

**Argosy University**  
**COURSE SYLLABUS**

*B7777*

*Solutions Leadership*

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**Faculty Information**

<b>Faculty Name:</b>	<b>Dr. Anthony U. Martinez</b>
<b>Campus:</b>	<b>San Francisco</b>
<b>Contact Information:</b>	<b>(510) 837-3742</b>
<b>Office Hours:</b>	<b>By Appointment, e-mail, telephone, or before or after class</b>

<b>Short Faculty Bio:</b>	<b>On faculty since August 2003. Over 30 years of teaching experience, including the University of San Francisco, San Francisco State University, California State University East Bay, California State University – Monterey Bay, Arizona State University, and three years as an Assistant Vice President at the University of California, Office of the President. Teaching competencies are in business law, business ethics, leadership and organizational behavior, and strategic management. Outside of academia, an entrepreneur and management consultant in previous years. Originally from Arizona but have been in the Bay Area most years since 1964.</b>
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**Course description:** Getting things done in complex organizations is difficult and the best leaders are those who know how to mobilize ideas, support, people and resources to address tough problems. Doctoral students in this class will develop in-depth understanding of the research and theory on leading strategic change/initiatives focusing on understanding the role of organizational history and corporate culture, the climate for change, organizational politics, resources and rewards, people and teams and communication play in solutions leadership. Students will also focus on challenges and solutions in their respective fields and work with colleagues to understand the interdependencies and impact on the business of implementing solutions.

**Course Pre-requisites:** It is recommended that this course be taken early in the doctoral program (after B7001 Business Research Writing).

## **Required Readings:**

Quinn, Robert E. (2004). *Building the Bridge as You Walk on It: A Guide for Leading Change*. Jossey-Bass. ISBN: 078797112X (hardcover; also available in e-book)

Boone, Mary. (2001). *Managing Interactively: Executing Strategy, Improving Communication, and Creating a Knowledge Sharing Culture*. McGraw-Hill. ISBN: 0-07-135866-8

Hrebiniak, Lawrence G. (2005). *Making Strategy Work: Leading Effective Execution and Change*. Wharton School Publishing. ISBN: 0-13-146745-X

## **Suggested Articles:**

Harvard Business Review: Special Topics on Decision-Making: Better, Faster, Smarter (January, 2006)

Harvard Business Review: Level 5 Leadership

Harvard Business Review: Emotional Intelligence at work

**Technology:** Pentium III CPU/ Windows 98; 128MB RAM printer; Microsoft Office; Adobe Acrobat Reader (full version); Microsoft Internet Explorer 5.5 (PC), 5.0 (MAC), or Netscape Navigator 4.08; Norton Antivirus; Real Player.

**Course length: 7.5 weeks**

**Contact Hours:** 45 Hours

**Credit Value:** 3.0

## **Program Outcomes:**

### **1. Research**

1.1. **Performing** – Design, conduct, and justify applied research in a business context using appropriate methodology

1.2. **Understanding** – Evaluate and apply existing theory and research to current business practice

## **2. Communication**

- 2.1. **Oral** – Present orally, complex business information that is concise, clear, organized, and well supported in a professional manner appropriate to the business context
- 2.2. **Written** – Present in writing, complex business information that is concise, clear, organized, and well supported in a professional manner appropriate to the business context using required format

## **3. Critical Thinking/Problem Solving**

- 3.1. **Critical thinking** – Evaluate relevance of established theory to current business practice and identify gaps in current literature
- 3.2. **Problem Solving/Decision Making** – Given a business situation, diagnose the underlying causes of the situation, evaluate possible solutions, in relation to underlying business theory and determine and defend appropriate course of action
- 3.3. **Information Literacy** - Conduct an exhaustive literature search from a variety of sources, evaluate the credibility of the sources, and apply that information to create new knowledge

## **4. Team**

- 4.1. **Leadership** - Conduct an exhaustive literature search from a variety of sources, evaluate the credibility of the sources, and apply that information to create new knowledge
- 4.2. **Collaboration** - Given a case study or business situation collect, assimilate, and disseminate the views of stakeholders

## **5. Ethics**

- 5.1. **Ethics** - Given a case study or business situations, evaluate the ethical dimensions of decision situations and personal, social, and corporate responsibility not absolved by market forces

## **6. Diversity**

- 6.1. **Diversity** - Given a case study or business situation evaluate the multicultural dimensions of decision situations and multicultural solutions to business situations

### **Course Outcomes:**

The over-arching outcomes of this multi-disciplinary course are to develop an in-depth understanding of what leaders do to achieve results and what organizational conditions favor or hinder organizational performance and leader effectiveness. To achieve these outcomes, DBA students will read and apply ideas that span domains: people, process, culture and change. Most directly, the course will focus on how leaders act, what they do, how they mobilize support and attention in organizations and how they, working with others, accomplish results that achieve significant organizational results. Also grounding in the change management literature is important to prepare leaders for successful implementation of solutions/plans. To achieve the broad, integrative aims the DBA students will:

1. Examine the characteristics of effective leadership and how leaders impact performance. Demonstrate by reviewing key articles in the literature, both classic and cutting edge thinking, on leadership effectiveness and leadership theory with special focus on how leaders impact performance. (program Outcomes include: 4.1, 1.1, and 1.2)
2. Research and analyze the relationships among leadership, followership, organizational performance, and achieving results.
3. Analyze and evaluate current literature on leading strategic or operational change initiatives, building organizational capacity for change, and creating alignment within the organization on goals and strategies to achieve results (Program outcomes include: 1.2, 3.1, & 3.2).
4. Research and apply practices to mobilize action and attention to overcome the multiple forms of organizational inertia that hinder effective implementation. (Program Outcomes: 1.1, 1.2, 2.2, 3.1, & 3.2).
5. Design and present a solution to an organizational scenario/problem ensuring that the problem is defined, stakeholder support is ensured, the ROI of the solution is analyzed and implemented, and measurement and evaluation are designed. (Program Outcomes include 3.1, 3.2, 2.1, 2.2, 5.1, and 6.1)
  - Assess the root cause of organizational issues/challenges/performance gaps
  - Determine the appropriate organizational actions needed to address the performance gaps with a team
  - Construct a project plan to address the performance gaps
  - Mobilize organizational resources and support to implement the project plan to address performance gaps using appropriate change management, communication and measurement approaches
  - Measure the effectiveness of the project plan to address organizational issues/challenges/performance gaps.

## Assignments

	Topics	Readings	Assignments
1	<ul style="list-style-type: none"> <li>• Overview of SFL and achieving results in organizations through finding and implementing the “right” solutions and avoiding failure.</li> <li>• This first week the students are focusing on themselves as leaders. The group project will not begin until week two.</li> </ul>	<p>Read Quinn, part 1 &amp; 2 - Building the Bridge while you Walk on it.</p> <p>Boone Part I: Methods and Technologies for Breaking Down the Barriers Between People in Organizations</p> <p>Hrebiniak Chapter 3</p>	<p><b>Assignment 1.</b> Individual-Write a 6 page “think piece” focusing on the key ideas in the books and their implications for leaders and achieving results in today’s complex organizations. What are the main themes of the books? What will you take away and use in your organizations? What questions did the book raise for you?</p> <p>How will you know that you are solving the</p>

	<ul style="list-style-type: none"> <li>• Describe the fundamental state of leadership</li> <li>• Characteristics of leaders</li> </ul>		<p>right problems in your organization? What is your view of why initiatives so often fail within organizations and the solutions don't lead to real results and the improvements in performance that is sought.</p>
2	<ul style="list-style-type: none"> <li>• Introduction to the group scenario.</li> <li>• Introduction to Systems Thinking</li> <li>• Problem recognition and definition:</li> <li>• Root Cause Analysis</li> <li>• Defining the problem and its scope</li> <li>• The role of research and evidence</li> <li>• What goes wrong in decision-making?</li> <li>• Focusing on solutions</li> </ul>	<p>Read the January 2006 issue of HBR – Special Topic on Decision-making: Better, Faster, Smarter</p> <p><a href="http://www.hbsp.harvard.edu/b02/en/hbr/hbr_single_special_issues.jhtml">http://www.hbsp.harvard.edu/b02/en/hbr/hbr_single_special_issues.jhtml</a></p> <p>Boone Part II: Inform: Methods and Technologies to Enhance Knowledge Sharing Part III: Engage: methods and Technologies to Inspire People to Create, Own, and Act on Ideas.</p> <p>Hrebiniak Chapter 7</p>	<p><b>Assignment 2.</b> Group- Meet in your group and determine how you will address the group scenario and create a plan to define, address, solve, implement, and review the problem.</p> <p><i>Establishing your Team Contract for Working Together:</i> Determine how you will work together over the next seven weeks. What is the scope of your project? What is the issue you are solving? What are your deliverables? What will you do to ensure that the group works well together? What are your group norms? How will leadership be handled within the group? How will conflict among group members be resolved? What are your operating procedures as a group? How will you deal with non-performance if it occurs? What skills does the team possess that are relevant to this problem? Provide a draft of a project plan to the instructor by Day 5 of class along with a second document that consists of your team assessment work-sheet. This should be based on your Team Compact you discussed and agreed to. Make the Team Compact into an assessment instrument. Be prepared to use it in Week 7 to assess how well your team worked together.</p>

			<p>Assignment 2.2: Group project: Systems theory is one of the most robust ways of understanding how problems start and how they are perpetuated with systems. Understanding systems theory is key for leadership. <a href="http://www.systems-thinking.org/">http://www.systems-thinking.org/</a></p> <p>As a group, synthesize into an 8 slide PowerPoint the key ideas in systems theory and answer the questions, Why is it important for leaders to understand systems theory? What are the conditions needed to ensure problem diagnosis gets at the root cause of the issue, what tools are useful to ensure that this is done?</p> <p>Assignment 2.3. Individual Project: After watching the film The Downfall, reading the HBR issue on decision-making and other readings please answer the following questions:</p> <ul style="list-style-type: none"><li>• What have you learned that is applicable right now to this project you are working on class?</li><li>• What will you apply at work?</li><li>• How does a team, group or individual define problems?</li><li>• What problems can occur if the problem is not defined well?</li><li>• How do you get at the root cause of problems versus the symptoms?</li></ul> <p><a href="http://www.bill-wilson.net/b77.html">http://www.bill-wilson.net/b77.html</a></p> <li>• What are best practices for ensuring</li>
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			<p>that decision-making will avoid common pitfalls?  <a href="http://home.att.net/~nickols/forget_about_causes.htm">http://home.att.net/~nickols/forget_about_causes.htm</a></p>
3	<ul style="list-style-type: none"> <li>• Solution Finding/solution engineering.</li> <li>• Solution Analysis</li> <li>• Feasibility</li> <li>• Gaining Buy-in</li> <li>• Stakeholder support</li> <li>• ROI</li> <li>• Project Plan</li> <li>• Measurement</li> <li>• Evaluation</li> </ul>	Hrebiniak Chapter 6 & 8	<p>Assignment 3.1. Group: Solution finding and Solution Analysis. Determining Feasibility. Divide up the tasks and have each of the members of the group focus on one or two of the following topics:</p> <ul style="list-style-type: none"> <li>• Cost/Benefit Analysis—When to use it and how to use it</li> <li>• Best practices for making complex and costly decisions</li> <li>• Typology of decisions and decision-making</li> <li>• Gaining buy-in to solutions</li> <li>• Working with a large-scale project team-how to lead and manage a virtual team</li> <li>• Analysis of Project Planning software?</li> </ul> <p>Each individual will submit her research and recommendations to the group and share what you have learned with the other groups.</p> <p>Assignment 3.2: Individual. Research the literature on building and assessing organizational capacity for change, capacity for innovation and/or capacity to react to new opportunities or unplanned for threats. Write a 5 page paper on what is needed to be a flexible, responsive learning organization.</p>

4	<ul style="list-style-type: none"> <li>Overcoming Resistance to Change and Inertia</li> <li>Understanding sources of inertia and resistance to change (structural, functional myopia, systems, SOPs, power and politics, resource allocation patterns and resource scarcity)</li> </ul>	<p>Read article: Neumann, J. E. (1989). Why people don't participate in organizational change. <i>ROCD</i>, Vol. 3 (pp. 181-212).</p> <p>Articles include gaining stakeholder buy-in, recognizing power and politics, using power effectively and ethically, working with cross functional teams to solve organizational problems, overview of tools for operational planning including six-sigma, process redesign, and more</p>	<p>Assignment 4.1: Group Assignment on overcoming resistance to change/new initiatives within organizations and apply to scenario</p> <p>4.2.: Individual assignment: Practicing Quinn's ideas, write a 6 page reflective paper that discusses resistance at three levels: you—the individual; your department, team or unit; systems/organizations in general. What accounts for an apparent inability to learn? Be sure to include “thoughtful remedies” that could be put in place to overcome barriers and resistance.</p>
5	<ul style="list-style-type: none"> <li>Implementation Planning—converting the solution into implemented practice.</li> <li>How to ensure success in implementation of initiatives including project planning, metrics,</li> </ul>	<p>Bain Consultancy—list of change initiatives that work  <a href="http://www.bain.com/bainweb/consulting_expertise/capabilities_detail.asp?capID=39">http://www.bain.com/bainweb/consulting_expertise/capabilities_detail.asp?capID=39</a></p>	<p>Assignment 5.1: Group: Implementation and Communication Plan focusing on scenario</p> <p>Assignment 5.2-Individual: Summarize the key ideas in the book <i>Making Strategy Work</i> and apply the ideas to the change initiative/project that you are working on at work. Using the ideas, map out a thorough implementation plan for a project that is near and dear to you (you may use project planning software as part of this assignment). Be sure to focus on hard and soft constraints and detail how you will work with each.</p>



			<p>Recommend how and who should be involved and map the implementation process including key metrics, milestones and leading and lagging indicators.</p> <p>5.3- Mid-project group assessment and feedback. Take your team instrument developed in class one. Have someone serve as the OD consultant to compile the findings from the first 4 weeks of class and post to discussion board.</p>
6	<ul style="list-style-type: none"> <li>• Leaders role in implementation and communication of plan</li> <li>• Role of: <ul style="list-style-type: none"> <li>○ Organizational politics</li> <li>○ Culture</li> <li>○ Resources</li> <li>○ Rewards</li> <li>○ People</li> <li>○ Change</li> <li>○ Teams</li> <li>○ Communication</li> <li>○ Process</li> </ul> </li> </ul>	<p>Readings —Read part three in Quinn’s book.</p> <p>Read article on Emotional Intelligence</p>	<p>Assignment: 6.1 Group project _Working in groups finalize your deliverable based on the scenario selected. Summarize the model in a PowerPoint presentation of no more than 20 slides.</p> <p>6.2 Individual Assignment: Write a 15 minute speech that is designed to persuade others that your recommendations should be adopted. In this speech, you want to provide the “Business Case” for change using both quantitative and qualitative data. Be sure you structure the speech so that the end goal or end state is in mind and use logic, argumentation, persuasion and other techniques to create support for your recommended change.</p>

			Make sure all of this is credible in your corporate culture.
7	<ul style="list-style-type: none"> <li>Strategic evaluation and measurement</li> </ul>	<p>Readings TBD by SME</p> <p>Balanced Scorecard article.</p>	<p>Assignment 7.1: Group Project: This week you will critique your virtual team using a team assessment instrument based on your Group norms and operating procedures. Again, have a volunteer serve as the group OD consultant. The OD consultant will summarize and present the data to the group.</p> <p>Assignment 7.2: Develop a 7 slide PowerPoint on what you have learned about leading strategic change with emphasis on execution and measurement. Please integrate all readings.</p> <p>Assignment 7.3. Individual: Write a outline of a curriculum plan for developing change leaders. What skill-sets should change leaders possess? Summarize the Leadership Development Plan in a ten slide PowerPoint that references at least 5 readings from class.</p>
8	<b>Project presentations and plans/papers turned in to facilitator</b>	<p>Share 5 articles with the group on any topic from your reading and research.</p> <p>Share things that have made a difference in your ability to lead and work effectively with others toward great solutions.</p>	<p><b><u>Presentation:</u></b> Group Project</p> <p>8.1: Written project plan to address the work issue who have been working on for 8 weeks. Present in Power Point format.</p> <p>8.2 Turn in the PowerPoint and implementation plan for work-related</p>

			<p>project.</p> <p>8.3 Select 3-4 course objectives and write a couple of paragraphs about what you learned and how you will apply it.</p>
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## Grading Criteria

### *Grading Scale*

<b>A</b>	100 – 93
<b>A-</b>	92 – 90
<b>B+</b>	89 – 88
<b>B</b>	87 – 83
<b>B-</b>	82 – 80
<b>C+</b>	79 – 78
<b>C</b>	77 – 73
<b>C-</b>	72 – 70
<b>F</b>	69 and below

### *Grading requirements*

<i>Attendance/participation</i>	<i>15%</i>
<i>Weekly Assignments</i>	<i>30%</i>
<i>Final paper</i>	<i>35%</i>
<i>Optional</i>	<i>10%</i>
<i>Optional</i>	<i>10%</i>
	<i>100%</i>

## **Library:**

*All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.*

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>

## **Academic Policies**

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

### **Americans with Disabilities Act Policy**

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

### **The Argosy University Statement Regarding Diversity**

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.