAOs) needed to perform those tasks and activities successfully, (c) create six structured interview questions (two each of past behavior, situational, and job knowledge questions), each designed to assess one of the KSAOs, and (d) create a scoring guide for each interview question (with examples of poor, average, and excellent responses).

Skill development plan (20 points)

You will participate in two one-on-one coaching sessions with an executive coach (who could be the course instructor or another coach). You will select a leadership skill (or skills) you want to develop, create a detailed development plan, implement the steps in that plan, and describe how you have measured your progress over a six-week period.

Final Case (Project/Program Analysis (50 points)

For this final paper and presentation you will use course concepts, theories and principles to analyze a project or program (a more complete assignment description will be provided in class.).

Assignment	Grade Percent
<i>Participation</i>	10
<i>Structured employment interview</i>	20
<i>Skill development plan</i>	20
<i>Final Case (Project/Program Analysis</i>	50
Total Grade	100%

Ethical Conduct

The following statement is printed in the Stevens Graduate Catalog and applies to all students taking Stevens courses, on and off campus.

“Cheating during in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Graduate Academic Evaluation Board exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term ‘academic impropriety’ is meant to include, but is not limited to, cheating on homework, during in-class or take home examinations and plagiarism.”

Consequences of academic impropriety are severe, ranging from receiving an “F” in a course, to a warning from the Dean of the Graduate School, which becomes a part of the permanent student record, to expulsion.

Reference: The Graduate Student Handbook, Academic Year 2003-2004 Stevens Institute of Technology, page 10.

Consistent with the above statements, all homework exercises, tests and exams that are designated as individual assignments MUST contain the following signed statement before they can be accepted for grading.

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination. I further pledge that I have not copied any material from a book, article, the Internet or any other source except where I have expressly cited the source.

Signature _____

Date: _____

Please note that assignments in this class may be submitted to www.turnitin.com, a web-based anti-plagiarism system, for an evaluation of their originality.

Course/Teacher Evaluation

Continuous improvement can only occur with feedback based on comprehensive and appropriate surveys. Your feedback is an important contributor to decisions to modify course content/pedagogy which is why we strive for 100% class participation in the survey.

All course teacher evaluations are conducted on-line. You will receive an e-mail one week prior to the end of the course informing you that the survey site (<https://www.stevens.edu/assess>) is open along with instructions for accessing the site. Login using your Campus Pipeline (email) 'CPIPE' username and password. This is the same username and password you use for WebCT. Simply click on the course that you wish to evaluate and enter the information. All responses are strictly anonymous. We especially encourage you to clarify your position on any of the questions and give explicit feedbacks on your overall evaluations in the section at the end of the formal survey which allows for written comments. We ask that you submit your survey prior to the last class.

Course Schedule (can follow instructor's own style)

Lecture Number	Date	Topic Covered/Readings/Assignments
1.	8/26	Course Overview
2.	9/9	<p><u>Authentic Leadership: Self-awareness, Your values and Ethical Conduct</u></p> <p>Trevino, L., Hartman, L.P. & Brown, M. (2000). Moral person and moral manager: how executives develop a reputation for ethical leadership, <i>California Management Review</i>, 42(4), 128-142.</p> <p>May, D., Hodges, T., Chan, A., Avolio, B. (2003). Developing the moral component of authentic leadership. <i>Organizational Dynamics</i>, 32(3), 247-260.</p> <p>Roberts, L.M., Spreitzer, G., Dutton, J., Quinn, R., Heaphy, E. & Barker, B. (2005). How to play to your strengths. <i>Harvard Business Review</i>, January.</p>
3.	9/16	<p><u>Decision making and Program Failures</u></p> <p>Bohmer, R.M., Edmondson, A.C., & Roberto, M.A. (2009, May 1). <i>Columbia's Final Mission</i>. Harvard Business School.</p> <p>Vaughan, D. (1997). The trickle-down effect: Policy decisions, risky work, and the <i>Challenger</i> tragedy. <i>California Management Review</i>, 39(2), 80-102.</p>
4	9/23	<p><u>Identifying Problems and Learning From Failure</u></p> <p>Edmondson, A. (2011). Strategies for learning from failure. <i>Harvard Business Review</i>, pp. 48-55. April.</p> <p>Hopkins, Andrew (2011). <i>Management walk-arounds: Lessons from the Gulf of Mexico oil well blowout</i>. Working Paper 79, Australian National University (February).</p> <p>(2005) Tough talk about leadership failure. <i>Leader to Leader</i>; Winter, 35; p. 53-54.</p> <p>Wheatley, M. (2010). Learning from failure. <i>Engineering and Technology</i>, pp. 56-58, September.</p>

5	9/30	<p><u>Analysis of program or project team dynamics</u> Griskevicius, V. Cialdini, R.B., Goldstein, N.J. (2008). Applying (and resisting) peer influence. <i>MIT Sloan Management Review</i>. 49(2), 84-88. Cialdini, R. & Martin, S. (2006). The power of persuasion. <i>Training Journal</i>, December, 40-45. Activity: CTC Corporation Decision Making Exercise (provided in class).</p>
6	10/7	<p><u>Decision making in complex system environments</u> <i>Leadership and team simulation: Everest.</i> Roberto, M.A. (2002). Lessons from everest: The interaction of cognitive bias, psychological safety and system complexity. <i>California Management Review</i>, 45(1), 136-158, CMR245.</p>
7	10/15	<p><u>Leading within and across teams</u> Ibarra, H & Hansen, M. (2011) Are you a collaborative leader? <i>Harvard Business Review</i>, July-august pp. 69-74. Ernst. C. & Chrobot-Mason, D. (2011). Flat world hard boundaries: how to lead across them. <i>Sloan Management Review</i>, pp. 1-8. Spring. Salas, E., Weaver, S.J., Rosen, M.A., & Smith-Jentsch, K.A. (2009). Managing team performance in complex settings: Research-based best practices. In J.W. Smither & M. London (Eds.), <i>Performance management: Putting research into practice</i>. San Francisco: Jossey-Bass. Assignment: Each team member will list (a) the skills, knowledge, and experiences shared by all the team's members, (b) the unique skills, knowledge, and experience of each of the other team members, and (c) his or her skills, knowledge, and experience. The team will then analyze the team's transactive memory (i.e., understanding of who knows what on a team) by noting the extent to which each member accurately listed the unique skills, knowledge, and experiences of other members.</p>

8.	10/21	<p><u>Personal development planning</u></p> <p><i>Readings/Class exercises/Homework:</i></p> <p>McCall, M. W. (2010). Recasting leadership development. <i>Industrial & Organizational Psychology: Perspectives on Science and Practice</i>. 3(1), 3-19.</p> <p>Dominick, P.G, Squires, P. & Cervone, D. (2010). Back to persons: On social cognitive products and processes of leadership development. <i>Industrial & Organizational Psychology: Perspectives on Science and Practice</i>. 3(1), 33-37.</p> <p>Drucker, P. (2005). Managing oneself. <i>Harvard Business Review</i>, January.</p> <p>Assignment: Prepare personal development plan. This can be an update to the plan(s) you established in mgt612.</p>
9	10/28	<p><u>Managing stakeholders</u></p> <p><i>Readings/Class exercises/Homework:</i></p> <p>Brown, J.T. (2008). Stakeholder management. In J.T. Brown, <i>The handbook of program management: How to facilitate project success with optimal program management</i> (pp. 53-74). New York: McGraw Hill.</p> <p><u>Assignment:</u> Using a framework provided by the instructor, identify and analyze stakeholders in your organization/program. Then generate a set of guidelines for managing stakeholders.</p>
10	11/4	<p><u>Shaping program and organizational culture</u></p> <p><i>Readings/Class exercises/Homework:</i></p> <p>Edmondson, A. (2005, Winter). Promoting experimentation for organizational learning: The mixed effects of inconsistency. <i>Rotman Magazine</i>, 20-23.</p> <p>Sorensen, J.B. (2009). Note on organizational culture. <i>Stanford Graduate School of Business</i>.</p> <p>Katzenbach, Jon & Heath, Ashley. (2012). <i>Stop Blaming Your Culture</i>. http://www.strategy-business.com/article/11108?gko=f4e8d</p> <p>Schein, E.H. (1996). Three cultures of management. The key to organizational learning. <i>Sloan Management Review</i>. 38(1), 9-20.</p> <p>Tushman, M.L., & O'Reilly III, C.A. (2002). Shaping organizational culture. In M.L. Tushman & C.A. O'Reilly III, <i>Winning through innovation: A practical</i></p>

		<p><i>guide to leading organizational change and renewal.</i> Boston: MA: Harvard Business School Press.</p> <p><u>Assignment:</u> Find and analyze 50 symbols of your organization's culture (using the 'symbol generator'). Describe (a) what each symbol conveys about the organization's culture, (b) whether and how the symbols reinforce each other, (c) how the symbols (individually or collectively) help shape the organization's culture, and (d) ways in which the symbols help or hurt the organization or its individual members. Consider what symbols need to be changed, replaced, or retained to create a more desirable organizational culture.</p>
11.	11/11	<p><u>Leading change</u></p> <p><i>Readings/Class exercises/Homework:</i> Collins, J.C., & Porras, J.I. (1996, September). Building your company's vision. <i>Harvard Business Review</i>.</p> <p>Kotter, J.P. (2007, January). Leading change: Why transformation efforts fail. <i>Harvard Business Review</i>.</p> <p>Kotter, John P. (2012). Accelerate! <i>Harvard Business Review</i>, November.</p> <p>Kim, C, & Mauborgne, R. (2003). <i>Tipping Point Leadership</i>, Harvard Business Review, 60-69, April.</p> <p><u>Assignment:</u> You will analyze a case study and create recommendations for leading an organizational change initiative.</p>
12.	11/18	<p><u>Selecting talent</u></p> <p><i>Readings/Class exercises/Homework:</i> Campion, M. A., Pursell, E. D., & Brown, B. K. (1988). Structured interviewing: Raising the psychometric properties of the employment interview. <i>Personnel Psychology</i>, 41, 25-42.</p> <p>Janz, T. (1982). Initial comparisons of patterned behavior description interviews versus unstructured interviews. <i>Journal of Applied Psychology</i>, 67, 577-580.</p> <p>Orpen, C. (1985). Patterned behavior description interviews versus unstructured interviews: A comparative validity study. <i>Journal of Applied</i></p>

		<p><i>Psychology, 70, 774-776.</i> Weekley, J. A., & Gier, J. A. (1987). Reliability and validity of the situational interview for a sales position. <i>Journal of Applied Psychology, 72, 484-487.</i></p> <p><u>Assignment:</u> Create a job-related structured interview for a focal job (e.g., project manager) in your organization. You will (a) identify all the tasks and activities performed on the job (as well as their relative importance), (b) identify the knowledge, skills, abilities, experience, education, and other characteristics (KSAOs) needed to perform those tasks and activities successfully, (c) create six structured interview questions (two each of past behavior, situational, and job knowledge questions), each designed to assess one of the KSAOs, and (d) create a scoring guide for each interview question (with examples of poor, average, and excellent responses).</p>
13	11/25	<p><u>Developing talent through coaching and empowerment</u> <i>Readings/Class exercises/Homework:</i> Peterson, D. B. (2006). People are complex and the world is messy: A behavior-based approach to executive coaching. In D.R. Stober & A.M. Grant (Eds.), <i>Evidence-based coaching handbook: Putting best practices to work with your clients</i>. Hoboken, NJ: Wiley.</p> <p><u>Assignment:</u> Complete a case analysis using the 'leadership pipeline' model to diagnose issues facing a team leader and create a plan to coach the team leader. Then apply the 'leadership pipeline' model to a coworker that you have coached or will coach.</p>
14	12/2	<p><u>Project Analysis</u> Based on case analysis and recommendations</p>