

2021\_S02\_EBP\_M2\_HRM\_0002\_E\_L\_BOD GM

**People Management**

**Semester 2, 2020 - 2021**

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COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
Team assignments	From session 1 to session 9	40%
Final Examination	Session 10	60%

**Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflections, theories, concepts and tools presented during this course**

**KEDGE BUSINESS SCHOOL**

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## INTRODUCTION AND OBJECTIVES

### ***Course Purpose & Objectives***

*"The first responsibility of a leader is to define reality. The last is to say thank you. In between, the leader is a servant" (Max De Pree)*

Leadership is one of the most studied topics in management literature. However, it remains one of the least understood. The course on "People Management" is intended to steer students towards a lifelong, self-directed learning path in leadership and self-development. In this course, students will be able to develop insight into the role of leadership in organizations, the challenges of being a leader, and the importance of leadership on other people's personal and professional lives. Furthermore, students will also have the opportunity to reflect on the influence that leaders can exert on other people's development, energy, productivity, and career. New frontiers in the study of leadership, based on the positive organizational scholarship movement, will be also discussed together with the most established paradigms in leadership literature.

The course takes as its starting point the individual's awareness of their abilities and intrapersonal style as a global leader, followed by developing communication skills to build high-quality relationships. Students will have the opportunity to learn and develop through specific role-plays and simulations the application of essential skills in motivating and energizing collaborators, managing team, persuading others, navigating office politics, managing global talents, and leverage on the potential of diversity. Focus will be also given to effective group presentation and persuasion skills in a cross-cultural environment to equip managers to successfully perform a people leadership role.

At the end of this course, students will be able to:

- Develop adequate knowledge about the relational leadership skills required to lead teams in a fast-paced global, multicultural environment;
- Learn how to motivate employees using different tools rather than money;
- Develop interpersonal skills to work with others in a team to build constructive and growth-fostering relations, present ideas with impact as well as understanding and leveraging cultural differences

### ***Courses contribution to program objectives***

**EBP4 Develop a Sense for Responsible Management**

**EBP5 Integrate Diversity and Globalization in the Practice of Management**

**EBP6 Develop an Expertise of the Concepts, Methods and Techniques in a chosen Area of Specialization**

### ***Course Contribution to Application of Critical Thinking***

This course encourages students to identify innovative ways to increase employees' motivation, engagement by ensuring their growth and professional development. It incorporates main leadership paradigms with frameworks taken from other disciplines such as positive organizational psychology. In so doing, it encourages students to wide their horizon of analysis when dealing with people management in contemporary organizations.

***Courses description***

Self-awareness, leadership frameworks, tools, techniques and methodologies, effective leadership of different team profiles.

**COURSE MATERIAL*****Main Textbook***

Northouse, P. G. (2013), Leadership. Theory and practice. Sixth edition. Sage. London [Available in Kedge Library]

***Supplementary Textbooks***

Cameron K. (2012). Positive leadership. Strategies for Extraordinary Performance. Berrett-Koehler Publishers, Inc., San Francisco. [Available in Kedge Libraray]

***Academic papers***

The academic paper listed in this syllabus are available online through the library system and will be included also in the course pack distributed to all students at the beginning of the course.

**COURSE CONTENTS AND TIMETABLE**

SESSI ONS	TOPICS	PRELIMINARY READING(S)	ADDITIONAL READING(S) AND ASSIGNMENTS
<b>PART 1 – TRADITIONAL AND NEW FRONTIERS IN LEADERSHIP RESEARCH</b>			
1	<p><b>Introduction and course overview: What makes a leader?</b></p> <ul style="list-style-type: none"> <li>• Where leadership ends and management starts</li> <li>• Examining different leadership traits and behaviors</li> </ul>	<p>Northhouse (2013) – Chapter 1: Introduction to Leadership, pp. 1-16</p>	<p>Minzberg, H. (2009), The dynamics of managing (chapter 2, pp. 17-42) of the book entitled “Managing”, Berrett-Koehler Publisher, Inc, San Francisco.</p>
<p><b><u>Activities, exercise, case studies, and videos used in class</u></b>                      E: Build high-quality connections at speed (ice-break activity)                      V: Itay Talgam on TED: "Lead like a great conductor"</p>			
2	<p><b>New Frontiers in Leadership Research: What approaches can you take?</b></p> <ul style="list-style-type: none"> <li>• Main paradigms in leadership research and focus on different leadership approaches</li> <li>• Transformational Leadership</li> </ul>	<p>Northhouse (2013) – Chapters 2, 3, 4, 5, 6, 8, 9, 7 11,                      Multi-Factor Leadership style Questionnaire (self-evaluation)</p>	<p>Listen to six TED talks on leadership :  <a href="https://www.ted.com/playlists/140/how_leaders_inspire">https://www.ted.com/playlists/140/how_leaders_inspire</a></p>
<p><b><u>Activities, exercise, case studies, and videos used in class</u></b>                      E: Inspirational vision: creating and giving presentations</p>			
3	<p><b>Emotional intelligence: A key leadership skill</b></p>	<p>Goleman, D. (2004): What makes a leader? <i>Harvard Business Review</i>, 82, pp. 82-92.                      Goleman, D. (2013). The Focused Leader. <i>Harvard Business Review</i>, (December), 50–60.</p>	<p>Ovans, A. (2015). How emotional intelligence became a key leadership skill. <i>Harvard Business Review</i>.</p>
<p><b><u>Activities, exercise, case studies, and videos used in class</u></b>                      In-class debate: “Emotional intelligence: overrated or underrated?”                      Video: Salovey Peter: “Emotional intelligence and leadership”, Yale University.                      Video: Joan Halifax on TED: “Compassion and the true meaning of empathy”</p>			

PART 2 – MANAGING HUMAN RESOURCES			
4	<p><b>Motivating your collaborators</b></p> <ul style="list-style-type: none"> <li>The importance of setting the right expectations with collaborators: the Pygmalion effect and set-up-to-fail syndrome.</li> <li>Delegating work to collaborators: Noel Burch learning model</li> </ul>	<p>Herzberg, F. (2003). One more time: How do you motivate employees? Harvard Business Review, January, 2-13.</p> <p>Goldsmith M. (2007). How can I become better at delegating. Harvard Management Newsletter.</p>	<p>Greenleaf, R. K. (1970). The Servant as Leader (pp. 1–37). Ann Arbor</p> <p>Amar, A.D., Hentrich, C., &amp; Hlupic V. (2009). To be a better leader, give up authority, December, 1-2.</p>
<p><b><u>Activities, exercise, case studies, and videos used in class</u></b>                      V: Dan Pick on TED: “The puzzle of Motivation”                      E: Exercise on Delegation</p>			
5	<p><b>Managing your team</b></p> <ul style="list-style-type: none"> <li>Foundations of team dynamics;</li> <li>The fundamental lesson of team collaboration: contact and passion are the keys.</li> </ul>	<p>Katzenbach, J.R., &amp; Smith, D.K. (1993). The discipline of teams. Harvard Business Review</p>	<p>Brett, J., Behfar, K., &amp; Kern, M.C. (2006), Managing multicultural teams</p>
<p><b><u>Activities, exercise, case studies, and videos used in class</u></b>                      V: Asch’s experiment on group conformity.</p>			
6	<p><b>Managing global talents</b></p> <ul style="list-style-type: none"> <li>An introduction to the problem of talent shortfalls;</li> <li>Factors influencing effective global talent management.</li> <li>How to retain high potential young employees.</li> </ul>	<p>Hamori, M., Koyuncu, B., Cao, J. &amp; Graf, T. (2015) What high-potential young managers want. MIT Sloan, Management Review, Special Collection.</p>	<p>Stahl et al. (2012). “Six Principles of Effective Global Talent Management”. Sloan Management Review, 53(2), 25-42.</p>
<p><b><u>Activities, exercise, case studies, and videos used in class</u></b>                      Testimonials in class.</p>			

PART 3 – LEADERSHIP IN PRACTICE			
7	<p><b>Developing Skills to Balance Work and the Rest of Life</b></p> <ul style="list-style-type: none"> <li>• An introduction to work-life balance</li> <li>• The total leadership experience: Learning how to invest in work, home, self, and the community;</li> <li>• Pros and Cons of teleworking.</li> </ul>	<p>Christensen, C.M. (2010). How will you measure your life? Harvard Business Review, July–August, 2-7.</p>	<p>Groysberg, B., &amp; Abrahams, R. (2014). Manage Your Work, Manage Your Life. Harvard Business Review, (March), 2–10.</p>
<p><b><u>Activities, exercise, case studies, and videos used in class</u></b>                      V: Nigel Marsh on TED: “How to make work-life balance work”                      E: understanding your core motivation                      CS: Managing from a distance by Gary Powell.</p>			
8	<p><b>Doing change management</b></p> <ul style="list-style-type: none"> <li>• Understanding main challenges in managing organizational change through an interactive simulation</li> </ul>	<p>Kotter, J.P. (2007). Leading Change: Why transformation efforts fail. Harvard Business Review, January, 2-10.</p>	<p>Battilana, J. &amp; Casciaro, T. (2013). The network secrets of great change agents, Harvard Business Review, July-August.</p> <p>Lynch, D., &amp; Kordis, P. L. (1988). Strategy of the dolphin: Scoring a win in a chaotic world. New York: Morrow.</p>
<p><b><u>Activities, exercise, case studies, and videos used in class</u></b>                      E: Identifying reactions to change</p>			
9	<p><b>A real leadership experience:</b> Group presentation for the assignment "Shadow a Leader"</p>		
<p><b><u>Activities, exercise, case studies, and videos used in class</u></b>                      CS: Analysis of several work situations that can be improved by using a more persuasive approach.</p>			
10	<p><b>INDIVIDUAL FINAL EXAM</b></p>		

## TEACHING APPROACH/ INSTRUCTIONAL METHODS

### ***A Word of Advice***

The teaching philosophy of this course is aimed at making a long-term impact by delivering high value through exposing students to versatile knowledge bases, thus enabling them to develop a deep understanding of organizational and managerial issues. My approach is to encourage students to challenge existing knowledge and develop insights into the richness and complexity of the business, social, and political spheres. I also encourage students to have an active role in my class. I strongly believe that teaching is an interactive learning experience that can be successful only if it involves the *active participation* of *both* the instructor and students.

### ***Organization of the sessions***

There will be 10 sessions, each lasting 3 hours and 15 minutes. Each will cover a specific topic (see above). The last session is dedicated to the final.

For each session you will be asked to read specific assignments that will help you put theory into practice and should lead to fruitful class discussions.

The first part of the lecture will be dedicated to the introduction of the concepts for the day. In the second part, students will analyze, for example, a case study illustrating relevant problems and/or best practices in managing people. In some sessions, students will play the role of business leaders facing relevant organizational problems, such as downsizing and conducting termination interviews, and will be asked to approach such problems adopting a positive approach. In the sessions dedicated to leadership in practice, students will be engaged in exercises and simulation to develop essential leadership skills, such as persuasion and the ability to change,

### ***Class Policies***

- **Arrive on time.** The classroom door will be closed 10 minutes after the official time for the beginning of the class. Students who arrive late will not be admitted in the class.
- **Breaks.** Each session has a break of 15 minutes. Students who will leave the class during the break will be considered absent for the day.

**EVALUATION OF STUDENT PERFORMANCE**

DELIVERABLE	%
Team assignments	40%
Final Examination	60%

***Methods Used to Evaluate Student Performance***

***Individual Assignments(60%)***

Individual assessment rubrics:

Section	Marks	Criteria
<b>Problem(s) Identification</b>	1 to 2	Identify the problem(s) in a clear and organized manner. Evaluation: - How to identify the problem(s)? - Demonstrate good understanding?
<b>Cause(s) Analysis</b>	1 to 6	Analyse fundamental causes. Evaluation: - Provide concise analysis of all relevant issues/theories? - Through which tools / methods to analyse the cause(s)?
<b>Recommendations</b>	1 to 8	Provide recommendations and expected results. Evaluation: - Are recommendations relevant to subject? - Are recommendations cost-effective? - Are recommendations original?
<b>Implementation</b>	1 to 2	Propose action plan Evaluation: - Is it a logical sequence of steps identified? - Any difficulties when the company implements the action plan(s)?
<b>References</b>	0 to 2	Quantity and quality of references.

<b>Below Requirements:</b>	<b>Meets Requirements:</b>	<b>Exceeds Requirements:</b>	<b>Excellent Performance:</b>
05/20 ≤ M ≤ 09/20	10/20 ≤ M ≤ 14/20	15/20 ≤ M ≤ 19/20	M = 20

A mark (M) of 4/20 and less indicates disciplinary action, not limited to academic fraud. A mark of 20/20 means the excellent performance.



**Individual Participation (2 points maximum)**

You are expected to come prepared to ask questions that add to your understanding of the course materials as well as to the knowledge base of your fellow students.

- a. Be courteous. Come on time and do not leave early. Do not interrupt or engage in private conversations while others are speaking. It is also disrespectful to your classmates to read the newspaper or surf the web during class.
- b. Have an opinion and respect others' rights to hold opinions and beliefs that differ from your own. There are many different possible lenses for interpreting the material in this class.
- c. Allow everyone the chance to talk. If you have much to say, try to hold back a bit. If you are hesitant to speak, look for opportunities to contribute to the discussion.
- d. Class participation will be evaluated throughout the entire course. The criteria used to determine the participation grade will be relevance, substance, lack of redundancy, and persuasiveness. Students who are not in class will receive no credit toward their participation grade for that day. The number of absences will be taken into account and students with an excessive number of absences will be penalized.

**Assessment Criteria**

Rubric	Below Requirements	Meets Requirements	Exceeds Requirements
Class participation	-2	0	2

**Collective assessment (40%)**

For almost each session, each group will work on a specific case. Work submitted for grading after deadline will be awarded a 00/20. At least 2 team works will be graded. Each submission will be commented, and solutions will be discussed.

**Criteria of evaluation for the oral presentation (below a sample of the evaluation grid).**

Section	Criteria	Mark
Quality of the argumentations proposed /4	<ul style="list-style-type: none"> <li>• Appropriateness of the argumentations proposed</li> <li>• Connection with the theoretical concepts from class</li> <li>• Critical analysis of what was observed on the day</li> <li>• Relevance of the conclusions proposed</li> </ul>	1 2 3 4
Quality of the PowerPoint presentation /2	<ul style="list-style-type: none"> <li>• Accuracy and creativity of the slides</li> <li>• Use of videos, photos and other extras in the presentation</li> </ul>	1 2

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<b>Quality of the oral presentation /4</b>	<ul style="list-style-type: none"> <li>• Enthusiasm, speaking style</li> <li>• Persuasion demonstrated in presenting the ideas, storytelling abilities</li> <li>• Professionalism of the oral presentation</li> </ul>	1 2 3 4
<b>Team organization /3</b>	<ul style="list-style-type: none"> <li>• Speaking time distribution</li> <li>• Equilibrium between team members, consistency, complementarity</li> <li>• Engagement in the project</li> </ul>	1 2 3
<b>Creativity /3</b>	<ul style="list-style-type: none"> <li>• Creativity in presenting the team's ideas and in connecting them to what has been studied during the course</li> </ul>	1 2 3
<b>Answering questions /4</b>	<ul style="list-style-type: none"> <li>• Restate the question</li> <li>• Show empathy with the questioner</li> <li>• Answer in less than 45 seconds</li> <li>• A coordinated team response to questions</li> </ul>	1 2 3 4
<b>General Comments:</b>		<b>Total/20</b>

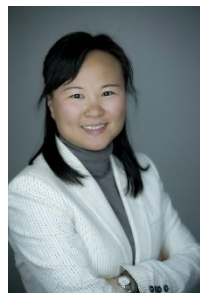
<b>Below Requirements:</b>	<b>Meets Requirements:</b>	<b>Exceeds Requirements:</b>	<b>Excellent Performance:</b>
$05/20 \leq M \leq 09/20$	$10/20 \leq M \leq 14/20$	$15/20 \leq M \leq 19/20$	$M = 20$

A mark (M) of 4/20 and less indicates disciplinary action, not limited to academic fraud. A mark of 20/20 means the excellent performance.

## BIOGRAPHY



**Sandra Walker** is a business consultant, trainer and conference speaker with 30 years of experience in Europe, the Middle East and North America. She has developed and conducted seminars or workshops for academia and corporate clients on project team leadership and intercultural business skills. She is an adjunct/visiting lecturer at the SKEMA business school. She conducts research into optimal approaches to leadership of multicultural project teams and is an academic reviewer for the *Project Management Journal*.



**Cuiling JIANG** is an assistant professor at Kedge Business School, teaching courses in the fields of international human resource management, cross cultural management and international management at both the Master and Bachelor levels. Cuiling holds a Ph.D in Management Science in France. Her research focuses on five aspects: expatriation, employee well-being and high performance system, cultural diversity and perceptions, emerging market multinational companies, and knowledge management. In particular, she conducted several research on French multinationals and their human resource management in Asia, which had been published in book chapters and journals such as *Asia Pacific Journal of Human Resource*, *Asia Pacific Business Review* and *Journal of Business Ethics*.

## ACADEMIC FRAUD

### **Definition**

Academic fraud is a breach of ethics.

*“Is achieved using unfair means or deception, to obtain material or undue moral advantage, or with the intent to avoid the enforcement of laws”. (Translated from the original source: Dictionnaire Juridique des Lois, 2010, available at: [www.dictionnaire-juridique.com/definition/fraude/php](http://www.dictionnaire-juridique.com/definition/fraude/php))*

Plagiarism consists of attributing authorship by (partial or total) copying, imitation or misappropriation.

The act of fraud is committed by one or more students/participants when they:

- appropriate written or oral work to themselves when they are not the author (in whole or in part) of the work, by omitting any references or quotations to the author or to the owner of the work;
- present any data that has been falsified or invented in any way;
- use the identity of the author, attributing the contents of and/or a resource to him/her, but without explicitly mentioning that they are not the author;
- appropriate the creative work of someone else and present it as their own;
- acquire exerts of texts, images, results etc. from external sources by including them in their own work without mentioning the origins of the exerts;
- summarise the original idea of an author by expressing it in their own words but omit quoting the source;
- cheat in an academic evaluation.

Plagiarism can occur in:

- an academic article or book;
- an exercise or a case study;
- a study or a report;
- a dissertation or a thesis;
- any document of which the student/participant is not, but purports to be the author.

### **Sanctions**

Any student/participant having committed academic fraud, or having participated in it, will be sanctioned by the professor in charge of the course. The professor can apply 1<sup>st</sup> and 2<sup>nd</sup> level sanctions (detailed below). The professor will send a copy of the sanction to the student's/participant's programme. The student/participant will be informed/and or convoked by the programme director (or his/her representative) to a hearing prior to the possible convening of the Kedge Business School Disciplinary Council. In the case of a hearing of the Disciplinary Council, they can decide to apply 3<sup>rd</sup> and 4<sup>th</sup> level of sanctions.

Any student/participant guilty of academic fraud will receive one of the following sanctions:

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- Applied by the professor in charge of the course, Kedge Business School faculty member (1st and 2<sup>nd</sup> level):
  - o A grade of zero for the work concerned and a formal warning;
  - o A grade of zero for the course or module concerned and a formal warning.
- Applied by Kedge Business School's Disciplinary Council (3<sup>rd</sup> and 4<sup>th</sup> level):
  - o Suspension from the programme for one or two semesters;
  - o Exclusion from the programme.

N.B.: Plagiarism within a partner institution can result in these sanctions being applied by Kedge Business School, notwithstanding partner's decision.