

Management 343
Spring 2008
Professor Joseph A. Maciariello

Drucker on Management:
Executive Leadership and Effectiveness

The purpose of this course is to examine a number of the works of Peter F. Drucker. The scope of Drucker's work and the desire to emphasize his work on leadership and management are criteria for choosing topics in this course. The following topics are considered:

1. Drucker's guidance for leaders,
2. A systems view of Drucker's approach to executive leadership and effectiveness,
3. Drucker's approach to managing social sector institutions, and
4. A summary of Drucker's work on community, society, and polity.

I hope this course provides you with both the tools and motivation to expand your working knowledge of Drucker on Management and Society. The goal of this course is to contribute to your professional growth and to your growth as a person.

Course Materials

Books

1. Peter F. Drucker, *The Effective Executive*, HarperCollins, 1967, 2006 (Note, 2006 Paperback edition with the Introduction “What Makes an Executive Effective?”)
2. Peter F. Drucker and Joseph A. Maciariello, *The Effective Executive in Action*, HarperCollins, 2006.
3. *Management: Tasks, Responsibilities, Practices*, Butterworth-Heinemann, 1987 abridged edition.
4. Peter F. Drucker, *Managing the Non-Profit Organization: Principles and Practices*, HarperCollins, 1990.
5. Peter F. Drucker, *Management Cases*, HarperCollins, 1977, updated by permission of The Drucker Literary Trust, spring 2008 by Joseph A. Maciariello for use in this course.

Articles, Book Chapters and Papers (in order appearance on syllabus)

1. Joseph A. Maciariello, “Peter F. Drucker on a Functioning Society,” *Leader to Leader*, Summer 2005.
2. Peter F. Drucker, “Introduction: Community, Society, Polity,” *A Functioning Society*, Transactions Publishers, 2003, pages vii-xi.
3. Peter F. Drucker, “Reflections of a Social Ecologist,” *Society*, May/June 1992.
4. Peter F. Drucker, “Not Enough Generals Were Killed,” Foreword, *The Leader of the Future*, Jossey-Bass 1996.
5. Joseph A. Maciariello, “Mastering Peter Drucker’s, *The Effective Executive*,” *Leader to Leader*, Summer 2006.
6. Bill Gates, “How I Work,” *Fortune*, April 7, 2006, (<http://www.petersreviews.com/index.php?/archives/1229-Bill-Gates-How-I-Work.html>)
7. Joseph A. Maciariello, “Peter F. Drucker on Executive Leadership and Effectiveness,” in *Leader of the Future 2*, Jossey-Bass, 2006.

8. Peter F. Drucker, "The Next Society," *The Economist*, November 1, 2001.
9. Peter F. Drucker, "The Theory of the Business," *Harvard Business Review*, September-October, 1994.
10. Peter F. Drucker, "The Discipline of Innovation," Best of *HBR*," August 2002, Product 3480, Reprint Number R0208F
11. C. William Pollard, "The Quest for the Entrepreneurial Spirit," Drucker Alumni Symposium March 5, 1994.
12. Peter F. Drucker, Chapter 11, "The Accountable School," *Post-Capitalist Society*, HarperCollins, 1993.
13. Peter F. Drucker, Chapter 15, "The New Learning and the New Teaching," *The Age of Discontinuity*, HarperCollins, 1968, 1969
14. Kenneth G. Wilson and Constance K. Barsky, "Drucker on Education: Does Drucker have the best Ideas for School Reform?"
15. Peter F. Drucker, "Really Reinventing Government," *The Atlantic Monthly*, February 1995, pp. 49-61

Corpedia Internet Modules

(Note: There are 13 Corpedia Modules. You will have access to all 13 but 11 are assigned for this course. The 13 modules are listed below.)

A. Managing Oneself and Others

- Module 8101 Managing Oneself
- Module 8102 People Decisions
- Module 8103 Managing the Boss
- Module 8104 The Elements of Decision Making
- Module 8105 Knowledge Worker Productivity

B. Business Strategy Essentials

- Module 8106 The Successful Acquisition
- Module 8107 Alliances
- Module 8108 The Five Deadly Business Sins
- Module 8109 Permanent Cost Control
- Module 8110 Entrepreneurial Strategies

C. Leading Change

- Module 8114 The Next Society
- Module 8115 From Data to Information Literacy
- Module 8116 Driving Change

Class Format

We will use a combination of lecture and case discussion. Class participation is expected and encouraged in this class. Your contribution to class discussions is very important to the success of the class. I will try to create an environment for active learning and I ask you to do the same.

Peter Drucker believed that MBA students require extensive work with real-world cases that illustrate the material in this course. This helps to convert the information in the readings and in class discussions into true knowledge. With permission of The Peter F. Drucker Literary Trust, I have updated the cases in Peter Drucker's *Management Cases* and this book has been re-published locally for use in this course only. The revised edition will be republished by HarperCollins later this semester.

Course Requirements

Each of the four major topics has a number of case assignments. The first assignment is the class project. The class project is a team project due one week after the completion of the course. The class project is identical for all teams. I have chosen a central project theme which should also make evaluations of results straight forward. The projects will be presented at agreed upon times at the end of the semester. Other assignments for topics are due on the day the topic is discussed.

A number of topics overlap class meetings. We will set precise dates for each assignment as we progress during the semester.

The nine thirteen modules should be completed by the end of the course. Bernadette Lambeth (bernadette.lambeth@cgu.edu) is serving as the administrator for these Internet modules. Please contact her before the first session to register for the modules.

You should turn in typewritten one-page papers for each written assignment. This is intended to provide the basis for your contribution to class discussions on each case. The quality of your one-page case analysis will be graded as "check plus" (roughly "A"), "check" (B) and "check minus" (C).

Assignments turned in late will be graded down one grade. No more than two late assignments will be accepted.

Computation of Grades

Final grades will be computed as follows:

Corpedia Modules (3 suites; 13 modules)	25%
Case Analyses and Class Contributions	50%
Final team Project	25%

MGT 343
SYLLABUS

<u>Class Session</u>	<u>Topic for Session</u>	<u>Assignment for Session</u>
(1) January 28	Introduction to the Course: The Life, Work and Legacy of Peter F. Drucker	
	<u>Study for January 28</u> Joseph A. Maciariello, “Peter F. Drucker on a Functioning Society,” <i>Leader to Leader</i> , Summer 2005 Peter F. Drucker, “Introduction: Community, Society, Polity,” <i>A Functioning Society</i> ,	

Section I. Effective Executive and Effective Executive in Action

(2) February 4	<u>The Effective Executive</u>	
	<u>Study for September 12</u> “Introduction: What Makes an Executive Effective?” & Chapters 1-2, <i>The Effective Executive</i> Foreword, Introduction, Chapters 1-2, <i>The Effective Executive in Action</i> Peter F. Drucker, “Not Enough Generals Were Killed,” Foreword, <i>The Leader of the Future</i> , Jossey-Bass 1996. <u>Complete</u> Module 8101 Managing Oneself <u>Prepare</u> Case Number 28 Alfred Sloan’s management style	

(3) February 11

The Effective Executive (cont.)

Study for February 11

Chapters 3-5, *The Effective Executive*
Foreword, Introduction, Chapters 3-5, *The Effective Executive in Action*

Complete:

Module 8102 People Decisions

Prepare:

Case Number 32 The failed promotion

(4) February 18

The Effective Executive (cont.)

Study for February 18

Chapters 6-7, Conclusion, *The Effective Executive*
Chapter 6, *The Effective Executive in Action*

Joseph A. Maciariello, “Mastering Peter Drucker’s, *The Effective Executive*,” *Leader to Leader*, Summer 2006

Complete:

Module 8104 The Elements of Decision Making

Case Due for February 18

Case Number 38 The structure of a business decision

Final Group Project Assignment Due May:

Peter Drucker states in the Foreword of *The Effective Executive in Action* xiii-xiv, “However, the book itself should be the comments, actions, decisions, and results recorded by the individual executive using the book as his or her tool to achieve effectiveness.” Write your book by answering the questions and actions in *The Effective Executive in Action* by actually interviewing an effective executive. In your preparation for this project consider information technology and how it impacts executive effectiveness. Read the short article by Bill Gates, “How I Work,” *Fortune*, April 7, 2006.

Section II. Executive Leadership and Effectiveness

<u>Class Session</u>	<u>Topic for Session</u>	<u>Assignment for Session</u>
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(5) March 3	<u>The Theory of the Business and Business Purpose</u>	
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Study for March 3

Joseph A. Maciariello, “Peter F. Drucker on Executive Leadership and Effectiveness”

Peter F. Drucker, “The Next Society,” <i>The Economist</i> , November 1, 2001.
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Module 8114 The Next Society

“The Theory of the Business”

[Note: This article is foundation articles for this section of the course.]

Management: Tasks, Responsibilities, Practices,
Chapters 1, 4-7

Cases Due March 3-Theory of the Business

Case Number 1—What is Our Business? (Graded)

Case Number 4—Success in the Small

Multinational (For discussion only)

(6) March 10

Productive Work and Achieving Worker with an Emphasis on the Productivity of knowledge Work

March 10

Management: Tasks, Responsibilities, Practices, Part III, Chapters 13-18

Complete

Module 8105 Knowledge Worker Productivity

Cases Due March 10

Case Number 20—How does one analyze and organize knowledge work?

Case Number 14 —Can one learn to manage subordinates? (For discussion only)

March 17

SPRING BREAK

(7) March 24

Management Tasks (Including MBO & Spirit of Performance)

March 24

Management: Tasks, Responsibilities, Practices, Part V, Chapters 23-28

Cases Due March 24

Performance Development Systems (posted on Sakai)

Case Number 29 —Mis-direction by compensation (For discussion only)

(8) March 31

Managerial Skills: Communications

Read for March 31

Management: Tasks, Responsibilities, Practices,
Part VII, Chapter 29-30

Complete

Module 8115 “From Data to Information Literacy”
Module 8103 “Managing the Boss”

Case Due March 31-Managerial Communications

Case Number 37—The insane junior high principal

Case Number 35—The new export manager (For
discussion only)

Case Number 30—Can you manage your boss?
(For discussion only)

(9) April 7

Managerial Skills: Budgeting & Controls

Read for April 7

Management: Tasks, Responsibilities, Practices,
Part VII, Chapters 7, 31-32

Case Due April 7

Case Number 36 — Who is the brightest hamster
in the laboratory?

Case Number 39 — The corporate control panel
(For discussion only)

(10) April 14

Managerial Organization

Read for

Management: Tasks, Responsibilities, Practices,
Part VII, Chapters 34-39, Conclusion

Complete

Module 8106 “The Successful Acquisition”
Module 8107 “Alliances: The Rules for Successful
Partnership”

Assignment Due April 14

There are five different design principles available to us —functional, team, federal decentralization, simulated decentralization and the systems structure. Each has strengths, limitations, and requirements for effectiveness. Outline strengths, limitations and requirements for each design principle. Under what circumstances are one or more of these design principles appropriate? (One page chart—Excel spreadsheet posted on Sakai)

Case Due for April 14

Case No. 33 —Invincible Life Insurance Company

(11) April 21

**Innovations and Entrepreneurship—
Entrepreneurial Strategies**

April 21

Review Chapter 37, Management: Tasks, Responsibilities, Practices

Peter F. Drucker, “The Discipline of Innovation”

Complete

Module 8110 “Entrepreneurial Strategies”

Module 8116 “Driving Change”

Case Due April 21

Case No 3—Research Strategy and Business Objectives

(12) April 28

**Innovations and Entrepreneurship—Innovation
in Education for the Knowledge Economy**

Read for April 28

C.W. Pollard, “The Quest for the Entrepreneurial Spirit,”

Peter F. Drucker, “The Accountable School

Peter F. Drucker, Chapter 15, “The New Learning and the New Teaching”

Kenneth G. Wilson and Constance K. Barsky, “Drucker on Education: Does Drucker have the best Ideas for School Reform?”

Assignment: The knowledge economy is critically dependent on education and Drucker believed that our educational system is in need of revitalization and transformation. Based on the readings, modules and class discussion identify the problems with primary and secondary education in the U.S. How can it both be revitalized and transformed?

Section III. Managing Social Sector Institutions for Performance

(13) May 5

Managing Social Sector Institutions

Read for May 5

Management: Tasks, Responsibilities, Practices, Part II, Chapters 9, 10 & 12

Peter F. Drucker, “Really Reinventing Government,” *The Atlantic Monthly*, February 1995, pp. 49-61

Peter F. Drucker, *Managing the Non-Profit Organization: Principles and Practices*

Assignment: Case Number 10, University Art Museum: Defining Purpose and Mission. Complete questions at the end of the case.

Section IV. Community, Society & Polity
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(14) May 12

Social Impacts and Social Responsibilities

Study for May 12

Management: Tasks, Responsibilities, Practices,
Part IV, Chapters 19-22

Peter F. Drucker, “Reflections of a Social Ecologist,” *Society*, May/June 1992.

Case due May 12—Managing Social Impacts:

Johnson & Johnson Case Study—PowerPoint
Slides and Notes (posted on Sakai)

Project Presentation—David Jones and Humana,
Tamara, Reuben and Toshi

May 19

Presentations (All Day)