**MEJO 752**

**LEADERSHIP IN A TIME OF CHANGE**

**Tues, 2:00 – 4:45 p.m.**

**340A Carroll Hall**

**Instructor**: Professor Penny Muse Abernathy, 397 Carroll Hall

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 Office Hours: By appointment

**Course Description:** During a time of fast-paced innovation and “creative destruction” across industries and institutions, Leadership in a Time of Change examines in depth the critical strategic choices facing executives and senior managers in both start-up and established organizations. This capstone course for graduate students is designed to prepare you to lead from any position in an organization – as an individual, team member or as a contributor in organizations you will either work for or establish as innovators and entrepreneurs.

The course introduces applied and advanced concepts in strategic decision-making, organizational behavior and operational management. Through weekly readings, case studies, simulations and discussion of scholarly and professional research, you will gain an appreciation for both the quantitative and qualitative aspects of leadership and organizational culture.

An essential component of this course is a research project or hands-on field work. Over the past ten years, students in this course have worked with nearly 100 media and nonprofit organizations throughout the country, helping them develop new leadership and business models, as well as implement transformative strategies. Based on your interests and skills, you will be assigned to a team that will work with one or more clients. Your team will produce either case studies, a presentation, or a report.

This in-field consulting project will offer you the opportunity to evaluate your own style of management and leadership and compare it with the styles of your classmates, as well as established professionals, who are leading a change process or business transformation. In addition to gaining a better understanding of the challenges facing all organizations during a period of immense disruption, you should gain valuable insights into the critical leadership skills needed to succeed in the 21st century.

Research by the Center for Creative Leadership has found that high performing leaders say that they “learned” how to be a leader by having challenging assignments, receiving coaching and mentoring, and by taking formal leadership courses. All three elements are necessary if individuals are to move from merely being “top performers” in an organization to being “high-performing leaders.” Therefore, this course attempts to incorporate all three elements into the experience you will have this semester.

**Course Objectives:** This course is designed for future leaders seeking to incorporate the best principles of strategy and leadership into their daily routine and into the vision and management of the organizations they will work for. This includes:

* business, strategic communication, advertising and marketing majors who will be working in media or technology companies;
* journalists who aspire to cover business, politics and policy;
* future leaders in information-heavy sectors such as intelligence and government;
* entrepreneurs who hope to work for or establish a company, leading a team through the start-up phase;
* future managers of nonprofit or mission-driven organizations.

This course tends to attract a diverse group of students, and, if your experience is typical, you will find that you learn a great deal from your classmates.

Because this is a capstone course, many of you will have objectives specific to your long-term career aspirations. In general, I select readings and design field work in this course so that you emerge with:

* An historical appreciation for leadership and strategy development in the political, military and business arenas, and a nuanced understanding of the strengths and weaknesses of historical and contemporary leaders in each of those fields.
* A personalized framework for assessing your own leadership strengths and weaknesses and coming up with a “game plan” for lifelong learning and improvement.
* Familiarity with recent research on strategic and organizational concepts, including high performance teams, creative destruction, ethical decision-making, confirmatory bias, and diversity issues.
* In-depth knowledge of the strategic and organizational challenges facing 21st-century executives in media and technology organizations.
* *And last, but not least,* hands-on experience analyzing and writing about the leadership challenges of managing changes in the workplace.

**Course Requirements and Grading**:

Leadership in a Time of Change builds on the skills acquired in other courses and is designed as a capstone course. You should be comfortable with research methods, and writing case studies and papers. It is also helpful if you have a basic understanding of business concepts.

**Grading:**

This is a seminar course. Grading is based equally on two components:

* Your participation in and contribution to class discussions built around the assigned readings, case studies, leadership presentations and book reports.
* A case study or research report based on your field assignment.

Class Participation:

 Assigned Readings, Discussion of Case Studies 30%

 Presentation of a Leadership Profile 10%

 Historical Book Report 10%

Research Report or Case Study 50%

**Please Note:** Given the heavy emphasis on class participation, you must do the assigned readings if you hope to achieve a good grade in this class.

**IMPORTANT: Graduate students who wish to receive an “H” for the semester’s work should deliver to the professor in the second class a sealed one-page letter explaining how they will earn that grade.** This letter is the first leadership exercise and is designed to help you clarify your own personal and professional goals for this course. I will open and read it at the end of the semester, after the final project is submitted. If I disagree with your goals or anticipated “performance” in this class, I will contact you directly to discuss at semester’s end – much as your supervisor will in annual performance reviews. If, at any time, you are having trouble meeting the goals you have set for yourself at the beginning of the semester, feel free to contact me to discuss. Please read Chapter 3, “Giving an A” in *The Art of Possibility* (see below, required reading) before composing the letter. Consider this assignment a personal contract with yourself and the beginning of a lifelong commitment to periodic self-assessment and goal-setting.

**Class Participation:** Since this is a seminar course, students are expected to attend class and actively participate in discussions, which will be based on assigned readings, select case studies and field work. Students should read assigned texts and case studies in advance and come to class ready to volunteer insights and perspectives. A well-informed future business and communication executive regularly reads *The Wall Street Journal* and *The New York Times*. Both of these publications are available in the Park Library and at discounted rates to students. In addition, students should sign up to receive updates from at least one of the following websites:

* <http://hbswk.hbs.edu/> (Harvard)
* [www.gsb.columbia.edu/ideasatwork](http://www.gsb.columbia.edu/ideasatwork) (Columbia)
* [knowledge.wharton.upenn.edu](http://knowledge.wharton.upenn.edu/) (University of Pennsylvania)
* [www.mckinsey.com/insights](http://www.mckinsey.com/insights) (McKinsey & Co.)
* [www.strategy-business.com](http://www.strategy-business.com) (Strategy&, formerly Booz & Company)

By now you may be realizing that this course has a heavy reading requirement. On average, you will be reading one book a week, plus daily news and research updates. You will quickly fall behind unless you develop a plan of attack. The most successful leaders know how to prioritize competing demands *and* how to effectively manage their time so they are not working 24/7. In the first class, I will discuss how you can use the reading assignments to begin to develop and improve your own time-management skills.

*Each week, one of you will be responsible for posting on the discussion board a news story that relates to a leadership issue. There should be plenty of ripped-from-the-headline examples. In addition to posting a link to the story, you should also compose a short paragraph about lessons that can applied to this situation.*

**Leadership Profile**: You may choose either a well-known business executive, the leader of a nonprofit organization or government agency, or a politician. This profile will focus on a difficult decision made by the leader, the ethical and strategic framework used by the leader in determining the best option, and the outcome of his or her decision. Often, students choose leaders, based on the project or case study they are working on. This gives them the opportunity to analyze in “real time” the strengths and weaknesses of that particular leader and the organization he or she is leading.

In the second half of the semester, you will be responsible for producing a 4-page paper and leading a 20-minute class discussion on the leader you choose.

***Selection of leader is due by the third class.***

**Historical Book Report:** Until the latter part of the 20th century, the curriculum in most business schools focused almost exclusively on the quantitative skills needed to become a successful manager. Study and appreciation of the more qualitative leadership skills were left to the historians. So no study of leadership in the 21st century would be complete without considering the historical development and study of leadership that underpin both our cultural assumptions, as well as current scholarly debate.

You will have the opportunity to take a trip back in time by choosing to read one of these historical accounts, or another of your choosing (provided it is written by a reputable historian):

*The Art of War,* by Sun Tzu. (Oxford University Press)

*The Prince*, by Niccolo Machiavelli. (Oxford University Press)

*1776*, by David McCullough.

*April 1865*, by Jay Winik.

*Grant,* by Ron Chernow

*Franklin D. Roosevelt: A Political Life,* by Robert Dallek

*Citizen Soldiers*, by Steven Ambrose..

*The Best and the Brightest*, by David Halberstam.

*The Passage of Power*, Robert Caro

*Leadership in Turbulent Times,* by Doris Kearns Goodwin

In the second half of the semester, you will lead a class discussion on this book (20 minutes), focusing especially on the lessons applicable to all leaders dealing with uncertainty. The discussion may be a joint presentation with the other students who selected this book.

***Selection of book is due by the third class. See course calendar for due date for class discussion.***

***Final project is due the last day of classes.***

There have been more than two dozen theses and dissertations that were either started, or amplified by work, in this Leadership class. Here is a sampling of recent theses and dissertations authored by Leadership students:

*By Long Beach, For Long Beach: Developing a Business Model for a Digital Sports Start-up*

*Work/Life Balance for Female Media Professionals.*

*News to You: An Examination of What Students Consider News*

*Tailoring Mission Command of the Three Pillars.*

*The Power of Twitter in a Crisis: Three Case Studies*

*Special Operations and Conventional Forces Interoperability.*

*Valuing newspaper website content: what people are willing to pay for.*

*The Noble Path: Journalism Education and Professionalism in the U.S. and India.*

*Leadership Development in a High Performance Public Relations Agency.*

*Newspaper journalism ethics in a time of economic and technological change*.

**Required Reading:** On Sakai, under Resources, there is a Guide page for each week of class where I have posted some important quotes from the required readings, along with additional readings to supplement our class discussion. Make sure to check Sakai weekly.

Some readings can be accessed through the library’s e-reserve system. Visit <http://library.unc.edu/reserves/> and then click “SEARCH Electronic Reserves” to log in with your ONYEN.

This course is designed to help you begin to acquire a “library” of seminal leadership texts. While numerous books on leadership are published each year, these have been chosen because the material in the book has been researched and vetted, often in an academic setting.

*Leadership: Theory and Practice,* Peter G. Northouse. (Sixth Edition). Sage.

*Leading Change,* John Kotter, Harvard Business School Press.

*The Strategic Digital Media Entrepreneur:* Penelope Muse Abernathy and JoAnn Sciarrino, Wiley Blackwell

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*Seven Strategy Questions*, Robert Simons, Harvard Business Review Press.

*The Strategy-Focused Organization,* Robert Kaplan and David Norton, Harvard Business School Press.

*The Wisdom of Teams,* Jon Katzenbach and Douglas Smith, Harvard Business School Press.

*Good to Great,* Jim Collins, Harper Business.

*Leadership on the Line,* Ronald Heifetz and Marty Linsky, Harvard Business School Press.

*The Art of Possibility,* Rosamund Stone Zander and Benjamin Zander, Harvard Business

*Certain Trumpets,* Garry Wills, Simon & Schuster.

**Required Cases:**

In addition, you will be assigned a handful of case studies that we will discuss in class during the semester. These cases will include:

*Hacking Tech's Diversity Problem*

*Chasing the Community Newspaper Rainbow: The Whiteville News Reporter in the Digital Age*

*Axel Springer .*

*Columbia: The Final Mission – A Simulation\**

*Uber in Colorado: Seeking Regulatory Certainty*

*The Wall Street Journal International Editions (UNC)*

*Everest: Leadership and Team Simulation\**

*Paul Robertson and Medici String Quartet, 2007*

These cases will be purchased for you and made available on Sakai.

***\*Please note: You will need to provide your own laptop for these simulations. I will provide details in advance of the simulations.***

**Course Calendar:**

**Week 1 (Aug.20): Introduction: What is leadership? What is my leadership preference?**

 *In class assignments:*

 Myers-Briggs Type Indicator

 “The Seven Stages of Strategic Leadership,” Schwartz, Thomson, Kleiner

 <https://www.strategy-business.com/article/The-seven-stages-of-strategic-leadership?gko=405c4>

 “Giving an A,” Zander and Zander

**Week 2 (Aug.27):** **Leading Change**

*Readings:*

*Leadership*, Northouse, Chapters 1-8

*Leading Change,* Kotter

*Class Discussion:*

What Type Are You? (Results of Myers-Briggs Personality Inventory)

 *Case Study:*

*Hacking Tech's Diversity Problem* (You will need to create an account at this site: https://hbsp.harvard.edu/import/560250)

 ***Team Assignments and “Giving An A” Letter are due.***

**Week 3 (Sept.3):** **Crafting a Winning Strategy**

 *Reading:*

 *The Strategic Digital Media Entrepreneur,* Abernathy and Sciarrino

*Case Study:*

*Chasing the Community Newspaper Rainbow: the Whiteville News Reporter and the Digital Age*

*Axel Springer*

***Historical Book Assignment and Leadership Profile Choice are due.***

**Week 4 (Sept. 10):** **Creating a Team-Based Culture**

*Reading:*

*The Wisdom of Teams*, Katzenbach and Smith

*Harvard Business Review: The New Science of Team Chemistry*

*Case Study:*

*Columbia’s Final Mission: A Multimedia Case, Simulation*

*Guest Lecturer:* Erinn Whitaker, from Peace War and Defense Curriculum will lead the Columbia Simulation and discuss key takeaways.

**Week 5 (Sept. 17):** **Creating and Implementing a New Strategy**

 *Readings:*

*Seven Strategy Questions,* Simons

*The Strategy-Focused Organization*, Kaplan and Norton

  *Case Study*:

*Case Study*:

*Uber in Colorado: Seeking Regulatory Certainty*

**Week 6 (Sept. 24):** **Continual Renewal vs. Creative Destruction**

*Readings*:

 *Leadership on the Line*, Heifetz and Linsky

*Case Study*:

 *The Wall Street Journal International Editions*

**Week 7 (Oct. 1):** **Leadership in Action**

*Reading: Leadership,* Northouse, Chapters 9-16

*Good to Great,* Collins

 *Case Study:*

 *Everest: Leadership and Team Simulation*

**Week 8 (Oct. 8): The Possibilities**

*Reading: The Art of Possibility*, Zander and Zander

*Case Study*:

*Paul Robertson and the Medici String Quartet*, *February 2007*

**Week 9 (Oct. 15): Review and Group Work**

**Week 10 (Oct. 22):** **Leadership, Ethics and Courage**

 *Readings:*

*Certain Trumpets*, Wills

*Timeless Lessons in Leadership,* Abernathy, UNC-G Commencement Speech

 *Leadership Profiles: TBA*

**Week 11 (Oct. 29): Leadership Through the Ages**

Book Reports on *The Prince* and *The Art of War*

 *Leadership Profiles: TBA*

**Week 12 (Nov. 5):** **The Unexpected Leader**

Book Reports on *1776, April 1865 and Grant*

 *Leadership Profiles: TBA*

**Week 13 (Nov. 12):** **The Boundaries of Leadership**

 Book Reports on *Franklin D. Roosevelt: A Political Life* and *Citizen Soldier*

 *Leadership Profiles: TBA*

**Week 15 (Nov. 19): The Pitfalls**

Book Reports on *The Best and the Brightest, The Passage of Power, and Leadership in Turbulent Times*

*Leadership Profiles: TBA*

**Week 14 (Nov. 26): Discussion and wrap-up of final projects/case studies.**

**Last Day of Classes: Tuesday, Dec. 2, Final Case Studies, Projects Due**

**University Policies**

**Honor Code:**

I expect that each student will conduct himself or herself within the guidelines of the University honor system ([http://honor.unc.edu](https://outlook.unc.edu/owa/redir.aspx?C=_PwXhu5wkEKfdEIVTpil9KJAr6RORM8IBwmgW7JyZPUuO4or7Dri_9D4gXEkBO0Z0IIreRKEjIQ.&URL=http%3a%2f%2fhonor.unc.edu)). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor’s responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean C. A. Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

**Seeking Help:**

If you need individual assistance, it’s your responsibility to meet with the instructor. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a disability, or an illness.

**Diversity:**

The University’s policy on Prohibiting Harassment and Discrimination is outlined in the 2011-2012 Undergraduate Bulletin (<http://www.unc.edu/ugradbulletin/>) UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran’s status, sexual orientation, gender identity, or gender expression.

**Special Accommodations:**

If you require special accommodations to attend or participate in this course, please let the instructor know as soon as possible. If you need information about disabilities visit the Department of Disability Services website at <http://disabilityservices.unc.edu/>.

**ACCREDITATION**

The School of Journalism and Mass Communication’s accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program.  Learn more about them here:

[http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps](https://outlook.unc.edu/owa/redir.aspx?C=XciXt6cD-UGWmSsiOI50ZzqEMU9vI9AI9RIjk3k3N01dLuvhbfv_0PYGw11_4sIpiXYZSqGOi3A.&URL=http%3a%2f%2fwww2.ku.edu%2f%7eacejmc%2fPROGRAM%2fPRINCIPLES.SHTML%23vals%26comps)