

MGMT 6803: Visionary Leadership
University of Colorado at Denver
11 Month MBA Program

Winter, 2007

Edward J. O'Connor
Office: CU-Denver Building, #247
Phone: (303) 556-5847
e-mail: edward.oconnor@cudenver.edu
FAX: (303) 556-5899
Office Hours: M/T 4:30 p.m.-5:30 p.m.
and by appointment

Mailing Address
Graduate School of Business Adm.
University of Colorado at Denver
Campus Box 165
P.O. Box 173364
Denver, CO 80217-3364

- Texts:
1. Collins, J.C. 2001. *Good To Great*. HarperBusiness, New York.
 - 2.. Freiberg, K & Freiberg, J. 2004. *Guts: Companies That Blow The Doors Off Business-As-Usual*. Currency Doubleday, New York.
 3. Harkins, P & Hollihan, K. 2005. *Everybody WINS*. John Wiley & Sons, Inc., Hoboken, NJ.
 4. Krames, L. 2003. *What The Best CEOs Know*. McGraw-Hill, New York.

Course Content: An Overview

Challenge Faced

New technologies, expanded market boundaries, and global competition have produced an ever more fluid and demanding business environment. U.S. organizations are competing in a global economy that demands increasing productivity relative to worldwide competitors. It is only through increased productivity that U.S. businesses will attain and retain the flexibility to control their own destiny in the changing marketplace. The economic conditions that fostered the success of rigid controls and ruthless compliance are changing. This course examines the challenges faced by leaders in such turbulent times, compares the approaches employed by winners and losers, and invites participants to apply the successful leadership strategies identified to their own professional success.

Purpose/Description

The purpose of this course is to examine the challenges faced by visionary leaders and apply the approaches used by these individuals to build, energize and direct organizations (creation, articulation and implementation of vision) to each participants professional development so that he/she is empowered to contribute more effectively and share in the benefits which result.

Example Topics

- ◆ Creating organizations that work, especially when things are constantly changing
- ◆ Developing purposeful, dedicated, impassioned employees who generate the new ideas, unique products and services, and creative ways of doing things required for success
- ◆ Creating the human interdependencies needed to turn vision into reality

Outcomes

As a result of this course, participants will be able to:

- ◆ Understand and communicate the nature of today's leadership challenge
- ◆ Create, articulate and build support for a vision
- ◆ Utilize essential leadership skills for turning visions into reality
- ◆ Identify the costs and consequences of competitive versus cooperative leadership strategies
- ◆ Generate a detailed leadership plan for their own professional advancement

Approach to Meeting Objectives

The course will support participants in:

- ◆ Clarifying their leadership objectives
- ◆ Specifying the approach to be used in achieving these objectives
- ◆ Clarifying the barriers which exist to their professional success
- ◆ Identifying approaches to managing professional contributions so as to maximize their success

Answers To Frequently Asked Questions Regarding The Course

Q. What is the format of the course?

A. The course will be of the lecture and discussion variety. In addition, participants will complete five-year written plans for achieving professional success. Readings, exercises, and self-reflection will be used to support the meaningful completion of the assignment.

I hope for and encourage class discussion of the topics we cover. Class sessions will not necessarily cover the same materials as the assigned readings. Therefore, it is to your advantage to attend class regularly. Should you miss class, get class notes from a fellow student. It is not my policy to give out my lecture notes.

Q. How many exams will be given during the semester?

A. Two (2) exams.

Q. What if I miss an exam, can I take a make up?

A. If you have scheduled a previous commitment that will not allow you to be present for an exam, you may make alternative arrangements with me before the scheduled exam. If a make-up is given it will be sufficiently difficult to ensure that those persons who take the exam at the regularly scheduled time are not placed at a disadvantage. An unexcused absence from an exam will result in a grade of F.

Q. If I want to improve my grade can I do an extra assignment?

A. It would not be fair to the majority of students (or to me) if a few were allowed the opportunity to complete extra assignments to improve their grades. (Besides, it is quality, not quantity that counts.) Consequently, no extra assignments will be given or accepted.

Q. How many hours of work will be required?

A. Faculty policy states that classes in the business school should require of their students a workload in and out of class that enhances quality education and is consistent with the amount of academic credit granted for a course. For a three-semester hour graduate course, it is expected that the volume of work outside of class normally would require a student, on the average, to commit a minimum of 100-130 hours per term.

Q. What policy exists regarding scholastic dishonesty?

A. Any time you put your name on a piece of work for this course, you are asserting that it is your own work, except as otherwise indicated and permitted. If that is not the case, it is academic dishonesty, and under Business School rules, I am required to submit the matter to the College Internal Affairs Committee for a decision. Regarding plagiarism, the source of any information you use must be reported using an appropriate citation format. Direct quotations must be indicated with quotation marks and page references.

Class Schedule And Assignments

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
1/8	Introduction	
Section I: Challenge/Opportunity Faced		
1/9	What Is Needed?	Freiberg & Freiberg (F&F) - IX-X, Chap. 1 Krames (K) - 1-15 Collins (C) - Chap. 1 Harkins & Hollihan (H&H) - XIII-XXIV
1/15	Ways Of Thinking	K - 19-52 C – Chap. 2 H&H – 1-7, 19-20
Section II: Gaining People’s Attention		
1/16	Directing Attention	K – 173-195 F&F – Chap. 4 C – Chap. 3 H&H – 47-50
1/22	Engaging People	K – 79-105 F&F – Chap. 2 C – Chap. 4 H&H – 51-59, 68-70
Section III: Vision Of The Future		
1/23	Creating The Future	F&F – Chap. 6 C – Chap. 5
1/29	Working With Your People	K – 107-129, 131-152 H&H – 135-137
1/30	<i>First Exam/Work on Projects</i>	

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
Section IV: Focusing Your People		
2/5	Mindful Consistency	F&F – Chap. 3 C – Chap. 6 H&H – 149-153, 155-158
2/6	<i>Teams Work On Projects</i>	
2/12	Clarifying Goals	K – 55-77 C – Chap. 7
Section V: Mobilizing Commitment		
2/13	Renewal	F&F – Chap.7 K - 153-172
2/19	Leading The Transition	K - 197-220 C – Chap. 8 H&H –82-83, 96-99, 189-192
Section VI: Making It Work With Others		
2/20	Supportive Environments	F&F – Chap.5, 265-267 H&H – 159-162
2/26	Continuing To Move	C – Chap. 9
2/27	<i>Second Exam</i> <i>Class Projects Due</i> <i>Group Member Evaluations Due</i>	

Grading Policy

Grades will be earned as follows:

Exams	40%
Class Participation	15%
Leadership Project	30%
Individual Contribution to Groups	15%*
	<hr/>
	100%

*This 15% of your grade will be based on the average of the assigned project grades for all the members of your group along with peer evaluations. The highest possible grade available to you will be the average of the assigned project grades for all the members of your group.

College Grading Policy

Faculty policies state that the class average grade is expected to be between 3.3 and 3.6 on a 4.0-point scale (A=4.0, A-=3.7, B+=3.3, B=3.0 and so on).

Exams

In order to integrate the readings, lectures, handouts, exercises, and discussions, exams will ask you to clarify the connections among these sources of information. Exams, therefore, will ask you to identify and integrate a range of key concepts covered by the reading and class sessions for a specific Section of the course (e.g., Challenge/Opportunity Faced, Gaining People's Attention, etc). Incorporating concise examples of applications of the materials can strengthen your exam answers. In addition, questions will ask you to identify two (2) critical lessons learned and two (2) questions that were raised and left unanswered by that Section's materials. Sentences in bullet point format can be effectively used to identify your major themes, lessons learned, and questions to be answered.

Grading criteria include the degree to which your exam answers:

- ◆ Indicate a clear understanding of the key concepts
- ◆ Express critical thinking that goes beyond mere regurgitation
- ◆ Raise questions/issues that are significant and thought-provoking
- ◆ Are clear, concise and well articulated

Exam:

One of our recent Sections is identified below in terms of both the topic areas and dates of the relevant sessions. For the Section identified, please concisely:

1. Identify 3 or 4 major themes that are particularly relevant from your perspective. (Sentences in bullet point format can be effectively used to identify the most important aspects of the week's material.)
2. Document the importance/relevance of each of these themes by using them to **integrate** materials from each of the classes and readings. Your exam will be strengthened by the integration of material from each of the assigned Section's classes and readings organized around each of the themes you have identified. Concise personal examples of the relevance of the material will also help strengthen your answer.
3. Identify 2 critical lessons you learned from this material. (Sentences in bullet point format can be effectively used to identify the lessons learned.)
4. Identify 2 questions that were raised but left unanswered for you by this section's material. (Sentences in bullet point format can be effectively used to identify the questions raised but left unanswered.)

Please address the above issues regarding the material in Section ---. For the classes on -- & --- the Section -- topic was ---. The headings for the two classes within that Section were -- &--.

Exam Process

There will be two exams during this course. The exam is presented above. Each of you will be asked to respond to this exam question for a randomly selected specific Section of the course. Sections I-III will be eligible to serve as the basis for questions for the First Exam and Sections IV-VI will be eligible to serve as the basis for questions for the Second Exam.

The first exam will be made available at 1:00 PM on Tuesday, January 30, 2007 in the Bard Center classroom. The second exam will be made available at 1:00 PM on Tuesday, February 27, 2007 in the Bard Center classroom. You will then have 10 minutes to turn in your answer to the assigned question. Any exams that are turned in late will receive a grade of F. It would, therefore, be wise to ensure that other members of your group are prepared to hand in your exam answer if there is any possibility of you arriving late on those days.

You are encouraged to prepare a potential exam answer for each Section at your convenience. Doing so at the end of each Section's work will give you the opportunity to think carefully about the material and most effectively prepare your answer. In addition, from my perspective, it is likely to encourage the successful integration of the material from various sources in each Section. If you do choose to prepare your answers as suggested, taking your exam will simply involve giving me the answer for the Section that is assigned to you at the time described above. This means that in order to give yourself the best opportunity of being successful on the exam, you must have exam answers prepared for each of the Sections of the course preceding the exam.

Answers to exams should be no longer than 3 printed double spaced pages in number 11 Arial font (or larger). While it would be easier to write longer answers, this brevity will require careful thought and consideration when preparing your answers.

While your exam grade will be assigned to you alone, you are welcome to develop your answers with other members of your study group if you so desire. Therefore, similar answers from members of your group are acceptable to me. However, please restrict your collaborative exam work to members of your study group alone. Answers that are highly similar to yours from members of other study groups will be taken as a sign of plagiarism by all involved and treated accordingly.

Although you are welcome to develop your exam answers with other members of your study group (as noted above) you are not required to do so. Every individual is personally responsible for the exam answer that they choose to turn in.

Class Participation Grading

This grade is intended to reward, not entice class participation. A good grade for class participation does not require that you contribute to the discussion of every topic, but does require that you regularly participate throughout the course of the semester. In grading class participation, you will not be penalized for asking "stupid" questions. A grade of A for participation will require efforts that go beyond regurgitating material and demonstrate a thoughtful consideration and application of that content which contributes to the learning of others in the class throughout the semester.

Leadership Project Grading

30% of your course grade will be based on your response to the assigned Leadership Project. An additional 15% of your grade will be based on the average of the assigned project grades for all the members of your group along with peer evaluations. It, therefore, would be wise to work closely with the members of your group providing the help and support necessary to insure all individuals in your group collaborate to complete this assignment successfully.

Criteria used to evaluate the assigned projects will include usefulness and thoroughness. For example, would the completed plan in the form presented provide a systematic, useful basis for guiding your career steps? Is the plan complete, entire and lacking no component? In addition, the assigned project will be examined for its consistency throughout. Specifically, do the objectives flow from the values, purpose and vision and are the strategies and tactics consistent with the accomplishment of those objectives? Is the plan likely to prove challenging, but not impossible?

Course Project Assignment

Formation of groups

Your 11-month class groups will be used during the completion of this project.

Project to be completed

The project to be completed is a five-year written (typed) plan for your career. It will include a declaration of your fundamental 3-5 values, a statement of the purpose of your career, a description of your vision, a clarification of contradictions and how you will address them, specified objectives, strategies for reaching those objectives, tactics which allow the implementation of each strategy and a time line on which these objectives and tactics are organized. Objectives, strategies, and tactics should be integrated to provide a logical, internally consistent plan of action. I am providing this recommended systematic format for your plan so that you may have a structure in which to organize your thinking.

The final paper should not exceed 20 pages in length (plus appendices) in double spaced pages in number 11 Arial font (or larger).

Steps In The Development Of The Plan

I. Values

Values provide another mechanism for communicating the central commitments of an individual or organization. In addition, they furnished core criteria for reconciling future conflicts. Values are fundamental assumptions that are intensely held. Examples might include:

- A. All people are created equal.
- B. All people have the right to life, liberty and the pursuit of happiness.
- C. Our organization is committed to:
 - 1. Responsible corporate citizenship
 - 2. Honesty and integrity
 - 3. Extraordinary customer service
- D. As an individual, I am committed to:
 - 1. Professional achievement
 - 2. Personal growth
 - 3. Spiritual development
 - 4. Close relations with family and friends
 - 5. Personal excellence

II. Purpose

- A. A purpose is an aim, direction or reason for being. The purpose is that one would go toward with one's last dying breath if one had to give up all other things.
- B. Purpose statements include components clarify the contribution to be made and the benefits for both those giving and those receiving the contribution. For example:
 - 1. The purpose of the workshop is to allow you to discover and transform those operating principles that keep you from experiencing total prosperity so that you can be empowered to contribute totally in life and have the benefits of a prosperous life.
 - 2. The purpose of my career is to generate information which supports effective leadership, to integrated it synergistically with what is known, and to impactfully share with others (students, researchers, organizational leaders) in a manner which fosters organizational effectiveness and human well being so that I and others are empowered to contribute fully and enjoy the benefits of that contribution.
 - 3. The purpose of the new CAM system is to enhance the quality, flexibility and customer responsiveness of our manufacturing processes so that XYZ Company may compete effectively at the global level in the ABC industry and share the resulting benefits with their customers, stockholders and associates.
 - 4. The purpose of the new office automation system is to enhance the accuracy and responsiveness of services provided by our administrative staff so that the ABC Corporation may achieve its overall objectives.

C. General observations

1. The formats of the above statements are similar. They include statements of Being, statements of Doing, and statements of Having. For example, the purpose of (Being) is to (Doing) so that (Having).
2. The purpose of a segment of an organization (e.g., department, new technology) should fit within and contribute to the overall purpose of the organizational unit surrounding it.

III. Vision

A vision statement provides a description of how relevant aspects of the future will ideally be at a specified point in time. As such, it supplies an idealized target image or model rich in its description of how circumstances will look, sound and feel. Components of vision statements may include the specification of:

- A. The target individuals or groups to whom you contribute.
- B. The principal products/services you provide.
- C. The geographical domain of your activities.
- D. The core resources you utilize.
- E. The major commitments which are central to your operations.
- F. The public image portrayed.
- G. The key elements of your philosophy and self-concept.

IV. Contradictions

The specification of purpose, vision and values often lead to an awareness of contradictions or perceptions of current states that appear contrary to the idealized directions and images. On the surface these apparent contradictions may be seen as bottlenecks or problems. By identifying them however it is possible to both discover their sources and take the actions needed to effectively manage these conditions. Sources of contradictions often include self-images, attitudes, historical trends, prior results, systems and structures. Accurate identification and management of these apparent barriers can provide windows of opportunity or doors to go through towards one's purpose and vision.

V. Objectives

Objectives are measurable results to be achieved by a specific point in time. They are goals and are expressed as “Having” statements. They are statements of results to be produced by a particular point in time. Achievement of objectives can therefore be monitored against a time schedule. Such a monitoring system should naturally track progress toward the objectives over time so that appropriate feedback and corrective action can be provided if necessary.

- A. Objectives for a sales organization can be easily expressed in dollar terms (e.g., sell \$30,000,000 in product during 2008).
- B. Objectives for other areas of an organization can also be expressed in measurable terms. For example, an objective of an administrative staff might be — “to be in compliance 100% of the time with any regulatory agency governing its organization throughout 2008.”
- C. Objectives for newly implemented technology should be expressed specifically in terms of those results the technology is intended to produce. — “to reduce customer waiting times by 50% by the end of 2008.”
- D. Objectives might include completing your first profitable year as an entrepreneur by a certain date, making a measurable contribution to a specific group by specified date, etc.

VI. Strategies

Strategies are bundles of activities one goes through in order to move toward achieving one’s objectives. They specify direction and indicate types of or areas of things that will be done or carried out. They might include: holding meetings, utilizing incentive systems, utilizing communication systems, ensuring that an organization obtains agreements to provide services, ensuring the development of sources to assure the continued supply of qualified personnel, educating personnel to effectively utilize new technology, making one’s competencies known to potential employers, etc.

VII. Tactics

Tactics are the way one carries out strategies. They are very specific, detail level actions indicating what will be done by specific points in time in order to carry out strategies, achieve one's objectives and move toward one's vision and purpose. They are listings of what you will do by particular points in time. Naturally, results and behaviors should be monitored against these specific planned steps and the dates associated with them. They might include, for example:

- A. Developing and implementing a detailed set of procedures for training individuals regarding a specific process or product by 8/2008.
- B. Designing and implementing a computerized information reporting system by 8/2008.
- C. Sending out application letters to all potential employers regarding your employment availability by 8/2008.
- D. Finishing college by a specified date.

VIII. A plan specified in terms of purpose, vision, values, contradictions, objectives, strategies and tactics should represent an integrated series of elements. One's purpose and vision should naturally be reflected in the objectives that one chooses to pursue. Each objective should have at least one strategy associated with its achievement. Each strategy should have one or more tactics associated with carrying it out. The objectives and tactics should then be organized on a time line. An example of one possible time line format is presented on the next page.

Procedures

You are responsible for insuring that your project is completed successfully. When you have questions or need further information on how to proceed, you are to consult with your group for assistance. If further help and guidance is needed, you are responsible for bringing up the topic needing attention during class. By doing it during classes versus outside of class other students with similar problems can contribute to and benefit from the discussion of the topics you raise.

In addition, class time will occasionally be devoted to various areas of the plan throughout the semester.

Group member's full name: _____

1=Never 2=Rarely 3-Sometimes 4=Usually 5=Always

- | | | | | | |
|---|---|---|---|---|---|
| 1. Did the person actively participate in group discussions and activities? | 1 | 2 | 3 | 4 | 5 |
| 2. Did the person contribute good ideas? | 1 | 2 | 3 | 4 | 5 |
| 3. Did the person carry out his/her specified tasks for this assignment? | 1 | 2 | 3 | 4 | 5 |
| 4. Did the person fulfill their collaborative role on this assignment? | 1 | 2 | 3 | 4 | 5 |
| 5. On a 0 to 5 scale, how would you rate this person's overall contribution to the project? | | | | | |
- 0=Did not contribute; 5=Made superior contribution.

Overall Rating: ____

Group member's full name: _____

1=Never 2=Rarely 3-Sometimes 4=Usually 5=Always

- | | | | | | |
|---|---|---|---|---|---|
| 1. Did the person actively participate in group discussions and activities? | 1 | 2 | 3 | 4 | 5 |
| 2. Did the person contribute good ideas? | 1 | 2 | 3 | 4 | 5 |
| 3. Did the person carry out his/her specified tasks for this assignment? | 1 | 2 | 3 | 4 | 5 |
| 4. Did the person fulfill their collaborative role on this assignment? | 1 | 2 | 3 | 4 | 5 |
| 5. On a 0 to 5 scale, how would you rate this person's overall contribution to the project? | | | | | |
- 0=Did not contribute; 5=Made superior contribution.

Overall Rating: ____

Group member's full name: _____

1=Never 2=Rarely 3-Sometimes 4=Usually 5=Always

- | | | | | | |
|--|---|---|---|---|---|
| 1. Did the person actively participate in group discussions and activities? | 1 | 2 | 3 | 4 | 5 |
| 2. Did the person contribute good ideas? | 1 | 2 | 3 | 4 | 5 |
| 3. Did the person carry out his/her specified tasks for this assignment? | 1 | 2 | 3 | 4 | 5 |
| 4. Did the person fulfill their collaborative role on this assignment? | 1 | 2 | 3 | 4 | 5 |
| 5. On a 0 to 5 scale, how would you rate this person's overall contribution to the project?
0=Did not contribute; 5=Made superior contribution. | | | | | |

Overall Rating: _____

Group member's full name: _____

1=Never 2=Rarely 3-Sometimes 4=Usually 5=Always

- | | | | | | |
|--|---|---|---|---|---|
| 1. Did the person actively participate in group discussions and activities? | 1 | 2 | 3 | 4 | 5 |
| 2. Did the person contribute good ideas? | 1 | 2 | 3 | 4 | 5 |
| 3. Did the person carry out his/her specified tasks for this assignment? | 1 | 2 | 3 | 4 | 5 |
| 4. Did the person fulfill their collaborative role on this assignment? | 1 | 2 | 3 | 4 | 5 |
| 5. On a 0 to 5 scale, how would you rate this person's overall contribution to the project?
0=Did not contribute; 5=Made superior contribution. | | | | | |

Overall Rating: _____