

Course Syllabus

Course Information

BPS 6332-501
STRATEGIC LEADERSHIP
Fall 2014
Classroom: 2.801

Professor Contact Information

Professor: Gregory G. Dess
Office: SOM 4.401
Telephone: 972-883-4439
E-mail: gdess@utdallas.edu
Class Hours: Tuesday 7:00 - 9:45 PM
Office Hours: Tuesday 5:00 - 6:45 PM and after class
Teaching Assistant: Ms. Canan Mutlu (Doctoral Candidate); Email: cxm101020@utdallas.edu

Course Pre-requisites, Co-requisites, and/or Other Restrictions

None

Course Description *(NOTE: NO CELL PHONES, LAPTOPS, ETC. PERMITTED IN CLASS.)*

"Nobody ever got muscles by watching me lift weights." A. Schwarzenegger

"You shouldn't buy a mule and expect it to win the Kentucky Derby." Author Unknown

"Drivers wanted."-recent Volkswagen commercial

"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."-- Author Unknown

"Never teach a pig to sing. You will annoy the pig and waste your time."-Author Unknown

"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*

On Leadership:

Let's take a brief look at the subject of leadership. *Just what is leadership anyway?* Tough question. Everyone has his own definition and his own interpretation. Two alternate perspectives seem, however, to capture much of the contemporary thinking about leadership. One approach, the *romantic view*, "implies a strong faith in the importance of leadership factors to the functioning (and dysfunctioning) of organized systems." The popularity of the perspective is reinforced by the intense media attention focused on high-level executives, the high levels of executive compensation, and the often significant stock market reaction to announcements of CEO changes. A second approach, an *external control perspective*, argues that leadership is not necessarily the most important factor in an organization's success. External factors that constrain a leader's options and choices are considered paramount – economic conditions, constraints on funding, labor union demands, pressures from shareholders and environmental groups, government regulations, etc.

Both views, of course, have merit. Many leaders, through their personal actions and examples, have left an indelible imprint on their countries or organizations. Consider, for example, Winston Churchill's indispensable leadership during World War II, Steve Jobs' role in Apple's remarkable turnaround, and the leadership role played by professional athletic coaches and managers (such as Bill Walsh and Jim Harbaugh of the San Francisco 49ers). Leaders, of course, also face constraints. Effective leaders recognize constraints – but don't permit them to become an overriding focus – and demonstrate their leadership skills by developing creative solutions.

In this increasingly chaotic world, few would argue the need for leadership – but how do we recognize and encourage it? Let's narrow the focus to business organizations. In an ever-changing environment, is it enough to just keep the organization afloat – or is it essential to make steady progress toward some well-defined objective? In our view, custodial management – maintaining the status quo – is not leadership. Leadership is proactive, goal-oriented and focused on the management of constructive change. To put it more simply: leadership is about the process of transforming organizations or institutions from *what they are* – to what the leader *would have them become*. This simple definition implies a lot: dissatisfaction with the status quo; a *vision* of how things ought to be; and a *process of significant change* – a transformation – influenced, motivated and directed by an effective leader. Warren Bennis (one of the world's most respected leadership gurus) makes an important distinction between leadership and management:

Leaders are people who do the right things. Managers are people who do things right. There's a profound difference. When you think about doing the right things, your mind immediately goes toward thinking about the future, thinking about dreams, missions, visions, strategic intent, purpose. But when you think about doing things right, you think about control mechanisms. You think about how-to. Leaders ask the "what" and "why" question, not the "how" question. Leaders think about empowerment, not control. And the best definition of empowerment is that you don't steal responsibility from people.¹

Determining the "right thing" has become increasingly challenging as we move into the next millennium. Many industries are mature or declining; the global village is becoming increasingly complex, interconnected, and unpredictable; and product and market life cycles are shrinking. Recently, when asked by the authors to describe the life cycle of his company's products, the CEO of an OEM supplier of computer components replied: "Seven months from cradle to grave – and that includes three months to design the product and get it into production!" Richard D'Aveni, the author of *Hypercompetition*, goes so far as to argue that, in a world where all dimensions of competition appear to be compressed in time and heightened in intensity, *sustainable* competitive advantages are no longer possible.

Overview of the Course:

¹ Source: Picken, J. and Dess, G. 1997. *Mission Critical: Seven Common Strategic Mistakes that Derail Even the Smartest Companies*. Burr Ridge, IL: Irwin Professional Publishing.

Leadership now and into 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 contemporary issues and perspectives on leadership; leaders versus managers; visionary and transformational leadership; values and ethical leadership; post-heroic leadership; leadership, networking and careers; leveraging resources; and growing the enterprise. The reading materials will include a wide variety of pragmatic/applied journals (e.g., *Academy of Management Executive*, *Harvard Business Review*), periodicals/newspapers (e.g., *Bloomberg Business Week*, *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, role plays, experiential exercises, 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

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 leadership to organizations in a manner that will enhance organizational performance.

Achieving the Objectives/Course Assignments:

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 the two readings for the first class period (Murray Davis, “That’s Interesting!” and Lockwood, Keats, and Dess, “Bridging the...‘gap’...”). The instructor will discuss these two readings in the context of class preparation 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 reading). 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 that, since we don’t have a written examination, your “participation and contribution” becomes a more important part of your course grade.

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, application – (first week’s reading, “Bridging the...”).
5. Bringing to class two discussion questions for each period for which readings are assigned and learning point/implication for the “TOM/Outliers” chapter readings.

BOTTOM LINE: Refer to the quote on the first page by A. Schwarznegger and the Volkswagen commercial: “You don’t get muscles by watching somebody else lift weights,” and, “Drivers wanted!”

THE INDIVIDUAL ASSIGNMENT—WEEKLY JOURNAL

You are to develop 2 questions from the readings and a “learning point” from the books on the same paper(s) you hand bring to each class (when readings and/or book chapters are assigned—in *Give and Take* and *Outliers*.) You do not need to prepare questions from the first class period on August 26. Also, bring in the 3 discussion questions that you prepare for the December 9 class session.

1. **Please bring two discussion questions typed 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 *Give and Take* or *Outliers* chapters 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 the first class period. Obviously, you are not to add to what you prepare prior to the class sessions—there is an implicit honor code in this regard. But, I will make informal “spot checks” to, as Ronald Reagan would say, “trust but verify”!

You are to hand in all of your questions/applications at the start of the **December 9** class period and please put your material in the order of the class sessions. I would be happy to provide you with feedback during the course, if you request.

THE TWO GROUP ASSIGNMENTS: OVERVIEW

Since we have group assignments, as a courtesy to your colleagues, please try to decide by the second 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.

Note: The instructor will keep your two assignments on file in his office. Please make an extra copy for your records.

There will be two group assignments. The first one: “**That’s Interesting! (Davis, 1971), Relevant, and Rigorous**” Assignment and the second assignment, “**Book Critique**” will be completed in groups of three or four. Everyone will orally present both assignments 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 both 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.

As a reward/inducement for improvement from the first to the second group assignment, the instructor will average your individual grades on Number 1 and 2 Assignments (if your individual grade is higher on the second assignment than the first assignment) and record the averaged grade for the first assignment. That is, if your individual grades are 83 (1st) and 93 (2nd) for the two assignments, your first assignment grade will be increased to 88.

Staple your paper in the top left corner. No covers, please (e.g., plastic, binders).

Assignment #1: “That’s Interesting! (Davis, 1971), Relevant, and Rigorous” (Groups of Three or Four)

The objective of this assignment is develop an awareness of the practical implications of an article that your team selects from an academic journal. As such—as the title of the assignment implies—the article is to be interesting (i.e., question your assumption base), and your write-up is to focus on how the material in the article is relevant and your analysis is to be rigorous. The “base” article is to be an empirical study (i.e., hypotheses, methods, and results)—not theoretical/conceptual only. The article is to appear in one of the following journals: *Academy of Management Journal*, *Organization Science*, *Journal of Applied Psychology*, *Organizational Behavior and Human Performance*, *Leadership Quarterly*, and *Personnel Psychology* and address the topic of leadership—broadly speaking. That is, it can cover such topics as leadership style, making groups effective, implementing ideas in an organization, enhancing creativity, improving the effectiveness of virtual teams, etc. **The publication date is to be no earlier than the year 2012.**

Your base article will be approved on a first-come, first-serve basis beginning with the second class (**September 2**) and all selections will be required by **September 9**. Only one group will be permitted to select a given base article. In selecting the base article, be sure that it questions assumption bases about leadership—be very explicit on this key criterion!

The write-up is to be a approximately 5 double-spaced pages and the criteria will be: “Interestingness” (be explicit in how the article denies part of the reader’s assumption base), “Relevance” (how is the article relevant with regard to having implications for improving leadership practice), and “Rigorous” (how insightful is your analysis and synthesis of ideas). Be sure to bring in other sources—both from academic and practitioner journals—that can both buttress your arguments in the paper, as well as sources that will provide insights on how your ideas and analysis apply to *actual* leaders and/or organizations.

Be sure to hand in the complete “base article” and provide complete references (such as how references are listed in the Class Schedule in the syllabus).

NOTE: YOU ARE NOT TO SELECT AN ARTICLE THAT IS DISCUSSED IN GIVERS AND TAKERS (for rather obvious reasons...).

Assignment # 2: Book Critique Assignment (Groups of Three or Four)

Select a book for this assignment—some examples are provided below.

Only one group will be able to select a given book. Notify the instructor of your choice— beginning on **September 2** on a “first come, first served” basis. All selections must be made by **September 30 (if more than one group wants a book, we will “draw straws”**. You are NOT to select “self-help” books or textbooks—and make sure that the selected book is consistent with the course objectives and content. Make sure the publication date is relatively recent (e.g., don’t pick *Good to Great* by Collins, for example).

Some examples of books that are acceptable for this assignment are:

1. *Lean in*, Sheryl Sandberg.
2. *Reverse Innovation*, Vijay Govindarajan & Chris Trimble.
3. *Flash Foresight*, Daniel Burrus.
4. *Through the Labyrinth: The Truth About How Women Become Leaders*, A. Eagly and L. Carli.
5. *Science Lessons*, Gordon Binder.
6. *Primal Leadership: Learning to Lead with Emotional Intelligence*, D. Goleman, R.Boyatzis & A. McKee.
7. *Doing Both*, Inder Sidhu.
8. *The Opposable Mind*, Roger Martin.
9. *True North*, Bill George
10. *The Other Side of Innovation*, Vijay Govindarajan and Chris Trimble.
11. *The Strategist: Be the Leader Your Business Needs*, Cynthia Montgomery
12. *To Sell is Human*, Daniel Pink
13. *Playing to Win*, A. G. Lafley

14. *Leadership Conversations*, Alan Berson and Richard Stieglitz
15. *Talk, Inc: How Trusted Leaders Use Conversation to Power their Organizations*, Boris Groysberg.

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 course syllabus readings as well as "leading" outside journal sources (*Harvard Business Review*, *Academy of Management Executive*, *Organization Dynamics*, *Sloan Management Review*, *California Management Review*—please don't deviate from this list) and periodicals/newspapers (*BusinessWeek*, *Fortune*, *Fast Company*, *Forbes*, *Inc.*, *New York Times*, and *Wall Street Journal*). (Be sure to use a minimum of eight—e.g., 5 from *HBR*, 1 from *CMR*, 2 from *SMR*—of each type of reference for materials not in the syllabus.) 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 12 to 15 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).

Both written assignments must be handed in on the due date in class or they will be assessed a 10 percent penalty (of the total maximum assignment points). No exceptions – plan accordingly.

Required Books and Materials

Readings Packet: Available at Off Campus Books, 581 W. Campbell Road #201
Richardson, TX 75080, 972-907-8398.

NOTE: BASED ON STUDENT FEEDBACK, I HAVE PUT INTERNET LINKS FOR THE HARVARD BUSINESS REVIEW ARTICLES (next to reference to the article in the class schedule below) TO REDUCE THE PRINTING AND PERMISSION EXPENSES TO YOU.

Books: Grant, A. 2013. *Givers and Takers*, Viking. (List: \$27.95)
Gladwell, M. 2008. *Outliers*, Little Brown. (List: \$27.99)

Assignments & Academic Calendar

Note: The instructor reserves the right to change videos, exercises, 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, readings or text chapters that are assigned.

SESSION	DATE	ACTIVITY/ASSIGNMENT
1	Aug 26	<p>PLEASE READ THE SYLLABUS VERY CAREFULLY <u>Course Overview, Key Concepts, and Expectations</u></p> <p><i>What are the implications of the quotes on the first page of the syllabus for strategic management?</i></p> <p>Readings:</p> <ol style="list-style-type: none"> Davis, M. 1971. "That's Interesting!" <i>Philosophy of Social Science</i>, 1: 309-344. (<i>One page summary only.</i>) Lockwood, C., Keats, B. & Dess, G. 1989-90. "Bridging the Strategy Research and Practice Gap: A Suggested Pedagogy," <i>Organization Behavior Teaching Review</i>, 14: 82-96.

		<p>3. Zergen, J. H. et. al. 2011. Making yourself indispensable. <i>Harvard Business Review</i>, 89 (10): 84-90. (LINK)</p> <p>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. Presentation dates (October 14, or later) for groups will be randomly assigned.</p>
2	Sept 2	<p><u>Leadership Versus Management</u></p> <p>Readings:</p> <ol style="list-style-type: none"> 1. <i>Givers and Takers</i> (Introduction, Chapters 1 & 2) 2. Rowe, W. G. 2001. "Creating Wealth in Organizations: The Role of Strategic Leadership," <i>AME</i>, 15(1):81-94. 3. Drucker, P.F. 2006. "What executives should remember?" <i>Harvard Business Review</i>, 84(2):142-152. (LINK) <p><i>Note: Like many articles from business periodicals, many pages between the beginning page and ending page will be omitted from the readings packet. These pages are typically advertisements.</i></p> <ol style="list-style-type: none"> 4. Kiechel, W.III. 2012. The Management Century. <i>Harvard Business Review</i>. 90:62-75. (LINK) 5. Fernandez-Araoz, 2014. "21st century talent spotting," <i>Harvard Business Review</i>, 92: 46-56. (LINK) 6. Row, H. February/March, 1998. "Is Management for Me? That is the Question," <i>Fast Company</i>: 50-51. (OPTIONAL—These optional readings are not included in readings packet.) Instructor provides notes for 6 & 7. 7. Mitchell, R. June 1999. "How to Manage Geeks," <i>Fast Company</i>: 174-180. (OPTIONAL) <p>Cases:</p> <p>AMT International Industries, Inc.</p> <p><u>Question:</u> What are the key leadership implications of this case?</p> <p>Video: Bob Sutton on Evidence-Based Management (approximately 50 minutes)</p>
3	Sept 9	<p><u>Visionary and Transformational Leadership</u></p> <p><i>Note: Select group members, base articles, and presentation dates for Assignment #1: "That's Interesting, Relevant, and Rigorous." (You can, of course, select group members and begin working on the assignment prior to this date.)</i></p> <p>Readings:</p> <ol style="list-style-type: none"> 1. <i>Givers and Takers</i> (Chapters 3 & 4) 2. Ibarra, H. & Obodaru, O. 2009. Women and the Vision Thing. <i>Harvard Business Review</i>, 87(1): 62-70. (LINK) 3. Lagarde, C. 2013. "I Try to Sprak New Ideas". <i>Harvard Business Review</i>. 91: 110-114. (LINK) 4. Pink, D.H. July 2003. "How to Make Your Own Luck," <i>Fast Company</i>: 78-82. (OPTIONAL) Instructor will pass out notes for readings 4, 5, & 6. 5. Kirsner, S. May 2000. "Faster Company," <i>Fast Company</i>: 162-166, 168, 170, 172. (OPTIONAL) 6. Rubin, H. November 1999. "Only the Pronoid Survive," <i>Fast Company</i>: 330-348. (OPTIONAL) <p>Guest Speaker: UTD Business Librarian, Ms. Loreen Henry</p> <p>Case:</p> <ol style="list-style-type: none"> 1. Craig Weatherup Transformational Change at PepsiCola. <ol style="list-style-type: none"> a. What are the key elements of Craig Weatherup's transformation? b. Why was the transformation successful?

4	Sept 16	Video: Brad Smith (CEO of Intuit, Inc.): Strategy for Transformational Change Experiential Exercise: Atkinson Company (Retrenchment Exercise)
5	Sept 23	<p><u>Values and Ethical Leadership</u></p> <p>Readings:</p> <ol style="list-style-type: none"> 1. <i>Givers and Takers</i> (Chapters 5 & 6) 2. Goleman, D. November/December 1998. "What Makes a Leader?" <i>Harvard Business Review</i>, 76: 93-102. (LINK) 3. Trevino, L.K. & Brown, M.E. 2004. Managing to be Ethical: Debunking Five Business Myths. <i>Academy of Management Executive</i>. <i>AME</i>, 18(2):69-83. (and commentary). 4. Groysberg, B. & Connolly, K. 2013. Great leaders who make the mix work. <i>Harvard Business Review</i>. 91:68-76. (LINK) <p>Cases:</p> <ol style="list-style-type: none"> 5. Bausch & Lomb <i>Question: What is/are the underlying cause(s) of Bausch & Lomb's ethical problems?</i> 6. ADP <i>Questions: In what ways does ADP provide a contrast to B&L? What are the implications for leaders?</i> 7. Levi Strauss & Company Global Sourcing Guidelines <i>Questions: What should Levi Strauss & Company do? How will the Company's various stakeholders be affected?</i> <p>Video: "Managing Change", Carol Bartz, formerly CEO of Yahoo, Inc. and Autodesk, Inc.</p>
6	Sept 30	<p><u>Leadership: Taking a Broader Stakeholder Perspective I</u></p> <p>Conscious Capitalism--Power Point presentation and Discussion</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Mackey, J. Conscious Capitalism: Creating a new paradigm for business. 2. Porter, M. E. & Kramer, M. R. 2011. Creating shared value. <i>Harvard Business Review</i>, 89 (1/2): 62-77. (LINK) 3. Lubin, D. A. & Esty, D. C. 2010. The sustainability imperative. <i>Harvard Business Review</i>, 88(5): 42-50. (LINK)
7	Oct 7	<p><u>Leadership: Taking a Broader Stakeholder Perspective II</u></p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Gupta, A. 2011. The relational perspective of East meets West: A commentary. <i>Academy of Management Perspectives</i>, 25 (3): 19-27. <p>Video: "The Purpose Driven Life" (Rick Warren) Video: "The Importance of Purpose" (Roy Spence)</p> <p>Functions and Dysfunctions of Bureaucracy</p>
8	Oct 14	<p>Presentations for Assignment #1 (5 presentations)</p> <p>Written Papers Due</p>
9	Oct 21	<u>Post-Heroic Leadership/Empowerment</u>

		<p>Assignment #1—2 presentations</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Givers and Takers (Chapters 7-9, and pages 261-268.) 2. Ghoshal, S. and Bruch, H. 2004. "Reclaim your job." <i>Harvard Business Review</i>, 82(3): 41-45. (LINK) 3. Groysberg, B. & Abrahams, R. 2014. Manage your work, manage your life. <i>Harvard Business Review</i>. 92:58-66. (LINK) <p>Video: "Herb Speaks on Leadership" (approximately 40 minutes)</p>
10	Oct 28	<p><u>Leadership and Careers: A Strategic Management Perspective</u></p> <p>Video or Guest Speaker (T.B.A.)</p> <p>Presentations of Assignment #1 (2)</p>
11	Nov 4	<p><u>Leadership: Careers and Networking</u></p> <p>Readings:</p> <ol style="list-style-type: none"> 1. <i>Outliers</i>, Introduction, Chapters 1 & 2 2. Jones, G. 2008. "How the Best of the Best Get Better and Better." <i>Harvard Business Review</i>, 86(6): 123-127. (LINK) 3. Uzzi, B. & Dunlap, S. 2005. How to build your network. <i>Harvard Business Review</i>, 83(12):53-60. (LINK) 4. Sinoway, E.C., 2012. No, you can't have it all. <i>Harvard Business Review</i>. 90:111-114. (LINK) 5. Johnson, W. 2012. Disrupt yourself. <i>Harvard Business Review</i>. 90:147-150. (LINK) <p>Video: Sample Book Critique (Dr. Lois Nora, formerly Associate Dean, University of Kentucky Medical School)</p> <p>GE's 360-Degree Leadership Assessment Instrument, and "Networking Smart" questionnaire</p> <p>Presentations of Assignment #1 (2)</p>
12	Nov 11	<p><u>Leadership: Leveraging Resources to Create Value.</u></p> <p>Instructor Presentation/Discussion</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. "Leveraging Human Capital", Dess/Picken book, Chapter 1 2. <i>Outliers</i>, (Chapters 3 & 4) <p>Presentations of Assignment #1 (2), if necessary</p>
13	Nov 18	<p>Reading: <i>Outliers</i>, Chapters 5 & 6.</p> <p>Role Play Exercise – "Plastico, Inc."</p> <p>Video: The "Knowing – Doing Gap", Robert Sutton</p> <p>Presentations of Assignment #1 (2 or more, as necessary)</p>
14	Nov 25	NO CLASS—THANKSGIVING BREAK

15	Dec 2	Reading: <u>Outliers</u> , Chapters 7, 8, 9 & Epilogue Wrap-up/"So What?"/Implications for Practice Prepare 3 Discussion Questions Overall all of the Class Periods
16	Dec 9	Written Book Critique Assignments Due Weekly Journal Assignments Due Book Critique Assignment Presentations (5)
17	Dec 16	Assignment #2 – Book Critique Presentations (remaining) Video: Doug Conant (formerly CEO, Campbell Soup): The Art of Leadership: One Thought at a Time

Grading Policy

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

Participation/Contribution	20%
"That's Interesting!, Relevant and Rigorous" Assignment (Groups of 2 or 3) – Due: October 14	20%
Weekly Journal – Due: December 9	20%
Book Critique (Groups of 2 or 3) – Due: December 9	40%

Note: Oral presentations of assignments will count 20% 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 of two 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: 90% = A; 80% = B; 70% = C. There may be a small curve – based on the overall distribution of the final numerical scores.

A Note on Participation and Contribution

Attendance is required at all class sessions. That being said, the instructor recognizes that, at times, professional and personal emergencies may arise which may prevent one from attending class. The instructor requests that you contact him in advance if you must miss a class. **No "no-shows" please. And, please do not, as a professional courtesy, leave at "halftime".**

Everyone is expected to be thoroughly prepared, intellectually engaged, and contribute substantially to class discussions. Maintain a critical mindset. Since there are no examinations and the course has more of a seminar format (instead of lecture), "participation and contribution" is a meaningful portion of the total course grade – 25%. Given that the instructor cannot, as a practical matter, recall and evaluate every contribution in class, students must recognize that a certain amount of "impression management" is inevitable. Typically, there is a rather wide range in "participation/contribution" grades. There will also be adjustments to the grade for one's attendance and promptness.

To help the instructor learn each student's name and grade "participation and contribution" as fairly as possible, you will prepare a "nameplate" at the beginning of the course and the instructor will distribute it at the beginning of each class and collect it at the end of each class.

Let's all be intrinsically motivated to contribute and learn from each other! Everyone should strive to get off to a "fast start" by being enthusiastically and actively engaged.

****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.

Everybody pull their fair share and let's minimize hard feelings and surprises!

ALL PEER RATINGS (THE TWO GROUP ASSIGNMENTS) WILL TAKE PLACE DURING THE LAST CLASS PERIOD. If you must miss the last class, be sure to email me your peer ratings prior to the last class. Late peer ratings will not be accepted.

Course & Instructor Policies

(make-up exams, extra credit, late work, special assignments, class attendance, classroom citizenship, etc.)

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.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

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 corresponding 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 first to 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 of 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 enrolled 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)

These descriptions and timelines are subject to change at the discretion of the Professor.

BPS 6332 – STRATEGIC LEADERSHIP (PRESENTATION DATE: _____)
“That’s Interesting, Relevant, and Rigorous” Group Assignment

Please give a complete citation for your article: _____

(Last, First, MI.)

Start: _____ End: _____, _____ Minutes

Length to be 10 to 12 minutes
 (plus 10 minutes for class discussion)

RATINGS/WEIGHT:

CRITERIA

_____/25

1. **Interestingness (Davis, 1971)**—Deny the Reader’s
 Assumption Base?

_____/25

2. **Relevance** (Implications for Practice?)

_____/25

3. **Rigor** (Insight and Synthesis of Ideas?)

_____/25

5. **Mechanics and Organization**

_____/20

6. **Presentation**

_____/120

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

COMMENTS:

_____/100

BPS 6332 – STRATEGIC LEADERSHIP
Book Critique Group Assignment
PRESENTATION DATE: _____

1st Choice _____
2nd Choice _____
3rd Choice _____

(Last, First, MI.)
Oral: YES NO

Start: _____ End: _____, _____ Minutes
(Length to be 15 to 20 minutes
plus 10 to 15 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