



## ONLINE RESIDENTIAL COURSE: SITUATIONAL LEADERSHIP

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### Course Description

This course introduces students to a *Situational Leadership Framework* and tasks them with applying the framework to several specific leadership scenarios. Students will learn the theoretical basis for the framework and how their individual personalities should be considered in applying it. Students will also learn to apply the framework in the contexts of collaborative leadership and organizational crisis and change. The course will rely on videos, case studies, and exercises to demonstrate concepts and to allow students to engage in experiential learning.

### Course Materials

- Four readings/cases available from online platform.
- Four readings/cases available for purchase in a Harvard Coursepack. [Link to purchase the coursepack can be found on the course Wall.](#)

### Course Requirements

**This course is graded on a Pass/Fail basis. To pass the course, students must complete the following:**

- 1) Complete 4 pre-work quizzes (see details in *Course Schedule* below) prior to the in-person, residential course. Each quiz is worth 15% of the course grade, and is based on its associated, pre-class readings/cases. **Students must score 80% or higher on average, across the four quizzes to receive a passing grade. Quizzes are open book, open notes. These quizzes must be completed no later than 7 days prior to the start of the in-person, residential course.**
- 2) Complete 2 in-class group case presentations (see details in *Course Schedule* below) during the in-person, residential course. Each group presentation is worth 20% of the course grade. Each group presentation is based on the in-class material presented and the pre-class readings. **Students groups must complete each of the group presentations, answering all required questions and turning in slide presentations on time, to receive a passing grade. Student groups must also turn in feedback forms (see details below) for one other group they observed to receive a passing grade.**

## Notes About Expectations for Class Behavior

1. It is expected that all class members will treat each other with respect and dignity.
2. It is not acceptable behavior to insult, harass, or demean any member of the class.
3. Professional business behavior should be modeled in the classroom, including use of appropriate language, jokes, or stories.

In general, students should adhere to the [UC Davis Principles of Community](#), copied below.

The University of California, Davis, is first and foremost an institution of learning and teaching, committed to serving the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds and social circumstances. The successful conduct of the university's affairs requires that every member of the university community acknowledge and practice the following basic principles:

We affirm the inherent dignity in all of us, and we strive to maintain a climate of justice marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and therefore we will endeavor to foster mutual understanding among the many parts of our whole.

We affirm the right of freedom of expression within our community and affirm our commitment to the highest standards of civility and decency towards all. We recognize the right of every individual to think and speak as dictated by personal belief, to express any idea, and to disagree with or counter another's point of view, limited only by university regulations governing time, place and manner. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of spirit and purpose based on mutual respect and caring.

## Course Schedule

### Class 0 – Pre-Residential Readings and Quizzes

#### 1. Situational Leadership Overview

##### Reading

Sims Jr, H. P., Faraj, S., & Yun, S. (2009). When should a leader be directive or empowering? How to develop your own situational theory of leadership. *Business Horizons*, 52(2), 149-158. [In Harvard Coursepack](#)

##### Case

*What Ever Happened to One of the “100 Best Companies to Work For”?* A Case Study of Hewlett-Packard, By Kimberly D. Elsbach. [In online platform](#)

##### Quiz

Complete the online quiz using theory from reading and evidence from the case.

#### 2. Leadership and Personality

##### Reading

*Leadership and Personality Traits*, By Kimberly D. Elsbach. [In online platform](#)

##### Case

*The Case of Apple iPhone 4*, By Kimberly D. Elsbach. [In online platform](#)

##### Quiz

Complete the online quiz using theory from reading and evidence from the case.

#### 3. Collaborative Leadership

##### Reading

*Are you a collaborative leader? How great CEO’s keep their teams connected.* By Herminia Ibarra and Morton T. Hansen. *Harvard Business Review*, July-August, 2011. [In Harvard Coursepack](#)

##### Case

*Conflict in Santa’s Workshop: Learning to be a Team Player at Toy King*, By Kimberly D. Elsbach. [In online platform](#)

##### Quiz

Complete the online quiz using theory from reading and evidence from the case.

#### 4. Leading in Times of Crisis and Change

##### Reading

*Leadership lessons from the Chilean mine rescue.* By Faaiza Rashid, Amy C. Edmondson, and Herman B. Leonard. *Harvard Business Review*, July-August, 2013. [In Harvard Coursepack](#)

##### Case

*Barbara Norris: Leading Change in the General Surgery Unit.* Harvard Business Case, March 13, 2009. [In Harvard Coursepack](#)

##### Quiz

Complete the online quiz using theory from reading and evidence from the case.

## Residential Class Speaker 1

Thursday, 7 PM

## Residential Class 1 – Situational Leadership Overview

Friday, 9AM – 12 PM

**Short Lecture** on Situational Leadership

**Exercise** on Situational Leadership

**Video Case** on Situational Leadership

### **Group Case Assignment 1, part 1:**

- Identify a recent, public leadership failure and collect information about it and the leader using online sources.
- Develop a 4 page slide presentation that describes: (1) *the leadership failure (1 slide)*, (2) *the situational leadership approach the leader used (1 slide)*, and (3) *what situational leadership approach might have worked better (1 slide)*. A fourth slide should include all online references and course readings used in developing the presentation.

## Residential Class 2 – Leadership and Personality

Friday, 12:50-2:30 PM

**Short Lecture** on the Big 5 Personality Traits and Leadership

**Exercise** on the Big 5 Personality Traits

**Case Discussion** (time permitting) on Leadership and Personality

### **Group Case Assignment 1, Part 2:**

- Finish work on 4 slide presentation.
- In sets of two groups, each group presents their group slide presentation from Class 1 via laptop computer to the other group.
- All students from the group not presenting fill out a feedback form on the presentation and return it to the presenting group. This feedback form is also uploaded onto the online platform.
- The four-page presentations for each group uploaded onto the online platform.
- Feedback form from each individual uploaded onto the online platform.

## Residential Class 3 – Collaborative/Delegating Leadership

Saturday, 9AM – 12 PM

**Short Lecture** on Collaborative Leadership

**Case Discussion** on Collaborative Leadership

### **Group Case Assignment 2, part 1:**

- Describe a personal group collaboration to implement a change that you felt went badly.
- Pick the best one from the group and create a 4 page slide presentation that describes (1) *the group collaboration (1 slide)*, (2) *why it went badly in terms of leadership (1 slide)*, and (3) *how collaborative leadership could have helped it to go better (1 slide)*. A fourth slide should include all online references and course readings used in developing the presentation.

## Residential Class 4 – Leading in Times of Crisis/Change

Saturday, 12:50-2:30 PM

**Short Lecture** on Leading in Times of Crisis/Change

**Video Case** on Leading in Times of Crisis/Change

### **Group Case Assignment 2, Part 2:**

- Finish work on 4 slide presentation.
- In sets of two groups, each group presents their group slide presentation from Class 3 via laptop computer to the other group.
- All students from the group not presenting fill out a feedback form on the presentation and return it to the presenting group. This feedback form is also uploaded onto the online platform.
- The four-page presentations for each group uploaded onto the online platform.
- Feedback form from each individual uploaded onto the online platform.

## Residential Class Speaker 2

Saturday, 7 PM

## Residential Class 5 – Wrap-Up

Sunday, 9-10 AM

### **Selected Group Case Presentations**