



## ONLINE RESIDENTIAL COURSE: SITUATIONAL LEADERSHIP

Professor Kimberly D. Elsbach

Office: 3306 Gallagher Hall, Phone: 530- 752-0910, email: [kdelsbach@ucdavis.edu](mailto:kdelsbach@ucdavis.edu)

### 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

- Three readings/cases available from online platform.
- Five readings/cases available for purchase in a Harvard Coursepack. [Link to purchase the coursepack for 2021: https://hbsp.harvard.edu/import/868646](https://hbsp.harvard.edu/import/868646)

### 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 3 days prior to the first day of your in-person residential course section.**
- 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

##### Readings

*Are You a Collaborative Leader?* By Herminia Ibarra and Morten Hansen, *Harvard Business Review*, July-August, 2011. [In Harvard Coursepack](#)

##### Case

*Trouble at Tessei*, By Ethan Bernstein and Ryan Buell, Harvard Business Case, October 20, 2015. [In Harvard Coursepack](#)

**\*\* Important – read case and the employee comments in Exhibit 4**

##### 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.

## IN-PERSON CLASS MEETINGS \*All times are Pacific Daylight Time

**PLEASE NOTE DIFFERENT DAYS OF THE WEEK FOR SECTION 009 VS. SECTION 001**

### Residential Class 1 – Situational Leadership Overview

**Section 009:** December 10 (**Friday**), 2021: 1-4 PM

**Section 001:** December 16 (**Thursday**), 2021: 1-4 PM

**Short Lecture** Introduction to Situational Leadership

**Exercise** Soar Wine Exercise

**Video Case** Vernon Road Dying and Bleaching Company

#### **Group 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

**Section 009:** December 11 (**Saturday**), 2021: 9AM – 12PM;

**Section 001:** December 17 (**Friday**), 2021: 9AM – 12PM

**Exercise** I Agree Exercise and Discussion

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

#### **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 Leadership

**Section 009:** December 11 (**Saturday**), 2021: 1-4 PM

**Section 001:** December 17 (**Friday**), 2021: 1-4 PM

**Short Lecture and Case Discussion** Collaborative Leadership and Tessei Case  
**Exercise** Learning Goals at Tessei

### 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 using a Collaborative Leadership approach 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

**Section 009:** December 12 (**Sunday**), 2021: 9AM – 12PM

**Section 001:** December 18 (**Saturday**), 2021: 9AM – 12PM

**Short Lecture** on Leading in Times of Crisis/Change  
**Video Case** Gus Perna and Vaccine Distribution

### 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.