

Course Syllabus

Course Information

BPS 6332-501/SYSM 6320-501 (cross-listed)

STRATEGIC LEADERSHIP

Fall 2024; Room 2.714

Professor Contact Information

Instructor: Gregory G. Dess, Ph.D., Professor and Andrew Cecil Chair in Applied Ethics

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Class Hours: Monday 7:00 - 9:45 PM

Office Hours: Monday 5:30 - 6:45 PM and after class

Teaching Assistant: You-Xiang (Joe) Song

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Course Pre-requisites, Co-requisites, and/or Other Restrictions--None

About the instructor:

Dr. Gregory G. Dess presently holds the Andrew R. Cecil Endowed Chair in the Jindal School of Management at the University of Texas at Dallas. Prior to that, he spent six years as the Gatton Endowed Chair at the University of Kentucky, and he had prior faculty (and visiting) positions at Florida State University, Dartmouth College (Tuck School), University of Texas at Arlington, and the University of South Carolina. During 1994, he also was a Fulbright Scholar in Portugal at the University of Oporto. He has conducted executive education programs or workshops in several countries, including Norway, Australia, Hong Kong, China (Xi'an, Beijing), Switzerland, South Africa, and Germany.

Dr. Dess has primary research interests in strategic management, entrepreneurship, and knowledge management. He has published over 50 articles in many excellent academic and practitioner journals—as well as served on the editorial boards of several major journals. He also has coauthored several books, including *Strategic Management: Text and Cases* (2024, 11th edition, McGraw-Hill Irwin) as well as two books targeted at the practitioner market: *Beyond Productivity* (AMACOM) and *Mission Critical* (Irwin Business).

Dr. Dess received his Bachelor of Industrial Engineering from Georgia Tech, his M.B.A. from Georgia State University, and his Ph.D. in Business Administration from the University of Washington (Seattle). He also (December 2009) received an honorary doctorate from the University of Bern (Switzerland).

Note: You are permitted to use a laptop, etc. in class—but do not use it for anything other than this class. I will ask you to close it at times during the class sessions, e.g., guest speakers.

Course Description/Overview

Some quotations to reflect on...

“From ancient Greece to modern Silicon Valley, the only thing that gets in the way of continued success and relevance, and impact, is hubris”, Satya Nadella, Chairman and CEO, Microsoft

“We are what we repeatedly do. Excellence, then, is a habit; not an act”, Will Durant, Philosopher

“Bloom where you are planted,” Mary Rodman, author

“Nobody ever got muscles by watching me lift weights.” A. Schwarzenegger, actor and former Governor of California

“You shouldn’t buy a mule and expect it to win the Kentucky Derby.” Author Unknown

“Technical and analytical skills have become almost commodities. It’s the leadership and communication and other ‘soft’ skills that are absolutely critical. They are what differentiate a leader from just another manager.” --Jennifer Wells (Hitachi Consulting)

“The more you sweat in training, the less you will bleed in war.”—General G.S. Patton

“Life is a mystery to be lived, not a problem to be solved.”— William Butler Yeats (Irish Poet)

“One of the things about leadership is that you cannot be a moderate, balanced, thoughtful articulator of policy. You’ve got to be on the lunatic fringe.”— Jack Welch (former CEO, GE)

“He was born at third base and thinks he hit a triple”—Barry Switzer, football coach

“Never teach a pig to sing. You will annoy the pig and waste your time.”—Robert Heinlein, science fiction writer

“What have you done that’s so great? Do you create anything, or just criticize others’ work and belittle their motivations?” Apple’s late Steve Jobs

“Givers succeed in a way that creates a ripple effect, enhancing the success of people around them.”
—Adam Grant, author of *Give and Take*

“The problem with doing nothing is that you can’t take a break.”—Author Unknown

“Well, kid, I was poor, and I can tell you right now poverty doesn’t do a very good job either.” (In response to a comment someone told him, “Money doesn’t buy everything.”)

—Ken Langone, 82, investor, philanthropist, billionaire, and co-founder of Home Depot

“Dogs are known for their loyalty, remember, but not for their brains.” (Anonymous, *Economist*, June 10, 2023, page 57) Note: Just quoting, not trying to offend pet owners...

“All journeys have secret destinations of which the traveler is unaware”
Martin Buber, author and political activist

Leadership, in the 21st century, will require new skills, attitudes, and knowledge bases to effectively and efficiently lead organizations of all types in the private, public, and non-profit sectors. Given the complexity and rapidly changing environments leaders must face, a course on leadership must also reflect such a rich “requisite variety” (Ashby, 1956). Accordingly, we will critically analyze a wide variety of topics and reading materials, study a diverse set of organizations, and apply a wide range of pedagogies.

Briefly:

1. Our topics will include, e.g., contemporary issues and perspectives on leadership; leaders versus managers; visionary and transformational leadership; values and ethical leadership; post-heroic leadership; networking and careers, etc. The reading materials will include a wide variety of pragmatic/applied journals (e.g., *MIT Sloan Management Review*, *Harvard Business Review*), periodicals/newspapers (e.g., *Bloomberg BusinessWeek*, *Fortune*, *Fast Company*), as well as brief cases/examples from managerial practice.
2. The types of organizations addressed in the readings and cases range from such well-known publicly held firms as PepsiCo, Bausch & Lomb, and Greyhound, to smaller private sector organizations, to public sector organizations and nonprofit sector organizations. In addition, class participants are strongly encouraged to share their ideas – both from their direct experience in organizations and through the critique, analysis, synthesis, and application of reading materials.
3. The pedagogies will include the preparation/presentation of two group assignments, lecture/discussion of assigned materials, cases, guest speakers, and videos.

To get the most out of the course, consider an excerpt from a paper entitled “Rethinking Management Education,” a view (from the University of Chicago) by Harry L. Davis and Robin M. Hogarth:

“There are many important situations where the interpretation of feedback is ambiguous, and in which individuals have enormous difficulty learning the *right* lessons from experience. If anything, feedback may reinforce beliefs, and even smart people fall into this trap.

“To illustrate, consider the case of Benjamin Rush, a highly respected physician, professor at the first medical school in America and one of the signatories of the Declaration of Independence. He advocated and practiced phlebotomy as a cure for febrile illnesses in the belief that the cause was excessive stimulation and excitement of the blood. When Rush fell ill with yellow fever, he prescribed plenty of blood-letting for himself. As reported by Eisenberg:

“From illness and treatment combined, he almost died; his convalescence was prolonged. That he did recover persuaded him that his methods were correct. Neither dedication so great that he risked his life to minister to others, nor willingness to treat himself as he treated others, nor yet the best education to be had in his day was sufficient to prevent Rush from committing grievous harm in the name of good. Convinced of the correctness of his theory of medicine and lacking a means for the systematic study of treatment outcomes, he attributed each new instance of improvement to the efficacy of his treatment and each new death that occurred despite it to the severity of the disease.”

“Though this incident is some 200 years old and is taken from the field of medicine, it is not difficult to realize how comparably self-fulfilling and self-defeating actions can occur in business today. There are many situations where the choice of an action either prevents learning or reinforces existing beliefs without testing them.”

The key point, in my view, is to maintain an open and critical mindset in reading, interpreting, critiquing, applying, and discussing course materials. Recall the old adage: “If all we have is a hammer, everything will appear to be a nail.”

Student Learning Objectives/Outcomes/Assignments

Course Objectives:

1. Develop a sound awareness and understanding of the literature on strategic leadership.
2. Be able to critically evaluate the literature on strategic leadership.
3. Be capable of synthesizing and integrating the strategic leadership literature and draw meaningful inferences and generalizations.
4. Develop the capability to apply the literature in strategic leadership to organizations in a manner that will enhance organizational performance.

Note: These four objectives are parallel to the Kolb Experiential Learning Model that we will discuss during the first class session.

Class Participation and Contribution:

Since we meet only once each week and classes do not repeat, the reading assignments, preparation, and prompt attendance are critical to an active learning environment. Prepare for each class by following the “guidelines” provided in a one-page reading for the first class period (Murray Davis, “That’s Interesting!” and the Kolb experiential learning model that will be discussed during the first class period.)

Also, it is important to focus on the readings and their significance to you. For each assigned reading, pick out the one or two most meaningful ideas to you and elaborate on what they mean and why you think they are significant. Attempt to relate them to your own experiences; clarifying whether or not the concepts make sense in light of your leadership practice. Finally, consider how the ideas relate to other concepts encountered in previously assigned readings, whether they build on or contradict, clarify or confuse, etc. In essence, consider the four steps in the Kolb Model (week one discussion). Although your “write-ups/notes” will not be collected and graded, such a practice is essential to get the most out of the course. The notes help you integrate and apply the material as well as enhance your ability to contribute substantially to the learning environment. Please keep in mind, since we don’t have a written examination, your “participation and contribution” becomes a more important part of your course grade.

It will be determined as follows: 50% (or 10% of the final course grade) will be the instructor’s assessment; and 50% (or 10% of the final course grade) will be determined by peer evaluations—with the highest 10% and lowest 10% of evaluations being dropped. The instructor, of course, has the option of discarding peer evaluations that are overly lenient (or harsh) or have severe response bias. *Note: Please keep in mind that the peer evaluations are in the spirit, so to speak, of 360-degree evaluations that many companies have as part of their employee evaluation system.* The peer evaluation forms will be handed out during the next to last class session and collected in class during the final class session (December 9).

Given that the class only meets once per week, regular attendance is very important. After two missed classes, there will be a one-point penalty for each additional missed class. In fairness to everyone, I cannot excuse absences except for UTD official business. (You will receive 2 bonus points for no missed classes and one bonus point for only one missed class during the term.) Everyone gets a “free” absence.

Effective class contribution includes:

1. Contributing your unique and relevant insights on issues.
2. Moving the discussion and analysis forward to generate new insights.
3. Demonstrating reflective thinking based on the assigned readings and past discussions.
4. Incorporating all four elements of the Kolb Model – description, evaluation, conceptualization, and application.

BOTTOM LINE: Refer to the quote on the first page by A. Schwarzenegger: “Nobody ever got muscles by watching me lift weights.”

THE INDIVIDUAL ASSIGNMENT—WEEKLY JOURNAL

You are to develop 2 questions from the reading (not cases) and a “learning point” from the book (*Give and Take*) on the same paper(s) you bring to each class (when readings and/or book chapters are assigned. You do not need to prepare questions for the first class period on August 29.

1. **Please bring two discussion questions to each class (in which readings are assigned) – one from the first half of the readings and one from the second half of the readings.** Develop questions that serve to integrate and synthesize materials as well as address key leadership issues. The instructor will use these questions for part of the discussion in class and this should serve to enhance the diversity of perspectives.
2. **Also, when the chapters from *Give and Take* (book by Adam Grant) are assigned, please address what you think is the key learning point/implication for leadership.**

Typically, the questions and applications are to be a “solid” paragraph with several sentences that demonstrate rigor and insight. In other words, questions like; “When is emotional intelligence most important?” is not acceptable. The instructor will provide examples of what is expected in the first class period. *Obviously, you are not to add material to what you prepare prior to each of the class sessions—there is an implicit honor code in this regard.*

The instructor will drop the lowest weekly assignment grade.

THE TWO GROUP ASSIGNMENTS: OVERVIEW

Since we have group assignments, as a courtesy to your colleagues, please try to decide by the third-class period if you are “in” or “out” as far as completing the course, i. e., if you are going to drop the course—please do so by then. The instructor will randomly assign students to groups on the third class session—either to newly formed groups or existing groups (if they are not already in a group).

I am willing, of course, to provide feedback on your outlines or drafts of this assignment in advance but be sure to provide me with your work—we will meet in person—at least one week prior to the deadline for each assignment. (After that, I will, of course, answer any specific questions that you may have.)

There will be two group assignments. The first one: “**Wall Street Journal Article Assignment**” and the second assignment, “**Book Critique**,” will be completed in groups of three or four. Everyone will present both assignments orally and all group members must be involved in oral presentations.

The presentation grades for both oral assignments will be determined by “delivery” (50%) and “content” (50%). Make the content of both presentations rigorous, relevant, and “interesting” (Davis, 1971). For example, for Assignment #2, don't merely summarize the book but address the four phases of the Kolb Model. Be enthusiastic! Don't merely go “through the motions.” Please keep PowerPoints (or transparencies) to a minimum – about 10 or so, at most.

Also, for both assignments, prepare a one-page single spaced handout to give to the class that summarizes what you believe are the most important points for leadership practice from your analysis. (This will be part of the presentation grade.)

You are to post your two group written assignments on eLearning. Also, hand in a print copy during class on the due date. All written assignments will be submitted to turnitin.com.

Assignment 1: *Wall Street Journal* Assignment (Groups of 3 or 4)

The purpose of this assignment is to critically analyze a recent article (dated within four months from the assignment due date) from the *Wall Street Journal* selected by the group. The assignment is to be done in groups of three or four. "Base articles" will be approved on a "first come/first served" basis. There will be only two groups permitted to use the same base article. Approvals for base articles are to be obtained by **September 9** and the written assignment is due on **November 4**.

An illustrative list of issues that the *WSJ* article may focus on are given below:

- Attracting/Developing/Retaining Human Capital
- Corporate Governance (e.g., Board of Directors, Executive/CEO Pay)
- Use of Electronic/Virtual Teams
- Responding to Environmental Change/Challenges
- Managing Innovation
- Setting (or Changing) the Direction/Mission of the Organization
- Designing the Organization
- Installing a Strong Culture
- Ethics and Leadership

You should address the following issues:

1. What is the rationale (or lack thereof) for the action/decision?
2. What do you think will be the implications of the action/decision, i.e., how should the action/decision improve or detract from the organization's performance?
3. How does your analysis incorporate strategic leadership concepts?

To address the above issues, the group should use a minimum of five (5) outside sources of information from the "business press." Suggested references include *Bloomberg Business Week*, *Wall Street Journal*, *Forbes*, and *Fortune*. Do not rely on too many of the same references--select a variety. You are also required to synthesize/integrate (not merely cite) into your analysis a minimum of 5 full-length articles selected from the following sources: *Harvard Business Review*, *California Management Review*, *MIT Sloan Management Review*, and *Academy of Management Executive*—these references are to be from the print editions of the journal—not the online editions, e.g., "blogs" of the journals—include page numbers in your references (sources that are **not** in the course syllabus). **Do not deviate from this list of references—the idea is to provide you some exposure to the leading practitioner journals that also typically have a strong theoretical/empirical basis and address key strategic management concepts. Use a good mix of these references, e.g., don't have all five references from Harvard Business Review.** (You can use some other references—such as Annual Reports—but be sure to have a minimum from the ones listed above.) And, please don't use blogs, textbooks, or Wikipedia as references.

The written assignments should be approximately *ten* double-spaced (12 CPI) pages, (excluding references and exhibits). Ensure that the paper has an Executive Summary and that it is divided into sections and subsections in a logical manner.

Note: Oral presentations should be 15 – 20 minutes in length. At the end of the presentation, on the last page—include two discussion questions to spur class discussion. **All group members must participate in the presentation—with a roughly equal amount of platform time (everybody needs practice!).**

Note: There will be a 10% penalty (of the assignment value) for late papers for all three written assignments.

Assignment # 2: Book Critique Assignment (Groups of 3 or 4)

Select a book for this assignment—from the list below.

Only one group will be able to select a given book. Notify the instructor of your choice— beginning on **September 9** on a “first come, first served” basis. All selections must be made by **September 25 (if more than one group wants the same book, we will “draw straws”)**.

Books to be selected from for this assignment are:

1. *What it takes: Lessons in the Pursuit of Excellence*, S. A. Schwarzman (cofounder of BlackRock)
2. *Deep Work: Rules for Focused Success in a Distracted World*, C. Newport
3. *Leading in the Digital World*, A. S. Mukherjee.
4. *Smarter Faster Better*, C. Duhigg
5. *The Right Kind of Wrong: The Science of Failing well*, A. Edmonson.
6. *Creating Great Choices: A Leader’s Guide to Integrative Thinking*, J. Riel & R. Martin.
7. *The Power of Habit*, C. Duhigg
8. *Originals: How Non-Conformists Move the World*, A. Grant
9. *The Soft Edge: Where Great Companies Find Lasting Success*, R. Karlgaard
10. *Stretch: Unlock the Power of Less—and Achieve More than You Ever Imagined*, S. Sonenshein
11. *The Efficiency Paradox*, E. Tenner
12. *The Infinite Game*, S. Sinek
13. *Far sighted: How We Make Decisions That Matter the Most*, S. Johnson
14. *All in on AI: How Smart Companies Win Big with Artificial Intelligence*, T. Davenport and N. Mittal
15. *The Geek Way*, A. McAfee
16. *Act Like a Leader, Think Like a Leader*, H. Ibarra
17. *The Disruptive Mindset*, C. Li
18. *Hidden Potential*, A. Grant
19. *Good Power: Leading Positive Change in Our Lives, Work, and World*, G. Rometty (Former CEO, IBM)

This assignment’s primary objective and grading procedures are based on the “Kolb Experiential Learning Model” (grading sheet is on the last page of the syllabus). The critiques are to incorporate/synthesize/integrate course syllabus readings as well as “leading” outside practitioner-oriented journal sources—full-length articles (*Harvard Business Review*, *Academy of Management Perspectives*, *Organization Dynamics*, *MIT Sloan Management Review*, *California Management Review*-- don’t deviate from this list. **(Be sure to use a minimum of eight—e.g., 5 from *HBR*, 1 from *CMR*, 2 from *SMR* not in the syllabus.)** These are to be from the “print” editions—not from digital editions of these journals—you are to include page numbers in your reference lists for each of these journal citations. (You may use other sources but be sure to satisfy the “8” constraint above.) Obviously, do not use any sources that provide a review/critique of the book—or those sources that are already in the course syllabus.

Also, include a minimum of five (5) sources from periodicals/newspapers (*Bloomberg BusinessWeek*, *Fortune*, *Fast Company*, *Forbes*, *Inc.*, *New York Times*, and *Wall Street Journal*). Be sure to get a good “mix” of references, i.e., don’t rely on only a few of the above for each type of reference. And don’t rely extensively on only a few of your cited references. Complete references are to be cited in the text of the paper and a listing of the references is to follow at the end of the paper in the *Academy of Management Journal* format. As a guideline, the assignment is to be approximately **fifteen** double-spaced pages in length.

All presentations are to be 20 to 25 minutes in length plus a ten minute discussion period. Include informative transparencies (or PowerPoint, if you wish). Rehearse and prepare two discussion questions to stimulate class discussion. Be sure to make the content in the presentation (for both assignments) rigorous, relevant, and “interesting” (Davis, 1971).

All written assignments for the course must be posted on eLearning on the due date by 7 P.M. in class or they will be assessed a 10 percent penalty (of the total maximum assignment points). Also, be sure to bring a written copy to class on the due date.

Note: Everyone is urged to peruse the Table of Contents of issues of the various journals, e.g., *HBR*, in the completion of this assignment. You may come across articles that have little to do with this course—but that may be very germane to your area of academic/professional focus, e.g., marketing, accounting, supply chain, etc. Thus, there may be opportunities for serendipity that would benefit your career—if you do not rely exclusively on various “search terms.”

Required Books and Materials

Readings Packet: To be distributed in eLearning (5 “minicases”; 1 page summary of “That’s Interesting!” – First Week Reading; and the Theorybridge.com case)

NOTE: All of the assigned articles will be posted on eLearning.

Books: Grant, A. 2013. *Give and Take*, Viking. (List: \$27.95) and, of course, the book you select for the Book Critique assignment.

Assignments & Academic Calendar

Note: The instructor reserves the right to change videos, and guest speakers, as well as move back a reading or case assignment one class session. However, there will be no changes to assignments, cases, or readings that are assigned. (This is, in part, due to the difficulty of scheduling guest speakers months in advance.)

SESSION	DATE	ACTIVITY/ASSIGNMENT
1	August 19	PLEASE READ THE SYLLABUS VERY CAREFULLY <u>Course Overview, Key Concepts, Expectations, and Introductions</u> <i>What are the implications of the quotes on the second page of the syllabus for strategic management?</i> Readings: - Davis, M. 1971. That’s Interesting! <i>Philosophy of Social Science</i>, 1: 309-344. (<u>One page summary only—posted on eLearning.</u>) - Zenger, J. H. et. al. 2011. Making yourself indispensable. <i>Harvard Business Review</i>, 89 (10): 84-92. Video: Simon Sinek, “Start with why—how great leaders inspire action” (18 minutes) Note: Since groups are self-selected, you are urged to select group members as soon as possible. We will finalize groups for Assignment #1 on September 9.
2	August 26	<u>Leadership Versus Management</u> Readings: - Rowe, W. G. 2001. Creating Wealth in Organizations: The Role of Strategic Leadership, <i>Academy of Management Executive</i>, 15 (1):81-94. - Sadun, et. al. 2022. The C-suite skills that matter most. <i>Harvard Business Review</i>, 100(4): 42-50. - Deterk, J. 2022. Saving management from our obsession with leadership. <i>MIT Sloan Management Review</i>, 64(1): 74-81. - Rosen, L. & Samuel, A. 2015. Managing yourself: Conquering digital distraction. <i>Harvard Business Review</i>, 93: 110-113. - Hanson, B. 2015. Leading by the numbers. <i>MIT Sloan Management Review</i>, 57(3): 95-96.

		6. Row, H. February/March, 1998. Is Management for Me? That is the Question, <i>Fast Company</i>: 50-51. (OPTIONAL—These two optional readings are not posted on eLearning. (Instructor will provide notes for 6 & 7 during the class session.) 7. Mitchell, R. June 1999. How to Manage Geeks, <i>Fast Company</i>: 174-180. <u>(OPTIONAL)</u> Cases: AMT International Industries, Inc. <i>Question: What are the key leadership implications of this case?</i> Guest Speaker: UTD Business Librarian, Ms. Loreen Henry
3	September 2	NO CLASS: LABOR DAY
4	September 9	<u>Visionary and Transformational Leadership</u> <i>Note: Select group members for Assignment #1: “Wall Street Journal Assignment.” (You can, of course, select group members and begin working on the assignment prior to this date. Students not included in a group will be randomly assigned by the instructor into a group—either a newly formed group or an existing group.)</i> Readings: 1. Finkelstein, S. 2016. Managing yourself: Secrets of the Superbosses. <i>Harvard Business Review</i>, 94(1/2): 104-107. 2. Ibarra, H. & Obodaru, O. 2009. Women and the Vision Thing. <i>Harvard Business Review</i>, 87(1): 62-70. 3. Quinn, R. E. & Thakor, A. V. 2018. Creating a purpose-driven organization. <i>Harvard Business Review</i>, 96(4): 78-85. 4. Shin, H. W., Picken, J. C. & Dess, G. G. 2017. Revisiting the learning organization: How to create it. <i>Organizational Dynamics</i>. 46(1): 46-56.) 5. Pink, D.H. July 2003. How to Make Your Own Luck, <i>Fast Company</i>: 78-82. <u>(OPTIONAL)</u> Instructor will pass out notes for readings 5, 6, & 7. 6. Kirsner, S. May 2000. Faster Company, <i>Fast Company</i>: 162-166, 168, 170, 172. <u>(OPTIONAL)</u> 7. Rubin, H. November 1999. Only the Pronoid Survive, <i>Fast Company</i>: 330-348. <u>(OPTIONAL)</u> Video: Strategy for Transformational Change, Brad Smith—President and CEO, Intuit, Inc. (approximately 50 minutes) or Guest Speaker Minicase: 1. Craig Weatherup Transformational Change at PepsiCola. a. What are the key elements of Craig Weatherup’s transformation? b. Why was the transformation successful?
5	September 16	<u>Values and Ethical Leadership</u> Readings: 1. Goleman, D. November/December 1998. What Makes a Leader? <i>Harvard Business Review</i>, 76: 93-102. 2. Trevino, L.K. & Brown, M.E. 2004. Managing to be Ethical: Debunking Five Business Myths. <i>Academy of Management Executive</i>. 18 (2): 69-81. 3. Smith, I. H. & Kourchaki, M. 2021. Building an ethical company. <i>Harvard Business Review</i>, 99(6): 132-139. 4. Badaracco, J. L. 2016. How to tackle your toughest decisions. <i>Harvard Business Review</i>. September: 98: 104-107. 5. Stroebe, W. 2016. Why good evaluations may reward bad teaching: On grade inflation and other unintended consequences of student evaluations.

		<i>Perspectives on Psychological Science</i>, 11 (6): 800-816. Minicases: 6. Bausch & Lomb <u>Question:</u> What is/are the underlying cause(s) of Bausch & Lomb's ethical problems? 7. ADP <u>Questions:</u> In what ways does ADP provide a contrast to B&L? What are the implications for leaders? 8. Levi Strauss & Company Global Sourcing Guidelines <u>Questions:</u> What should Levi Strauss & Company do? How will the Company's various stakeholders be affected? Experiential Exercise: Atkinson, Company (To be distributed in class.)
6	September 23	<u>Leadership: Taking a Broader Stakeholder Perspective</u> Finalize book selections for the Book Critique Assignment Conscious Capitalism--Power Point presentation and discussion Readings: 1. Sisodia, R. S. 2011. Conscious capitalism: A better way to win. <i>California Management Review</i>. 53 (3): 98-108. 2. Porter, M. E. & Kramer, M. R. 2011. Creating shared value. <i>Harvard Business Review</i>, 89 (1/2): 62-77. 3. Lubin, D. A. & Esty, D. C. 2010. The sustainability imperative. <i>Harvard Business Review</i>, 88(5): 42-50. 4. Wakayama, T. & Lapierre, K. 2017. Embracing a strategic paradox. <i>MIT Sloan Management Review</i>, Spring: 90-91. 5. Gupta, A. 2011. The relational perspective of East meets West: A commentary. <i>Academy of Management Perspectives</i>, 25 (3): 19-27. 6. Austin, R. D., Hayes, R. H. & Nolan, R. L. 2023. Cashing out excellence. <i>Harvard Business Review</i>, 64(4): 58-63. Video: The Purpose Driven Life (Rick Warren) Video: The Importance of Purpose (Roy Spence)
7	September 30	<u>Post-Heroic Leadership/Empowerment</u> Readings: 1. Gulati, R. 2018. Structure that's not stifling. <i>Harvard Business Review</i>. 96 (3): 68-79. 2. Groysberg, B. & Abrahams, R. 2014. Manage your work, manage your life. <i>Harvard Business Review</i>. 92:58-66. 3. Finkelstein, S. 2018. The best leaders are great teachers. <i>Harvard Business Review</i>, 96(1): 142-145. 4. Hamori, M. 2022. Women are stalling out on the way to the top. <i>MIT Sloan Management Review</i>, 64(1): 68-73. 5. Ammerman, C. Groysberg, B. & Rometty, G. 2023. The new collar workforce. <i>Harvard Business Review</i>, 101(2): 96-103. Video: "Herb Speaks on Leadership" (approximately 40 minutes) Guest Speaker/Experiential Exercise
8	October 7	<u>Leadership and Careers: A Strategic Perspective</u> PPT Presentation by Instructor

		Readings: 1. Setiya, K. 2019. Facing your mid-career crisis. <i>Harvard Business Review</i>, 97(2): 135-139. 2. Hoffman, R., Yeh, C. & Casnocha, B. 2019. Learn from people, not classes. <i>Harvard Business Review</i>, 97 (2): 50-51. 3. Furr, N. & Furr, S. H. 2022. How to overcome your fear of the unknown. <i>Harvard Business Review</i>, 100(4): 135-139. 4. Wadhwa, H. 2024. Leading in the flow of work. <i>Harvard Business Review</i>, 102(1): 42-50. 5. Nooyi, I. & Narisetti, R. 2022. Indra Nooyi on leadership, life, and crafting a better future. <i>McKinsey Quarterly</i>, 1: 1-9. Guest Speaker/Video/Experiential Exercise Video: How AI and Large Language Models Reshape the Future of Work
9	October 14	<u>Leadership: Careers and Networking</u> Readings: 1. Jones, G. 2008. How the Best of the Best Get Better and Better. <i>Harvard Business Review</i>, 86(6): 123-127. 2. Uzzi, B. & Dunlap, S. 2005. How to build your network. <i>Harvard Business Review</i>, 83(12):53-60. 3. Cascaioro, T., Gino, F. & Kouchaki, M. 2016. Learn to love networking. <i>Harvard Business Review</i>, 94(5): 104-107. 4. Sinoway, E.C., 2012. No, you can't have it all. <i>Harvard Business Review</i>. 90:111-114. 5. Johnson, W. 2012. Disrupt yourself. <i>Harvard Business Review</i>. 90:147-150. 6. Bowles, H. R. & Thompson, B. 2021. Negotiating your next job. <i>Harvard Business Review</i>, 99 (1): 69-71. 7. Nooyi, I. Narsisetti, R 2022. Indra Nooyi on leadership, Life, and crafting a better future, <i>McKinsey Quarterly</i>, 1: 1-9. GE's 360-Degree Leadership Assessment Instrument, and "Networking Smart" questionnaire. Theorybridge.com Case
10	October 21	Adam Grant, <i>Give and Take</i>, Chapters 1-5 Role Play Exercise: Plastico, Inc. (To be distributed in class)
11	October 28	Adam Grant, <i>Give and Take</i>, Chapters 6-9 Reading: 1. Dess, G. G. & Shaw, J. 2011. Voluntary turnover, social capital and organizational performance. <i>Academy of Management Review</i>, 26(3): 446-456. Guest Speaker / Video Weekly Journal Assignment Due
12	November 4	Assignment #1 (Wall Street Journal Assignment)—Presentations (number T.B.A.) <i>Written Presentations Due</i>

		Video: The Art of Leadership: One Touchpoint at a Time, Mr. Doug Conant, formerly CEO of Campbell Soup Co. (55 minutes)
13	November 11	Assignment #1 (Wall Street Journal)—Presentations (number T.B.A.)
14	November 18	Assignment #2 (Book Critique) Presentations (number T.B.A.)
16	November 25	NO CLASS—THANKSGIVING WEEK
17	December 2	Assignment #2 (Book Critique)—Presentations (number T.B.A.) Peer rating forms will be distributed for both group assignments and participation/contribution. Guest Speaker/Video
18	December 9	Course Summary, Key Learning Points, “So what?” Please bring two discussion questions to class. Submit peer ratings for both assignments and participation/contribution (If you must miss this class session, email me the forms by the end of the class session for them to be considered). <i>Written Book Critique Assignment Due</i> (Any remaining Book Critique Presentations)

Grading Policy

The weighting of the above in the determination of your final course grade will be:

Participation/Contribution	20%
Individual Weekly Journal Assignment – Due: October 28	20%
“Wall Street Journal” Assignment (Groups of 3 or 4) – Due: November 4 (written)	25%**
Book Critique (Groups of 3 or 4) – Due: December 9 (written)	35%**

Note: Oral presentations of assignments will count 20/120 or 16.6% of assignment grade.

The due date for the first assignment is rather late in the term to provide maximum flexibility for your schedule. You may form into groups for the second assignment and begin work prior to the due date for the first assignment, if you wish.

The final course letter grade “cutoffs” will be: 89.5% = A; 79.5% = B; 69.5% = C. There will not be a curve on the final grades in the course nor make-up/revised assignments/extra credit.

**Peer Evaluations:

All group members are expected to do their fair share of work on the two group assignments. Fortunately, in about 85 to 90 percent (historically) of the groups, this is the case. Unfortunately, that leaves approximately 10 to 15 percent of the groups in which inequities occur. Since I do not know which groups have such a problem, I will use peer evaluations for all groups. For such a system to work, everyone must be honest and fair.

First, if a group member(s) is making only a nominal contribution and/or is overly difficult to work with,

the other group member(s) may expel them/her/him from the group and this individual(s) must complete the assignment individually (within two weeks of the assignment's due date). Second, all groups will multiply the number of people in their group by 100 points and assign the total points among the members. All members must receive between 80 and 120 (per evaluator) points. Each member's individual grade on the assignment will be determined by multiplying the group grade on the assignment by their total peer points (including their own rating) divided by 100 times the number of people in their group.

EXAMPLE:

Group Grade = 80/100, three students

Student A	- total peer ratings	=	<u>330</u>
<u>Individual Grade</u>	= 80 x 1.1	=	<u>88</u>
Student B	- total peer ratings	=	<u>270</u>
<u>Individual Grade</u>	= 80 x .9	=	<u>72</u>
Student C	- total peer ratings	=	<u>300</u>
<u>Individual Grade</u>	= 80 x 1.0	=	<u>80</u>

The instructor maintains the right to disregard self-ratings that are substantially higher than peer ratings.

Please: Everybody pull your fair share and let's minimize hard feelings and surprises!

ALL PEER RATINGS (THE TWO GROUP ASSIGNMENTS AND PARTICIPATION/CONTRIBUTION) ARE DUE DURING THE FINAL CLASS—DECEMBER 9.

Course & Instructor Policies

COVID-19 Guidelines and Resources (if COVID conditions recur)

The information contained in the following link lists the University's COVID-19 resources for students and instructors of record.

Please see <http://go.utdallas.edu/syllabus-policies>.

Class Participation

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class activities. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Materials

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Guidelines for Online Instruction:

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Student emails will be answered within 3 working days under normal circumstances.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Consistent with the Cohort MBA office:

No cheating will be tolerated in this class. And, on group projects, everyone is responsible (and is liable) to ensure that cheating has not occurred. Cheating includes plagiarism from others or plagiarism from our own papers, sharing information, talking during a test, taking additional time than allowed, falsifying documents or any other way of getting

information from a source that is not allowed or is not cited or any other form of cheating listed under the University Policy (<http://www.utdallas.edu/judicialaffairs/index.html>). This course will use the resource turnitin.com which searches the web for possible plagiarism and is over 90% effective. Any suspicion of cheating will be reported to Judicial Affairs and if you are found responsible, the recommendation will be to follow these guidelines:

- An infraction that a student is found responsible for but is minor AND was unintentional, the recommendation is one letter grade adjustment to the paper/exam.
- A moderate infraction will result in an F in the exam or project.
- Any student found responsible for a major infraction or a second infraction of any severity, will be disciplined with an F in the course.

Please note that if you are suspected of cheating and your case is in Judicial Affairs at the time of reporting grades, your grade will be an "NR." If an employer requires this course or the completion of a degree, this could delay the finalization of the grade by an undetermined amount of time and threaten that employment. In the case of an NR, the student will be responsible for ensuring that the grade change is submitted.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual correspondence and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student to first make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy to the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the Dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22

PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolling students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean.
(http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm)

Assignment 1: Wall Street Journal Assignment (Groups of 3 or 4)

BPS 6332 – Strategic Leadership (Fall 2023)

Presentation

(15 – 20 min.)

(length: _____)

Question & Answer

(10 min.)

(Last, First, M.I.)

You should focus on the following issues:

1. What is the rationale (or lack thereof) for the action(s)/decision(s)?
2. What do you think will be the implications of the action(s)/decision(s), i.e., how should the action/decision improve or detract from the organization's performance?
3. How does your analysis incorporate strategic leadership concepts?

/70 CONTENT (COMMENTS AND SUGGESTIONS)

/10 MECHANICS AND ORGANIZATION (WRITTEN ASSIGNMENT)

/20 ORAL PRESENTATION

/10 (DELIVERY)

/10 (CONTENT)

TOTAL POINTS: ____

BPS 6332/SYSM 6320 – STRATEGIC LEADERSHIP Title: _____

PRESENTATION DATE: _____

(Last, First, MI.) **PLEASE PRINT**

Length: _____
(Length to be 20 to 25 minutes
plus 10 minutes for class discussion)

RATINGS/WEIGHT:

CRITERIA

_____/20

1. DESCRIPTION:

What is the book about?
Author's objectives?
Key points?

_____/20

2. EVALUATION:

Was the author successful?
Positive aspects? Negative aspects?
Are the author's assumptions, reasoning
and conclusions well supported? Why? Why not?
Are the ideas "interesting"? (Davis, 1971)

_____/20

3. CONCEPTUAL INTEGRATION:

How are the concepts and ideas consistent or
Inconsistent with other articles/readings? (Cite specific
examples from your literature review-per syllabus
instructions)
Provide examples from actual managerial practice from
your readings to support your arguments.

_____/20

4. APPLICATION:

What did YOU learn?
How would YOU apply it?

_____/20

5. MECHANICS/ORGANIZATION:

_____/20

6. PRESENTATION:

_____/10 (delivery) and ____/10 (content)

_____/120

COMMENTS:

_____/100

**(Note: BE SURE TO SPEND APPROXIMATELY THE SAME TIME ON ALL 4 CRITERIA
IN BOTH THE WRITTEN AND ORAL PRESENTATION ASSIGNMENTS.)**