Leadership and the Art of Judgement
Study materials

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Introduction

According to the distinguished management scholar James G March, 'underlying many leadership skills is a basic one - the capability to use judgement informed by analysis and experience'. However, it is not only the most visible leaders, the very top people in the organisation, those who exercise judgement, but so does everyone else ‘quietly' facing everyday practical problems that are messy, ambiguous and involve hard choices. Moreover, it is not only moral issues calling for judgement (i.e., questions of right and wrong) but several other cases in which one does not know apparently how to proceed. A manager dealing with a valued employee suspected of stealing, a line worker discovering a serious defect in a product's safety seal, or a loan officer finding out about a serious accounting error, are ordinary cases calling for judgement just like more heroic acts of leadership do, such as entering an entirely new market or reversing a long-held policy. Practitioners are called upon to use their judgement when they do not know how to go on in a practical situation and need to assess the particularity of the situation facing them as well as any general principles that may apply, and act in a prudent and responsible manner. Judgement grows with experience; good judgement is a manifestation of wisdom.

The study of judgement, in one way or another, has been very long indeed. For Aristotle, the highest intellectual virtue for a practitioner is *phronesis* - practical wisdom. Contrary to other intellectual virtues, such as *episteme* (science) and *techne* (making), *phronesis* deals with things that can be otherwise, contingencies, and involves a refined sense of judgement to act in a way that, on the one hand, a practitioner pursues certain good ends for people, while, on the other hand, he or she does so within ever variable, context-dependent circumstances. Whereas *episteme* deals with general principles of an invariant kind and *techne* only deals with how to make something, *phronesis* aims at situational judgement, the kind of flexible thinking that tries to reconcile the generic and the specific, the ethical and the instrumental, the rational and the emotional, the timely and the timeless, the collective interest and the personal pursuit.

In this module we will explore how acts of leadership - especially 'quiet leadership', namely, ordinary actions in response to practical challenges and dilemmas - are shaped by the judgements people make. We will inquire into what judgement is, how it is shaped and developed, and the individual as well as organisational conditions in which good judgement flourishes. We will do so by drawing on selected strands of psychology, philosophy and the humanities at large. Such a 'soft' approach may be unusual in business studies but we ignore it at our peril. The human condition is characterised by conflicting loyalties and priorities, and is plagued by meaninglessness, illusions, and a sense of 'throwness'. To lead other human beings one needs a high degree of maturity and self-knowledge, an intuitive grasp of the human condition, and a developed sense of judgement, all of which are uniquely dealt with in great literature and philosophy. It is impossible, for example, to read Sophocle’s *Antigone* without feeling for the two protagonists, Creon and Antigone, their dilemmas and conflicting loyalties. Shakespeare's *Othello* introduces us to the psychological weaknesses that plague leaders, such as, in this case, weak character, envy and jealousy, as well as to the broader forces that alienate people from the ‘other’. We get a sophisticated appreciation of the difficulties of succession in *King Lear*, the blunting of judgement by blind ambition in *Macbeth*, or the power of persuasion in *Henry V*. Great pieces of contemporary literature, such as Miller's *Death of a Salesman*, Melville’s *Billy Bud, Sailor*, or Frayn’s *Copenhagen* are wonderful guides to explore the complexity of the human condition and its implications for leadership. Great literature portrays people not as saints or devils but as *complex* beings, facing uncertainty and dilemmas in their lives, driven by an array of motives, and capable for better or worse. Contemporary movies such as *The Insider*, or TV series such as *The Office*, capture well some the complexity that pervades corporate life.

Overall, in this module, we will draw on great plays, certain philosophical writings, and strands of psychology to get insights into the complexity of human beings, their motives, choices and actions. The point of it all is not to celebrate that complexity but to understand it, in order to make better choices in the realm of human affairs. The *phronimos* (prudent, practically wise) is one who acknowledges complexity and tries to deal creatively with it; one who takes *theoria* (contemplation) seriously precisely because one wishes to see a little bit more clearly than before and, therefore, wishes to act more wisely.

By the end of this module, you should be able to:

- appreciate the ambiguity, contradictions and complexity of acts of leadership
- sharpen your ability to frame problems and choices, and weigh what is at stake in particular contexts
- enhance your self-knowledge
- sharpen your perceptual skills though great works of literature
• refine your judgement and sharpen your practical wisdom
• develop complex capacity to handle ambiguity and complexity in challenging situations in organisations.
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<thead>
<tr>
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<th>Speaker(s)</th>
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<td>Arrival and coffee</td>
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<tr>
<td>10.00-13.00</td>
<td>Leadership and the art of judgement: An overview</td>
<td>HT/JN</td>
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<td>13.00</td>
<td>Lunch</td>
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<td>14.00-15.30</td>
<td>Judgement as practical wisdom: Character and virtue</td>
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<td>15.30-16.00</td>
<td>Break</td>
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<td>16.00-17.30</td>
<td>Judgement as practical wisdom: Character and virtue</td>
<td>HT</td>
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<tr>
<td>EVENING</td>
<td>Group work</td>
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HT = Hari Tsoukas
JN = Jonothan Neelands
## Tuesday

**Tuesday 18 November 2014**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>09.00-10.30</td>
<td>Authenticity and self-deception in organisational life</td>
<td>HT</td>
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<tr>
<td>10.30-11.00</td>
<td><strong>Break</strong></td>
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<tr>
<td>11.00-12.30</td>
<td>Authenticity and self-deception in organisational life (continued)</td>
<td>HT</td>
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<tr>
<td>12.30</td>
<td><strong>Lunch</strong></td>
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<tr>
<td>13.30-15.00</td>
<td>Emotions, intuition, and judgement</td>
<td>HT</td>
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<td>15.00-15.30</td>
<td><strong>Break</strong></td>
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<tr>
<td>15.30-17.00</td>
<td>Emotions, intuition, and judgement (continued)</td>
<td>HT</td>
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<td><strong>EVENING</strong></td>
<td>Group work</td>
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**Wednesday**

**Wednesday 19 November 2014**

**Please note that the whole day will take place at Milburn House, University of Warwick**

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<thead>
<tr>
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<tr>
<td>09.00-10.30</td>
<td><em>Libido dominandi</em>: Leadership, narcissism, and the ambiguity of power</td>
<td>HT/JN</td>
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<td>10.30-11.00</td>
<td>Break</td>
<td>HT/JN</td>
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<tr>
<td>11.00-12.30</td>
<td><em>Libido dominandi</em>: Leadership, narcissism, and the ambiguity of power (continued)</td>
<td>HT/JN</td>
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<td>12.30</td>
<td>Lunch</td>
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<td>13.30-15.00</td>
<td>Conflicting goods, practical wisdom, and responsible leadership</td>
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<td>15.00-15.30</td>
<td>Break</td>
<td>HT/JN</td>
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<tr>
<td>15.30-17.30</td>
<td>Conflicting goods, practical wisdom, and responsible leadership (continued)</td>
<td>HT/JN</td>
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<td>EVENING</td>
<td>Group work</td>
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### Thursday

**Thursday 20 November 2014**

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>09.00-10.30</td>
<td>Judgement under uncertainty and pressure: Sensemaking</td>
<td>HT</td>
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<tr>
<td>10.30-11.00</td>
<td><em>Break</em></td>
<td>HT</td>
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<tr>
<td>11.00-12.30</td>
<td>Judgement under uncertainty and pressure: Sensemaking (continued)</td>
<td>HT</td>
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<tr>
<td>12.30</td>
<td><em>Lunch</em></td>
<td>HT</td>
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<td>13.30-15.30</td>
<td>Coping with uncertainty, embracing complexity, acting wisely</td>
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<td>15.30-16.00</td>
<td><em>Break</em></td>
<td>HT</td>
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<tr>
<td>16.00-17.30</td>
<td>Coping with uncertainty, embracing complexity, acting wisely (continued)</td>
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<td><strong>Video:</strong> <em>Copenhagen</em></td>
<td>HT</td>
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## Friday

**Friday 21 November 2014**

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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>09.00-12.30</td>
<td>Group presentations</td>
<td>HT</td>
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<tr>
<td>12.30-13.15</td>
<td>Review, summary and assessment</td>
<td>HT</td>
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<tr>
<td>13.15</td>
<td>Lunch</td>
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Module assessment

The module will be assessed in two ways:

1. Syndicate group presentation at the end of the week (20%).
2. Individual essay (80%)

Please find below a description of each form of assessment.

1. Syndicate Group Presentation

Throughout the week each Group will work in the evenings on one case, drawing on the group members’ experiences. The case must involve managers (or practitioners at large) dealing with a challenging practical problem, which is messy, ambiguous, context-dependent, involving conflicting values and priorities that need to be balanced, and calling for hard choices to be made. Practitioners involved may or may not have handled such a problem prudently. You need first to share experiences of such problems in your group and then select one, arguably the richest and most interesting, on which to base your case.

For the sake of illustration, consider Badaracco’s *Leading Quietly*, where several such problems are described. For example, in one case, a newly appointed physician in a small hospital faces the challenge of how to handle charges of sexual harassment against a senior member of her management team. In another case, a loan officer working for a bank needs to decide what to do after discovering a serious accounting error, which, if brought to light, could cost a colleague his job and cause one of the bank’s clients to go bankrupt. And so on.

The case needs to be informatively described and analyzed, drawing on the concepts, perspectives and frameworks discussed in the Module. The following questions will help you as a guide: “What is going on here? What is the context within which the phenomenon of interest is taking place? How does the practitioner involved frame the problem? How does he/she assess the situation? What is at stake? What are the choices available? What does he/she do, with what effects? Looking back at the problem at hand, to what extent was it handled prudently? What lessons do you draw?”

The objective of the presentation is to offer insights into the handling of the problem at hand by making use of the relevant conceptual material discussed in the Module. Each presentation will last 12 minutes, followed by 3 minutes of Q&A.

2. Individual Essay

The Individual Essay should be similar in spirit to the Syndicate Group Presentation (see above). You must describe one personal experience you have had, in how either you or someone else handled a practical, challenging problem. As in the Syndicate Group Presentation, the problem must involve a degree of ambiguity and uncertainty as well as conflicting values and/or priorities that needed to be balanced. You must describe the problem in its context as informatively as you can and analyze it by drawing on the relevant concepts and frameworks discussed in the Module.

The essay should be structured as follows:

- First, there should be a brief introduction in which the main themes and issues to be discussed in the essay should be mentioned
- Secondly, the problem must be described in a way that is informative. This part, in effect, is a case study. The following questions will help you to structure it: ‘What is going on here? What is the context within which the phenomenon of interest is taking place? How did you or the practitioner involved frame the problem? How did you or he/she assess the situation? What was at stake? What were the choices available? What did you or him/her do, with what effects?’ Please be sufficiently detailed so that an outsider can understand what is going on in the case.
- Thirdly, you should critically review the part of the literature that is relevant to the case study reported. The objective here is not to list authors’ names or provide a list of concepts but offer a coherent conceptual argument that integrates reflectively the different parts of the literature under review. The narrower the literature you review is, the more in depth you are expected to go in it. On the other hand, the more extensive the literature review is, the more connections you are expected to show between the different concepts, and the more integrated your approach should be.
- Fourthly, the main concepts and frameworks of the literature that has been reviewed should be used to shed
light on the problem described in the case study. In this section (which is, arguably, the most important) you should demonstrate your ability to tie together the conceptual and the empirical material. In other words, you should be addressing questions such as: ‘How do the concepts and frameworks that I earlier reviewed help me to better understand the problem at hand? How should I make deeper sense of the phenomenon I described, by drawing on the relevant literature? What sort of practical implications does this better understanding have for the way the case study characters should (or might) have approached the issues and problems described in the case study?’

This is the most value-adding section of the assignment, in which you demonstrate your understanding of the relevant conceptual material by applying it to the empirical material. If your analysis is a repetition of the case, then you are not obviously adding value. If, on the other hand, your analysis is a repetition of the conceptual material, then, again, you are not adding value. You will be adding value by applying the relevant concepts to the case at hand and demonstrating how those concepts shed light on the events, processes, actions and choices you have described in a way that a merely commonsensical interpretation of them would not.

- Finally, there should be a brief section with conclusions in which you will discuss lessons learned and, more generally, reflect on the phenomenon you analysed. Questions to address include: ‘Looking back at the problem at hand, to what extent was it handled prudently? What lessons do I draw?’

The essay should be about (and strictly no more than) 3,000 words long (excluding references).

**SUBMISSION DATE: Monday 22 December 2014, 17.30 (UK time)**

The submission deadline is precise and uploading of the document must be completed before 17.30 (UK time) on the submission date. Any document submitted even seconds later than 17.30 precisely will be penalised for late submission in line with WBS policy. Please consult your student handbook on my.wbs for more detailed information.

The online assignment submission system will only accept documents in portable documents format (PDF) files. Please note that we will not accept PDF files of scanned documents. You should create your assignment in your chosen package (for example, Word), then convert it straight to PDF before uploading. Please place your student ID number, NOT YOUR NAME, on the front of your submission as all submissions are marked anonymously.

All the scripts should also have the following paragraph included on the front page:

> This is to certify that the work I am submitting is my own. All external references and sources are clearly acknowledged and identified within the contents. I am aware of the University of Warwick regulation concerning plagiarism and collusion.

> No substantial part(s) of the work submitted here has also been submitted by me in other assessments for accredited courses of study, and I acknowledge that if this has been done an appropriate reduction in the mark I might otherwise have received will be made.

**PLEASE ENSURE YOU KEEP A SECURITY COPY OF YOUR ASSESSMENT**
Teaching faculty

Dr Haridimos (Hari) Tsoukas - Module Organiser, Professor of Organisation Studies

Hari obtained his PhD at the Manchester Business School. He previously held positions at the University of Essex, UK, University of Strathclyde, UK and ALBA Graduate Business School, Greece. He holds the Columbia Ship Management Chair in Strategic Management, at the Department of Public and Business Administration, University of Cyprus, Cyprus. He received the Doctor of Science award by the University of Warwick (July 2014). He was Editor-in-Chief of *Organization Studies* between 2003-2008. His research interests include: organisational knowledge and learning; the management of organisational change and social reforms; practical reason and management; and the epistemology of management research. Author of: *Complex Knowledge: Studies in Organizational Epistemology* (Oxford University Press, 2005), *If Aristotle were a CEO* (Kastaniotis, 2005, in Greek). Co-editor of: *The Oxford Handbook of Organization Theory* (Oxford University Press, 2003), *Organizations as Knowledge Systems* (Palgrave Macmillan, 2004), *Managing the Future* (Blackwell, 2004), and several other volumes published by Oxford University Press. He is the founder (with Ann Langley) of the International Symposium on Process Organization Studies and series co-editor of the *Perspectives on Process Organization Studies*, published annually by Oxford University Press.

For more information, please visit [www.htsoukas.com](http://www.htsoukas.com)

Professor Jonathan Neelands, Professor of Creative Education, WBS Create

Professor Jonathan Neeland, PhD, DSc is a National Teaching Fellow, Professor of Creative Education at the Warwick Business School (WBS) and Chair of Drama and Theatre Education at the University of Warwick. In addition to his academic profile, he is an experienced creative workshop leader and drama practitioner, with a national and international reputation for delivering high quality keynotes and master classes. From 2010 to 2013 he was Strategic Academic Lead for Teaching Shakespeare, a joint venture with the Royal Shakespeare Company. Currently he is Director of Study for the [Warwick Commission on the Future of Cultural Value](https://warwick.ac.uk/fac/soc/ed/warwickcommission/culturalvalue).

As Associate Dean for Creativity in WBS, he is working with colleagues to develop a range of creative infusions and interventions both into the curriculum and the extra-curricular life of the School. These include student performances and participatory theatre workshops that use classical literature to explore the human questions and issues at the heart of all businesses. He is interested in developing a future-orientated and problem-based pedagogy for business education and training with an emphasis on ethical and inclusive models of leadership.

Research interests include: the value of the arts in education and in the broader society; the theory and practice of drama and theatre education; participatory pedagogies and politics; teaching artistry and the work of teaching artists; models of cultural and creative learning; the politics of cultural and education policy-making; teaching in urban settings; creativity and entrepreneurship. Recent research projects have been in partnership with the Department for Education, Higher Education Academy for the Open Space Learning project at Warwick; Birmingham Royal Ballet; Birmingham REP. Theatre; RSC and the National Association of Youth Theatres amongst others.

Professor Neelands has advised government on the identification and training of exceptionally able and motivated young performers and is an Executive Director of Drama UK, which represents industry standard drama training. He is a Board Member of the Warwick Arts Centre and Patron of the International Schools Theatre Association (ISTA).
Readings

The textbook provided for the week is:

*Leading Quietly*

Please read this book before the course starts.

We will use several papers and book chapters during this module. Before the module, we ask you to read
the textbook, the pre-readings and case studies as a minimum. The reason is that we want to sensitise you
to some of the issues we will be discussing in class and to stimulate questions that you may wish to raise.
However, it's a bit like guide books before you go on holiday. A glance through will indicate areas you may
wish to visit and explore, things to look out for, but the books are often more meaningful and interesting
*after* your visit than before. We know you are busy, and we anticipate that your serious reading will be done
when you are focused on your assignments, i.e., during and after the module. However, better to do a little
reading before the module and enjoy it than to feel you have to cram in everything and get painful
indigestion.

The readings in this module are divided into pre-readings, essential readings and further readings.

Completing as much of the pre-reading and essential reading as possible before you attend will provide you with a
wider understanding of the topics to be discussed during the module and therefore enhance your contribution to the
class.

However, we understand that many of you will find it difficult to complete all of the reading due to other commitments,
so have classified the readings as follows:

- **Pre-readings** are included in the online materials; you should read these in advance of the session to which
  they relate. Unless specified, you should treat ALL case studies as required pre-reading.

- **Essential readings** are also included in the online materials. In order to complete the module and the
  assignment successfully you should complete this reading when you have time, either during or after the
  module.

- **Further readings** are intended for those who may wish to widen and deepen their understanding of particular
  issues now or in the future. You will have to use your own library skills to obtain these.
Monday readings

Monday 17 November 2014

**Leadership and the Art of Judgement: An Overview**

**Vignette:**

O'Brien, B. (2011)  
'The Dalai Lama's choice'  
The Nation, 28 July 2011

**Question:**

What are the views on judgement that are articulated or implied in this article?

**Pre-reading:**

'The Wise Leader'  
Please [access here](#) and search for: AN 60156363

'What Determines Who Becomes a Leader and Which Leaders will Succeed?'  
Chapter 3 in Thinking About Leadership  

'You Have to Lead from Everywhere'  
Harvard Business Review, November, pp. 76-9  
Please [access here](#) and search for: AN 54604569

**Case study:**

Amanda's Dilemma  
This case study will be dramatised in class and you will be given a copy of it later

**Essential reading:**

'Judgment'  
in Vickers, G. The Open Systems Group (eds.) The Vickers Papers  

'WICS: A Model of Leadership in Organizations'  
Academy of Management Learning and Education, 2, 4, pp. 386-401

Tichy, N.M. and Bennis, W.G. (2007)  
'Making Judgment Calls'  
Harvard Business Review, October, pp. 94-1 02  
Please [access here](#) and search for: AN 26557004

'Performing Phronesis: On the Way to Engaged Judgment'  
Forthcoming in Management Learning, 45, 4, pp. 377-96

**Further reading:**

'Hannah Arendt on Judging'  
in Arendt, H. (ed.) Lectures on Kant's Political Philosophy  
Chicago: The University of Chicago Press, pp. 89-156

The Classic Touch  
Chicago, IL: Contemporary Books, Chapter 14

'Arendt's Theory of Judgment'
Cambridge: Cambridge University Press, pp. 245-60

'Weak Spots In Business Ethics: A Psycho-Analytic Study of Competition and Memory in "Death Of A Salesman"
*Journal of Business Ethics*, 44, pp. 391-4 04

**Ferrarin, A.** (2008)
'Imagination and Judgment in Kant's Practical Philosophy'
*Philosophy & Social Criticism*, 34, 1-2 , pp. 101-22

**Garsten, P.** (2007)
'The Elusiveness of Arendtian Judgment'
*Social Research*, 74, 4, pp. 1,071-108

'Wisdom and Reflective Judgment: Knowing in the Face of Uncertainty'
Cambridge: Cambridge University Press, pp. 212-29

**March, J.** (2007)
'Ibsen, Ideals, and the Subordination of Lies'
*Organization Studies*, 28, 8, pp. 1,277-8 5

**Nussbaum, M.C.** (1995)
*Poetic Justice*,
Boston, MA: Beacon Press, pp. 1-12

**Nussbaum, M.C.** (1997)
*Cultivating Humanity*
Cambridge, MA: Harvard University Press, pp. 85-112

**Pia Lara, M.** (2008)
'Reflective Judgment as World Disclosure'
*Philosophy & Social Criticism*, 34, 1-2 , pp. 83-100

**Snaevarr, S.** (2007)
'Don Quixote and the Narrative Self'
*Philosophy Now*, 60, pp. 6-8

**Sternberg, R.J.** (2000)
'Intelligence and Wisdom'
in Sternberg, R.J. (ed.), *Handbook of Intelligence*
Cambridge: Cambridge University Press, pp. 631-49

**Vargish, T.** (1991)
'The Value of Humanities in Executive Development'

**Vickers, G.** (1983)
Chapter 2 in *The Art of Judgment*
London: Harper and Row, pp. 36-49

**Weick, K.** (2001)
'The Attitude of Wisdom: Ambivalence as the Optimum Compromise'
in Weick, K.E., *Making Sense of the Organization*
Oxford: Blackwell, pp. 361-79

*Judgement as Practical Wisdom: Character and Virtue*


Case questions: 1. How do you assess Rebecca Olson's handling of the case?
2. What influenced her judgment?

Video: The Office (to be shown in class)

Questions: 1. Why can't David Brent make people laugh?
2. What is the pattern in David's humour? How does he see himself?
3. How do you compare David's sense of humour with Neil's?
4. How does David react to criticism about his jokes?


San Francisco, CA: Berrett-Koehler, pp. 48-65

Hughes, G.J. (2001)
_Aristotle on Ethics_
London: Routledge, Chapter 5

MacIntyre, A. (1985)
_After Virtue_ (2nd edn)
London: Duckworth, Chapters 14 and 15

Chapter 3 in _The Moral Philosophers_
Oxford: Oxford University Press, pp. 27-40

_The Fragility of Goodness_
Cambridge: Cambridge University Press, Chapter 4

Nussbaum, M. (1990)
_Love's Knowledge_
New York: Oxford University Press, Chapter 2

_The Therapy of Desire_

'The Discernment of Perception: An Aristotelian Conception of Private and Public Rationality'
in Sherman, N. (ed.), _Aristotle's Ethics_
Lanham, MA: Rowman and Littlefield, pp. 145-82

Nussbaum, M. (2001)
_Upheavals of Thought_
Cambridge: Cambridge University Press, Chapter 1

O'Toole, J. (2005)
_Creating the Good Life_
London: Rodale, Chapter 9

'Virtues and Organizations'
in Cameron, K.S.; Dutton, J.E. and Quinn, R.E. (eds) _Positive Organizational Scholarship_
San Francisco, CA: Berrett-Koehler, pp. 33-47

Schwartz, B. and Sharpe, K.E. (2010)
_Practical Wisdom_
New York: Riverhead Books

Solomon, R.C. (1992)
'Corporate Roles, Personal Virtues: An Aristotelian Approach to Business Ethics'
_Business Ethics Quarterly_, 2, pp. 317-39

'Victims of Circumstances? A Defense of Virtue Ethics in Business'
_Business Ethics Quarterly_, 13, pp. 43-62

_Understanding Virtue Ethics_
Stocksfield, UK: Acumen, Chapter 2

Weaver, G.R. (2006)
'Virtue in Organizations: Moral Identity as a Foundation for Moral Agency'
Organization Studies, 27, pp. 341-68
Tuesday reading
Tuesday 18 November 2014

Authenticity and Self-deception in Organisational Life

*The Turning Point*
University of Warwick Case study
(This is attached at the bottom of this page as a PDF, if the above link won’t work for you)

Case questions:

a. Did Lamberto act in an authentic way?
b. What self-understanding was driving his actions?
c. What life story was he enacting?

*Authentic Leadership Needs Skill to Succeed*
Financial Times, February 28, p. 16

Question: What view of leader authenticity does the author hold and how does he justify it?

Video: *Death of a Salesman*
Please watch *Death of a Salesman* on a DVD at your own time, prior to the module. I recommend the 1985 production, starring Dustin Hoffman, but feel free to choose another one.

Questions:

a. What were Willy's dreams?
b. Were they his dreams?
c. What was Willie trying to achieve in his life?
d. What ruined Willy's hopes for himself and his family?

'Discovering your Authentic Leadership'
Please access here and search for: AN 23691179

*Authentic Leadership and the Narrative Self*
The Leadership Quarterly, 16, 3, pp. 419-39

"What's your Story?" A Life-Stories Approach to Authentic Leadership Development*
The Leadership Quarterly, 16, pp. 396-417

'Theorizing Leadership Authenticity: A Sartrean Perspective'
*Leadership*, 8, 4, pp. 327-44
Further reading:

Chapter 1 in *Questions of Character*

Bartscht, J. (2013)
'The Cybernetics of Authenticity'
*Kybernetes*, 42, 4, pp. 528-43

Eagly, A.H. (2005)
‘Achieving Relational Authenticity in Leadership: Does Gender Matter?’
*The Leadership Quarterly*, 16, pp. 459-74

Evans, J. and Murphy, P. (2008)
'Authenticity or Happiness? Michael Scott and the Ethics of Self-Deception'
in Wisnewski, J.J. (ed.) *The Office and Philosophy*
Malden, MA: Blackwell, pp. 93-104

"'Can you See The Real Me?' A Self-Based Model of Authentic Leader and Follower Development'
*The Leadership Quarterly*, 16, 3, pp. 343-72

‘Authencity, Moral Values, and Psychotherapy’
in Guignon, C. (ed.) *The Cambridge Companion to Heidegger*
Cambridge: Cambridge University Press, pp. 215-39

*On Being Authentic*
Abingdon: Routledge, pp. 146-67

Hirschhorn, L. (1997)
*Reworking Authority*
Cambridge, MA: MIT Press, pp. 1-15

‘Authentic Leadership and Eudaemonic Well Being: Understanding Leader- Follower Outcomes’
*The Leadership Quarterly*, 16, pp. 373-94

‘Authentic Leadership Development’
in Cameron, K.S.; Dutton, J.E. and Quinn, R.E. (eds) *Positive Organizational Scholarship*

‘Values, Emotions, and Authenticity: Will the Real Leader Please Stand Up?’
*The Leadership Quarterly*, 16, pp. 441-57

Murphy, L.G. (2012)
‘Authentic Leadership: Becoming and Remaining an Authentic Nurse Leader’
*Journal of Nursing Administration*, 42, 11, pp.: 507-12

Williams, O.F. (1998)
‘Other People's Money: A Study in Self-Deception’
in Williams, O.F. (ed.) *The Moral Imagination*
Notre Dame, IN: The University of Notre Dame Press, pp. 71-82

*Heidegger, Authenticity, and Modernity*
Cambridge, MA: MIT Press, Chapters 1-4
Emotions, Intuition and Judgement

Video: Othello

Please watch Othello on a DVD at your own time, prior to the module. Feel free to choose any version you like. You will find it useful if the version you choose is subtitled and if you first read a short summary of the play. Such a summary may be obtained at http://www.sparknotes.com/shakespeare.

Questions:

a. How does the governing class of Venice view Othello and what is the likely impact of their view on him?

b. What are Othello’s emotions and how are they shaped in the course of the play?

c. What are Iago’s emotions and in what ways do they affect Othello?

d. What is the impact of the emotions Othello experiences on his judgment?


A hard copy of this reading will be handed out during the week


Please access here and search for: AN 4039074

The following article is a collection of writings from 18 different authors, so you will need to access each of them separately.

To access HBR, please access here and search for the accession number given next to each article (AN ####...):


1. Goleman, D. 'Never stop learning': AN 11802209

2. Mayer, J.D. 'Be realistic': AN 11802207

3. Barrett, C. 'Watch the language': AN 11802211

4. Gutstein, S. 'Build pathways': AN 11802215

5. Boyatzis, R. 'Get motivated': AN 11802218

6. Goldberg, E. 'Train the gifted': AN 11802222
7. Jung, A. 'Seek frank feedback': AN 11802225
8. Book, H. 'Gauge your awareness': AN 11802226
9. Goffee, R. 'Sniff out signals': AN 11802228
10. Gergen, D. 'Engage your demons': AN 11802229
11. Harman, S. 'Let your guard down': AN 11802235
12. Lalich, J. 'Watch your culture': AN 11802236
13. George, W. 'Find your voice': AN 11802518
14. Thomas, M.T. 'Know the score': AN 11802523
15. Bartz, C. 'Keep it honest': AN 11802526
16. Stone, L. 'Balance the load': AN 11802532
17. Takeuchi, H. 'Go for the gemba': AN 11802529
18. Heifetz, R. 'Questions authority': AN 11802536

Essential reading:

'The Othello Conundrum: The Inner Contagion of Leadership'
Organization Studies, 26, pp. 1405-19

'Aristotle The Rationality of the Emotions'
in The Moral Philosophers
Oxford: Oxford University Press, pp. 27-40

'Duty, Revenge, and Innocence: Othello'
Chapter 2 in On Leadership
Malden, MA: Blackwell, pp. 13-28

'What Makes a Leader?'
Harvard Business Review, 76, 6, pp. 93-102
Please access here and search for: AN 1246794

Further reading:

Atkinson, L. (2001)
'Trusting your own Judgment (or Allowing Yourself to Eat the Pudding)'
in Atkinson, T. and Claxton, G. (eds.), The Intuitive Practitioner
Buckingham, UK: Open University Press, pp. 53-65

Claxton, G. (2001)
'The Anatomy of Intuition'
in Atkinson, T. and Claxton, G. (eds.), The Intuitive Practitioner
Buckingham, UK: Open University Press, pp. 32-52

'Othello: Intuition Abandoned'
in The Classic Touch
Chicago, IL: Contemporary Books, pp. 159-68

Frank, H.R. (1988)
Passions within Reason: The Strategic Role of the Emotions
New York: W.W. Norton, Chapter 3

'Intuition: A Fundamental Bridging Construct in the Behavioural Sciences'
*British Journal of Psychology*, 99, pp. 1-27

Klein, G. (1998)
*Sources of Power: How People Make Decisions*
Cambridge, MA: MIT Press, pp. 31-44

'Where do Hunches Come From?' in *The Power of Intuition*
New York: Currency Doubleday, pp. 20-35

'The Discernment of Perception: An Aristotelian Conception of Private and Public Rationality' in Sherman, N. (ed.), *Aristotle’s Ethics*
Lanham, MA: Rowman and Littlefield, pp. 145-82

Okri, B. (1997)
*A Way of Being Free*
London: Widenfeld and Nicholson, pp. 71-87

Pigliucci, M. (2012)
'Intuition Versus Rationality, and How to Become Really Good at What You Do' in *Answers for Aristotle*
New York: Basic Books, pp. 91-107

'Nothing More than Feeling? The Role of Emotions in Moral Judgment' in *Journal for the Theory of Social Behaviour*, 30, 4, p. 355-75

'The intuitive executive: Understanding and applying 'gut feel' in decision-making' in *Academy of Management Executive*, 18, 4, pp. 76-91

'Experience-based intuition and decision making in organizations' in *Journal of Management*, 36, 4, pp. 941-73

'Educated Intuitions: Automaticity and Rationality in Moral Judgment' in *Philosophical Explorations*, 15, 3, pp. 255-75

'Intuition: Myth or a Decision-Making Tool?' in *Management Learning*, 36, pp. 353-70

Solomon, R. (2001)
Chapters 8, 18 and 22 in *True to our Feelings*
New York: Oxford University Press

Chapters 3 and 7 in *Not Passion’s Slave*
Oxford: Oxford University Press

Weaver, G.R.; Reynolds, S.J. and Brown, M.E. (2014)
'Moral Intuition: Connecting Current Knowledge to Future Organizational Research and Practice' in *Journal of Management*, 40, pp. 100-29
Wednesday readings

Wednesday 19 November 2014

Libido dominandi: Leadership and the ambiguity of power

Please note that the whole day will take place at Milburn House, University of Warwick

Video:  
King Lear

Please watch any version of King Lear on a DVD at your own time, prior to the module. You will find it useful if the version you choose is subtitled and if you first read a short summary of the play. Such a summary may be obtained at http://www.sparknotes.com/shakespeare.

Questions:

a. What does the play say about power and change?

b. What sorts of conflict run through most of the main characters?

c. What brings about death and disintegration?

d. What lessons do you draw for leadership?

Pre-reading:  
Corrigan, P. (1999) 'King Lear' 
Shakespeare on Management  
London: Kogan Page, pp. 58-68

Harvard Business Review, 82, 1, pp. 64-71  
Please access here and search for: AN 11800976

Essential reading:  
European Management Journal, 22, 2, pp. 183-200

de Vries, M.K. (1991) 'Whatever Happened to the Philosopher-King? The Leader's Addiction to Power'  
Journal of Management Studies, 28, 4, pp. 339-51

Maccoby, M. (2004) 'Narcissistic Leaders: The Incredible Pros, the Inevitable Cons'  
Harvard Business Review, 82, 1, pp. 92-101  
Please access here and search for: AN 11801003

Stein, M. (2013) 'When Does Narcissistic Leadership Become Problematic?' Dick Fuld at Lehman Brothers'  
Journal of Management Inquiry, 22, 3, pp. 282-93
Further reading:

Chapter 9 in The Classic Touch
Chicago, IL: Contemporary Books, pp. 145-59

Leadership and Ambiguity

'Leaders and Followers'
in Gabriel, Y. Organizations in Depth

'Shakespeare and the Uses of Power'
The New York Review of Books, 54, 6
London: Sage, pp. 139-65

On Leadership
Malden, MA: Blackwell, pp. 41-57

Olivier, R. (2001)
Inspirational Leadership: Henry V and the Muse of Fire
London: Spiro Press, pp. xix-xxxviii

Powell, J. (2010)
The New Machiavelli
London: Random House, Chapter 2

'Unbounded irrationality: Risk and Organizational Narcissism at Long Term Capital Management'
Human Relations, 56, 5, pp. 523-40

'Oedipus Rex at Enron: Leadership, Oedipal Struggles and Organizational Collapse’
Human Relations, 60/9: 1,387-1,410

Power Plays: Shakespeare's Lessons in Leadership and Management
New York: Simon and Shuster, Chapters 1 and 7

Conflicting goods, practical wisdom and responsible leadership

Videos:
Antigone
(to be shown in class)

Applying the Lessons of Ancient Greece: Martha Nussbaum
(to be shown in class)

You will find it useful if, prior to the module, you read a summary of Antigone at http://www.sparknotes.com/drama/oedipus/summary.html or http://en.wikipedia.org/wiki/Antigone_(Sophocles)

Essential reading:
'What is Sound Reflection'
in Questions of Character: Illuminating the Heart of Leadership through Literature
This reading will be handed out during the week

Further reading:  


Thursday readings
Thursday 20 November 2014

Judgement under uncertainty and pressure: sensemaking

Video:  
*Hudson Plane Crash*  
(to be shown in class)

Pre-reading:  
Weick, K.E. (1996)  
'Prepare your Organization to Fight Fires'  
*Harvard Business Review*, May-June, pp. 143-8  
Please access here and search for: AN 9605077508

Essential reading:  
'Sense and Reliability: A Conversation with Celebrated Psychologist Karl E. Weick'  
*Harvard Business Review*, April, pp. 84-90  
Please access here and search for: AN 9489134

Weick, K.E. (2001)  
*Sensemaking as an Organizational Dimension of Global Change*  
in *Making Sense of the Organization*  
Malden, MA: Blackwell, pp. 458-72

Further reading:  
Dane, E. (2011)  
'Paying Attention to Mindfulness and its Effects on Task Performance in the Workplace'  
*Journal of Management*, 37, 4, pp. 997-1018

'Mindful Learning'  
*Current Directions in Psychological Science*, 9, 6, pp. 220-3

'Eugene Kranz Returns Apollo 13 to Earth'  
in *The Leadership Moment*  
New York: Three Rivers Press, pp. 65-93

'Wagner Dodge Retreats in Mann Gulch'  
In *The Leadership Moment*  
New York: Three Rivers Press, pp. 43-64

Weick, K.E. (1998)  
'Improvisation as a Mindset for Organizational Analysis'  
*Organization Science*, 17, pp. 514-24

'Organizing for mindfulness: Eastern wisdom and Western knowledge'  
*Journal of Management Inquiry*, 15, 3, pp. 275-87

'Collective Mind in Organizations: Heedful Interrelating on Flight Decks'  
*Administrative Science Quarterly*, 38, pp. 357-81

Weick, K.E. and Sutcliffe, K.M. (2001)  
*Managing the Unexpected*  
San Francisco: Jossey-Bass, Chapters 1, 2 and 6
Coping with uncertainty, embracing complexity, acting wisely

Video: Copenhagen (to be shown in class)

You will find it useful if, prior to the module, you read a summary of the play at http://en.wikipedia.org/wiki/Copenhagen_(play)

Questions:

a. What happened during the Bohn-Heisenberg meeting?
b. What was Heisenberg's dilemma?
c. Who is Heisenberg, after all, and what does he care about?

Pre-reading: Weick, K.E. (2007)
'The Generative Properties of Richness'
Academy of Management Journal, 50, 1, pp. 14-19

'Noisy Organizations: Uncertainty, Complexity, Narrativity'
in Tsoukas, H. (ed.) Complex Knowledge: Studies in Organizational Epistemology
Oxford: Oxford University Press, pp. 280-96

Tsoukas, H. and Hatch, M.J. (2001)
'Complex Thinking, Complex Practice: The Case for a Narrative Approach to Organizational Complexity'
Human Relations, 54, pp. 979-1,013

Seven Lessons of Chaos
New York: HarperPerennial, pp. 11-30

'Life and Leadership in Organizations'
The Hidden Connections
London: Flamingo, pp. 85-112

"The Darkness Inside the Human Soul": Uncertainty in Theological Humanism and Michael Frayn's Play'
Copenhagen Literature and Theology, 18, pp. 292-307

Weaving Complexity and Business
New York: Texere, Chapters 15-17

From Certainty to Uncertainty
Washington DC: Joseph Henry Press, Chapter 1

The End of Certainty
New York: Free Press, Introduction and Chapter 1
*Complexity and Management*
London: Routledge, Chapters 5-7

Weick, K.E. (1979)
*The Social Psychology of Organizing*

Weick, K.E. (2001)
'The Attitude Of Wisdom: Ambivalence As The Optimal Compromise'
*Making Sense of the Organization*
Malden, MA: Blackwell, pp. 361-79

Weick, K.E. and Sutcliffe, K.M. (2006)
'Mindfulness and the Quality of Organizational Attention'
*Organization Science*, 17, pp. 514-24

Wheatley, M. (1994)
'Change, Stability, and Renewal: The Paradoxes of Self-Organizing Systems'
in Wheatley, M. (ed.) *Leadership and the New Science*
San Francisco: Berrett-Kohler Publishers, pp. 75-8 and pp. 87-99
Friday readings
Friday 21 November 2014

There are no set readings for today.