LEADERSHIP AND MOTIVATION*

Summer I Mini-Semester
Instructor: C. A. Schriesheim
E-mail: chet@miami.edu
Dates: May 17-21 and 24-28, 2010
Times: 5:30 – 9:15 p.m.

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Formal Course Description

Three semester credit hours. Selected topics pertaining to leadership, motivation, and individual processes are surveyed; students' ability to understand and apply diverse approaches to the leadership and motivation of people in organizations is emphasized by readings, lecture, class discussion, and case analyses of pertinent management materials.

Brief Biography of the Instructor

Chester A. Schriesheim (Ph.D., The Ohio State University) is a tenured University Distinguished Professor. Previously, he was a tenured Professor at the University of Florida and a tenured Associate Professor at the University of Southern California. Professor Schriesheim is the author or co-author of over 200 books, book chapters, and articles. He has been most active in the areas of leadership, power and influence, and applied psychometrics and statistics, and his articles have appeared in such outlets as the Journal of Applied Psychology, the Academy of Management Journal, the Academy of Management Review, and the Harvard Business Review. As an expert, Professor Schriesheim has been quoted in numerous newspapers (including the New York Times and the Washington Post). He is a Fellow of the American Psychological Association and is generally considered to be one of the world's top leadership scholars. Professor Schriesheim's consulting engagements have included the C.I.A. (Leadership Analysis Directorate), Coca-Cola, Burger King, Chrysler Corp., American Express, VISA, and Lockheed Aircraft, among others.

Textbooks (on sale in the U.M. Bookstore and elsewhere)


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Reading Assignments

The following are the reading assignments for this course. Also, download and print the Power Point presentation materials from the course website before each class (to facilitate note taking). Quizzes (see below) will be given every class session on each assignment. This course will be taught at an advanced level; students are therefore expected to be thoroughly prepared for every class (classwork bonuses depend on this).

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<th>Date</th>
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<th>Power Point Session and Topic(s)</th>
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<tr>
<td>5/17</td>
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<td>1. Introduction 1, 2, 3, 6</td>
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<td>(NOTE: Quiz 1 at the start of class; covers only Ch. 1 and Case 2.3.)</td>
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<td>2. Followership 8</td>
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<td>5/20</td>
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<td>4. Path-Goal Theory 4, 5, 7</td>
<td>9-12 (scan 12)</td>
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<td>5/21</td>
<td>F</td>
<td>7. Hot New Stuff (Theories) 9</td>
<td>13-16 (scan 13)</td>
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<td>5/24</td>
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<td>8. More Hot New Stuff 10, 15</td>
<td>17-22 (scan 22)</td>
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<td>5/27</td>
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<td>9. Leadership Replacements 14</td>
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Class Session Structure

Each class session will focus on one or more approaches or frameworks that have been proposed by major theorists for enhancing leadership effectiveness. The first fifteen or twenty minutes of class will consist of a quiz. This will be followed by a discussion of answers to the quiz. Then,
questions on the assigned materials will be solicited and discussed. The instructor will next
discuss the Power Point material(s) on the topic(s) of the session. A break will be given (about
mid-way through the session) and a short case covered in depth. Finally, the assigned readings in
*The Godfather* will be discussed until the end of class. The case discussion will focus on how
the leadership approaches being considered might be applied in practical settings; some tie-ins
with previously covered approaches will also be made. The *Godfather* discussion will highlight
key learning points covered in the book and relate them to various materials covered in class.

**Grading**

Grades will be based upon quizzes (65%) and a final exam (35%). Completion of a term project
is optional, and students may individually negotiate special grading arrangements with the
instructor on the first day of class (only). A modest classwork bonus may be awarded by the
instructor; such bonuses are optional and only at the instructor's discretion -- they are not subject
to negotiation, debate, or appeal. It should be noted that there are no set number of "A"s, "B"s,
etc. which will be given out in this class. This will depend only upon how the class performs
relative to other classes taught by the instructor in the recent past.

**Quizzes and Final Examination**

You will receive ten non-cumulative 15 or 20-minute quizzes, one at the beginning of every class
session (*including the first and the last* – see the next page for details on missed quizzes and
being late to a quiz). The quizzes will have questions dealing with the *Godfather* readings that
were assigned for that session and all material(s) covered in class the session before the quiz. The
final exam will be no more than two hours in length and consist of two parts: the first will be
similar to the quizzes but cumulative in nature; the second will focus strictly on having you apply
course concepts to a short leadership problem (a "mini-case").

**Attendance**

This class is advanced and concentrated and it meets in a short time period. Poor student
attendance is therefore highly problematic. Consequently, attendance will be taken in each class
session and used as one of the considerations in deciding upon a classroom contribution bonus.
Also, it should be noted that students with more than two (2) unexcused absences will not receive
course credit (i.e., they will receive a grade of “F”).

**Exceptions**

This syllabus summarizes all terms and conditions under which this course is offered by the
instructor and under which this course is taken by all students. These terms and conditions are
binding upon both instructor and student; any modification to these terms must be agreed upon in
writing and signed by both the instructor and the student and counter-signed by the Chairman of
the Department of Management. There are no exceptions to this rule.
"FYI" -- Additional "Boilerplate" or "Special Concerns"

**Makeup quizzes will not be given.** Makeup final exams will be given only in very special circumstances and then only for documented serious personal difficulties. You are also advised to inform the instructor in advance of any planned absences (to have them excused) and to let the instructor know of mitigating circumstances for absences when they exist. Otherwise, absences "count" (see above).

You should be aware that missing the final exam will cause the issuance of a failing grade in the course, unless prior arrangements have been made with the instructor and agreed upon by him in writing. Unexcused missed quizzes will be counted as "0" in computing final grades. **Students more than 5 minutes late will not be permitted to take a quiz that has already begun.**

Students who are disruptive of the classroom learning environment (in the instructor's judgment) may be administratively dropped from the course or have their final course grades substantially lowered or a failing grade issued, at the discretion of the instructor.

With the only exception being for illness or serious personal difficulties, students wishing to discuss, contest, or appeal any course grades (excluding the final course grade) will have 2 class meetings to do so. Students wishing to discuss, contest, or appeal the final course grade have within 10 calendar days of general notification of grades to the class to do so.

Finally, the University of Miami is governed by codes of honor with which students should be familiar (the instructor will furnish copies to any students unfamiliar or unacquainted with these). This course will be run according to these and according to the instructor's general policy, which is:

"The use of unauthorized material, communication with fellow students during an examination or quiz, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination, case, exercise, or other course assignment or requirement is unprofessional and unacceptable. Cheating on examinations, plagiarism, improper acknowledgement of sources in essays, and the use of a single essay in more than one course are considered exceptionally serious offenses and shall result in a failing course grade and in the most serious additional disciplinary actions allowed by the University (such as suspension or dismissal from the University)."
Sample of Quizzes and Final Exam

***Please note that The Godfather material given below follows in sequence. However, the Vecchio/class discussion material has been and remains subject to sequential re-arrangement and to additions and deletions. Thus, do not assume that your quizzes will correspond exactly to the samples shown below, as different material is likely to be covered in each class session.

Instructions for Quizzes: Answer 5 of the 6 questions below (only the first five answered will be graded).

Quiz 1
1. Who showed up at the wedding and sang with Nino?
2. Who did Don Corleone visit in the hospital on the night of his own daughter's wedding?
3. What did Tom Hagen fly out to California to "negotiate" with Jack Woltz (the movie producer)?
4. What is the most important thing to know about the Managerial Grid?
5. What did we learn from the studies of leadership traits and skills?
6. What are the two types of leadership behavior that were identified in the Ohio State Leadership Studies? (1/2 point for each correct answer)

Quiz 2
1. What mistake did Sonny make that ultimately resulted in his father, the Don, being shot?
2. What sort of business did Sollozzo (the Turk) want the Corleone family to be a partner in?
3. Why did Sollozzo kidnap Tom Hagen?
4. Name one of the behavioral characteristics of a charismatic leader.
5. Name one of the elements of a good vision statement.
6. What is the first step in the socialization process?

Quiz 3
1. On the morning of (and prior to) Paulie Gatto's fatal ride, what was bothering Clemenza?
2. How did the Corleone Family know that Luca Brasi was dead?
3. How did Michael get a gun to kill Sollozzo and Captain McCluskey once he was in the restaurant?
4. Name one of the consequences of behavior that will lead to a decrease in that behavior.
5. Name one of the reasons why managers may want to avoid the use of punishment.
6. Name one of the strategies for preventing intergroup competition and one for dealing with it after it occurs. (1/2 point for each correct answer)

Quiz 4
1. Where did Johnny Fontane go after he was brushed off by his young date?
2. What did Hagen make a trip to California to discuss with Johnny?
3. What was the outcome of the "negotiations" with the union guy, Billy Goff, regarding labor trouble on Johnny's movie set?
4. According to Equity Theory, what is one of the potential responses to an inequitable situation?
5. What is the Porter-Lawler model used for?
6. Name two of the career functions of a mentor. (1/2 point for each)

Quiz 5
1. What was the first business transaction that the Don was involved in with Clemenza and Tessio?
2. How did Luca Brasi ensure that the screams of the two men sent by Capone would not be heard? (Hint: This "method" ultimately caused the death of one of the men.)
3. According to the Don, what event decided Sonny's destiny?
4. What service did the Bocchicchio's perform for Don Corleone that enabled the meeting of all the Dons to take place?
5. In the "Managing Your Boss" video, five actions that would improve your chances of success in managing the relationship with your boss were discussed. Name two of them (each is worth one point).
6. In the article from the Miami Herald, "Know Thy Boss, and Thyself Too", some basic guidelines are offered on ways to manage your boss. What are two of these guidelines (each is worth one point)?

Quiz 6
1. What event occurred that allowed Michael Corleone to return to the U.S. safely, without fear of being jailed or murdered for the deaths of Sollozzo and Captain McCluskey?
2. What is the "thunderbolt"?
3. How was Apollonia killed?
4. What is the basic assumption of Fiedler's Contingency Model (that differs from the other models/theories we have studied)?
5. Name two of the situational factors Fiedler would advocate changing if a leader is viewed as currently being "ineffective". (1/2 point for each)
6. In what type of situations are low LPC leaders effective?

Quiz 7
1. Why does Mama Corleone go to church every morning?
2. What was Dr. Jules' recommendation regarding Nino?
3. What had Moe Greene done that had displeased the Don?
4. Name two of the behavioral characteristics of a charismatic leader. (1/2 point for each).
5. In what type of situation(s) are high LPC leaders most effective? (Hint: either describe the type of situation using all the situational factors or list the octant numbers.)
6. According to the Porter-Lawler Model of Motivation, if performance was identified as a problem, what is one of the immediate potential causes a manager should look at?

Quiz 8
1. What was Albert Neri's former occupation (before joining the Corleone Family)?
2. Why did Kay leave Michael?
3. What ultimately happened to Tessio?
4. Define each of the elements of the following equation: \[ P = Q \times A. \]
5. According to the Vroom & Yetton decision making model, what is the main difference between the C and G styles?
6. Name two of the tradeoffs that occur as leaders move along the continuum of decision making styles. (1/2 point for each)

**FINAL EXAM INSTRUCTIONS:** This is a closed-book examination. Please write your answers in the blue books provided and do not use any additional materials. Please write neatly. What cannot be read will not receive credit.

The two parts of the examination are equally weighted; therefore, please be sure to allocate your time accordingly. You will have 120 minutes to complete this examination (with additional time given if really needed).

**Theory Questions. Instructions:** Select and answer five (5) of the following seven (7) questions. Only the first five that you answer will be graded; therefore, do not answer additional questions. Also, please note that these are meant to be "short-answer;" develop your ideas but do not wander off the topic.

1. (a) Define each of the decision-making styles identified in the Vroom-Yetton-Jago Leader Participation Model.
   (b) What is the most important question the leader must ask before giving up control of the decision to the group?
   (c) Give an example from *The Godfather* of two of the decision-making styles.

2. (a) List and define the five bases of power which were presented and discussed in class.
   (b) Which of these are considered positional/organizational, and which are considered to be personal powers?
   (c) Which power(s) produce the best results?
   (d) Give an example from *The Godfather* that illustrates a positional/organizational power or a personal power.

3. (a) Define each of the five types of conflict management styles discussed in class.
   (b) Which of these is described as producing win-win solutions?
   (c) Give an example from *The Godfather* of the use of this conflict management style, and explain the win-win outcome which resulted.

4. House and Podsakoff have indicated for us the behavioral and attitudinal characteristics of charismatic leaders.
   (a) List and briefly discuss five of these behaviors.
   (b) Give an example from *The Godfather* of two people you believe were charismatic leaders, and support your choices with illustrations of these people displaying two
(each) of the characteristics you provided above.

5. (a) How can a leader use (House's) Path-Goal Leadership Theory to explain and/or improve poor effort, performance, and satisfaction of one or more subordinates?
(b) Give an example from The Godfather illustrating how the Path-Goal Theory could be used for improving someone's performance.

6. (a) Three components make up situational favorability in Fiedler's Contingency Theory of Leadership. Define each of these components.
(b) The model prescribes that in different favorability situations, different types of leaders will have better performance. When are high and low LPC leaders most likely to be effective, according to Fiedler's theory?
(c) Name one low (task) and one high (interpersonal) LPC leader described in The Godfather; tell why they are high or low.

7. (a) Describe the steps involved in a well-managed socialization process.
(b) Illustrate how the Corleone family effectively used these steps as described in The Godfather.

Case, Instructions: Analyze the attached case (“---”), using two or more of the models/theories/frameworks that were presented in class. Be as "concrete" and specific as possible in your analysis; vague and general discussions will not receive the same credit as will more comprehensive ones. (Also, be sure your presentation is factually correct.) Be sure to tell (from two or more perspectives): (1) how Mr. XXX managed to get himself into his current situation, and (2) how he can go about solving his current problem(s). Again, be sure to use two or more models, theories, or approaches that have been covered in class to support your analysis and recommendations.