

Course Syllabus

Course Information

BPS 6332-501

STRATEGIC LEADERSHIP

Fall 2006

Classroom: SOM 2.801

Professor Contact Information

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

Office Hours: Thursday 2:30-3:45 PM and after class

Wednesday 3-6:45 PM

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

None

Course Description

“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)

“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)

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, Lou Gerstner's role in IBM's turnarounds, and the leadership role played by professional athletic coaches and managers. 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:

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, and networking and careers. 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., *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

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.

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 **required**. 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.

Please also 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 your questions will help to determine your participation grade. This should serve to enhance the diversity of perspectives.

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.

THE TWO ASSIGNMENTS: OVERVIEW

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) Paper** and the second assignment, “Book Critique” (or “Term Topic Paper”) will be completed in groups of two. 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.”

As a reward/inducement for improvement from the first to the second assignment, the instructor will average your individual grades on the two 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) Paper (Groups of Two)

The objective of this assignment is to question our assumption bases about leadership. Drawing on the Davis (1971) article, each group is to peruse issues of *Fast Company*, *Fortune*, *Forbes*, etc., and select two articles that were particularly insightful in questioning your assumption base(s) about leadership. The written paper is to draw on all four stages of the Kolb Model (although you are encouraged not to address all four stages strictly in sequence). That is, (1) briefly summarize the key points of the article, (2) what are the strengths/weaknesses of the article? (3) how are the concepts in other articles that you reviewed consistent or inconsistent with the assumption base(s) of the assigned article?, and (4) what did you learn/how would you apply it in an organizational setting? Be sure to integrate readings both from the course syllabus as well as additional outside sources. You must include sources from leading-edge journals such as *Harvard Business Review*, *Sloan Management Review*, *Academy of Management Executive*, and *Organizational Dynamics*, as well as well-known periodicals such as *Forbes*, *Fortune*, and *Business Week*. (As a guideline, select at least four of each of the two types of references that are not part of the assigned readings.) The written paper is to be approximately ten pages and double-spaced. The length of the oral presentation is to be fifteen to twenty minutes plus ten minutes for class discussion. Presentations will also include two discussion questions to stimulate class discussion. Do not engage the class (during the presentation) in discussion on either assignment and all group members must present.

Assignment # 2: Book Critique Assignment (Groups of Two)

Select a book from the following list (or obtain approval from the instructor for another book).

Only one individual will be able to select a given book. Notify the instructor of your choice— beginning on **August 24** on a “first come, first served” basis. All selections must be approved by **September 28**.

Do **NOT** select:

Collins, J.C. and Porras, J.L. 1994. *Built to Last – Successful Habits of Visionary Companies*. New York: Harper Business.

Collins, J.C. 2001. *Good to Great*. New York: Harper Business.

Note: The following books are only “representative”— it is suggested that you spend some time perusing books at a bookstore with a good selection. Avoid “self-help books,” and do not select or cite textbooks in your paper.

Amernic, J. & Craig, R. 2006. *CEO Speak*. Montreal: MQUP.

Auletta, Ken. 1986. *Power, Greed and Glory on Wall Street: The Fall of the House of Lehman*. New York: Warner, Books.

Axelrod, A. 2006. *Eisenhower on Leadership*. San Francisco: Jossey Bass.

Bennis, W. & Townsend. 1995. *Reinventing Leadership*. New York: Morrow.

- Bethune, G. 1998. *From Worst to First*. New York: Wiley.
- Block, P. 1993. *Stewardship: Choosing Service Over Self-Interest*. San Francisco: Berrett-Koehler Publishers.
- Caro, R.A. 2002. *Master of the Senate: The Years of Lyndon Johnson*. New York: A.A. Knopf.
- Cauley, L. 2005. *End of the Line: The Rise and Fall of AT&T*. New York: Free Press.
- Champy, J. & Nohria, N. 1999. *The Arc of Ambition*. MA: Perseus Books.
- Charan, R. et.al. 2001 *The Leadership Pipeline*. Hoboken, N.J. Jossey Bass.
- Christensen, C.M. 2000. *The Innovator's Dilemma*. New York: Harper Business.
- Cruikshank, J.L. 2006. *The Apple Way*. New York: McGraw Hill.
- Finkelstein, S. 2003. *Why Smart Executives Fail*. London: Portfolio.
- Fox, L. 2003. *Enron: The Rise and Fall*. Hoboken, New Jersey: Wiley.
- Gardner, J. 1993. *On Leadership*. New York: Free Press.
- Glaser, J.E. 2006. *The DNA of Leadership*. Avon, MA: Platinum Press.
- Hamel, G. 2000. *Leading the Revolution*. Boston: Harvard Business School Press.
- Handy, C. 1995. *Gods of Management*. New York: Oxford Press.
- Handy, C. 1998. *Beyond Certainty*. Boston, MA: Harvard Business School Press.
- Heifetz, R.A. 1994. *Leadership Without Easy Answers*. Cambridge, MA: Harvard University Press.
- Heifetz, R.A. & Linsky, M. 2002. *Leadership on the Line*. Boston: Harvard Business School Press.
- Kotter, J.P. 1997. *Matsushita Leadership*. New York: Free Press.
- Krames, J.A. 2005. *Jack Welch and the 4 E's of Leadership*. New York: McGraw Hill.
- Lucke, R.A. 1994. *Scuttle Your Ships Before Advancing (and Other Lessons from History on Leadership for Today's Managers)*. New York: Oxford University Press.
- Michaelson, G.A. 2001. Sun Tzu. *Sun Tzu and the Art of War*. Avon, MA: Adams Media Corporation.
- Miles, R. 1997. *Leading Corporate Transformation*. San Francisco: Jossey-Bass.
- Rehfeld, J. E. 1994. *Alchemy of a Leader*. New York: Wiley.
- Senge, P. M. 1990. *The Fifth Discipline*. New York: Currency.
- Stewart, T. 1997. *Intellectual Capital*. New York: Currency Doubleday.
- Thornberry, N. 2006. *Lead like an Entrepreneur*. New York: McGraw Hill.

Wills, G. 1994. *Certain Trumpets: The Call of Leaders*. New York: Simon & Schuster.

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 (such as *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 (such as *BusinessWeek*, *Fortune*, *Fast Company*, *Forbes, Inc.*, *New York Times*, and *Wall Street Journal*). (Be sure to use a minimum of eight 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 twenty double-spaced pages in length.

All presentations are to be 15 to 20 minutes in length plus a ten to fifteen 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 Textbooks and Materials

Readings Packet: Available at Off Campus Books (Cost at Off Campus Books: \$104.25)
581 W. Campbell Road #101, Richardson, TX 75080, 972-907-8398
and at the Bookstore on the UTD Campus.

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 17	<u>Course Overview and Key Concepts</u> Readings: <ol style="list-style-type: none">1. Davis, M. 1971. "That's Interesting!" <i>Philosophy of Social Science</i>, 1: 309-344. (One page summary only.)2. 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. <i>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 7.</i>

2	Aug 24	<p><u>Leadership: Contemporary Issues and Perspectives</u></p> <p><i>(Beginning date for selection of books for Book Critique Assignment.)</i></p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Hamel, G. & Prahalad. 1996. "Competing in the new economy: Managing Out of Bounds," <i>Strategic Management Journal</i>, 17:237-242. <u>Question:</u> What are the implications of Hamel and Prahalad's article for practicing executives, in general? For you? 2. Trevino, L.K. & Brown, M.E. 2004. Managing to be Ethical: Debunking Five Business Myths. <i>Academy of Management Executive</i>. <u>AME</u>, 18(2):69-83. (and commentary). 3. Drucker, P.F. 2006. "What executives should remember?" <u>Harvard Business Review</u>, 84(2):142-152. <u>Note:</u> 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. 4. Hill, R.P. & Stephens, D.L. 2003. The compassionate organization of the 21st century. <u>Organizational Dynamics</u>, 32(4)331-341. 5. "Leveraging Human Capital," Dess/Picken book, Chapter 1. 6. Pink, D.H. July 2003. "How to Make Your Own Luck," <i>Fast Company</i>: 78-82. (OPTIONAL) 7. Kirsner, S. May 2000. "Faster Company," <i>Fast Company</i>: 162-166, 168, 170, 172. (OPTIONAL) 8. Rubin, H. November 1999. "Only the Pronoid Survive," <i>Fast Company</i>: 330-348. (OPTIONAL) 9. Taylor, W.C. November 1999. "Inspired by Work," <i>Fast Company</i>: 200-208. (OPTIONAL) <p>Video: "Herb Speaks on Leadership" (approximately 40 minutes)</p>
3	Aug. 31	<p><u>Leadership Versus Management</u></p> <p><u>Note:</u> Select group members, "oral presenters," and dates for Assignment #1: "That's Interesting." (You can, of course, select group members and begin working on the assignment prior to this date.)</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Kets de Vries, M.F.R. 1994. "The Leadership Mystique," <i>Academy of Management Executive</i>, 8:73-92 (includes "Executive Commentary" by Doyle and Loper). 2. Aley, J. July 7, 1997. "The Heart of Silicon Valley," <i>Fortune</i>: 66-74. <u>Question:</u> What can we learn from this article about contemporary leadership? 3. Rowe, W.G. 2001. "Creating Wealth in Organizations: The Role of Strategic Leadership," <i>AME</i>, 15(1):81-94. 4. Kaplan, R.E. and Kaiser, R.B. 2003. "Developing Versatile Leadership," <i>Sloan Management Review</i>, 44(4):19-26. 5. Menkes, J. 2005. Hiring for smarts. <i>Harvard Business Review</i>, 83(11):100-109. 6. Row, H. February/March, 1998. "Is Management for Me? That is the Question," <i>Fast Company</i>: 50-51. (OPTIONAL) 7. Mitchell, R. June 1999. "How to Manage Geeks," <i>Fast Company</i>: 174-180. (OPTIONAL)

		<p>Cases:</p> <p>AMT International Industries, Inc. <u>Question:</u> What are the key leadership implications of this case?</p> <p>Video: Gary Hamel – “Creating the Future” (approximately 50 minutes)</p>
4	Sept 7	<p>Experiential Exercise – “Atkinson, Inc.”</p> <p>Guest Speaker or Video</p>
5	Sept 14	<p><u>Visionary and Transformational Leadership</u></p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Gregersen, H.B., Morrison, A.J. & Black, J.S. Fall 1998. “Developing Leaders for the Global Frontier,” <i>Sloan Management Review</i>, 40:21-32. 2. Green, Stephen, et al. 2003. “In Search of Global Leaders,” <i>Harvard Business Review</i>, 81(8):38-45. 3. Lipton, M. Summer 1996. “Demystifying the Development of an Organizational Vision,” <i>Sloan Management Review</i>, 38:83-92. 4. Bass, B. 1990. “From Transactional to Transformational Leadership: Learning to Share the Vision,” <i>Organizational Dynamics</i>, 18:19-31. 5. Meyerson, M. August/September 1997. “Everything I Thought I Knew about Leadership is Wrong,” <i>Fast Company</i>: 4-11. (OPTIONAL) <p>Cases:</p> <ol style="list-style-type: none"> 1. Craig Weatherup Transformation 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? <p>Video: M. Cranston, “Going Global: A Case Study” (46 min.)</p>
6	Sept 21	<p><u>Values and Ethical Leadership</u></p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Fulmer, R.M. 2004 “The challenge of ethical leadership.” <i>Organizational Dynamics</i>, 33(3): 307-317. 2. Paine, L.S. 1994. “Managing for Organizational Integrity,” <i>Harvard Business Review</i>, 71:106-117. 3. Goleman, D. November/December 1998. “What Makes a Leader?” <i>Harvard Business Review</i>, 76: 93-102. 4. Teitelbaum, R. July 21, 1997. “Tough Guys Finish First,” <i>Fortune</i>, 82-84. <u>Question:</u> Any ethical considerations? 5. Badaracco, J.L., Jr. March-April 1998. “The Discipline of Building Character,” <i>Harvard Business Review</i>, 76(2):114-125. 6. Mintzberg, H., et al. 2002. “Beyond Selfishness,” <i>MIT Sloan Management Review</i>, 44(1):67-74. <p>Cases:</p> <ol style="list-style-type: none"> 1. Bausch & Lomb <u>Question:</u> What is/are the underlying cause(s) of Bausch & Lomb’s ethical problems? 2. Conscience or the Competitive Edge <u>Question:</u> What should Ms. Jones do? Why?

7	Sept 28	<p>Presentations for Assignment #1</p> <p>Written Papers: Assignment #1 Due.</p> <p>Note: Depending on class size, there may be some presentations of Assignment No.1 on October 5.</p>
8	Oct 5	<p><u>Post-Heroic Leadership/Empowerment</u></p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Ghoshal, S. and Bruch, H. 2004. "Reclaim your job." <i>Harvard Business Review</i>, 82(3): 41-45. 2. Huey, J. February 21, 1994. "The New Post-Heroic Leadership," <i>Fortune</i>, 42-56. 3. Argyris, C. May/June 1998. "Empowerment: The Emperor's New Clothes," <i>Harvard Business Review</i>, 76(3):98-105. 4. Quinn, R.E. & Spreitzer, G.M. Autumn 1997. "The Road to Empowerment: Seven Questions Every Leader Should Consider," <i>Organizational Dynamics</i>, 37-50. 5. Case, J. 1997. "Opening the Books," <i>Harvard Business Review</i>, 75(2):118-127. <p>Guest Speaker: Jason Ulichnie, Brinker International</p> <p>Video: Homa Bahrami, "The Organizational World of Knowledge Workers" (50 mins)</p>
9	Oct 12	<p><u>Leadership: Careers and Networking</u></p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Arthur, M.B., Claman, P.H., and DeFillippi, R.J. 1995. "Intelligent Enterprise, Intelligent Careers," <i>Academy of Management Executive</i>, 9:7-22 (includes "Commentary" by Jerome Adams). 2. Schwartz, J.D. 2003. "Down and Out in White-Collar America," <i>Fortune</i>, June 23:78-86. 3. Pfeffer, J. & Fong, C.T. 2002. The end of business schools ? Less than meets the eye. <i>Academy of Management L & E</i>, 1(1) : 78-95. 4. Uzzi, B. & Dunlap, S. 2005. How to build your network. <i>Harvard Business Review</i>, 83(12):53-60. 5. Griffin, N.S. 2003. "Personalize Your Management Development," <i>Harvard Business Review</i>, 81(3):113-119. 6. Ready, D.A. 2004. How to grow leaders. <i>Harvard Business Review</i>, 82(12):92-100. 7. Schwartz, T. May 2000. "Life/Work," <i>Fast Company</i>, 330, 332, 334. (OPTIONAL) <p>Handouts: GE's 360-Degree Leadership Assessment Instrument, and "Networking Smart" questionnaire</p> <p>Video: Sample Oral Book Critique Presentation by Lois Nora, M.D.</p>
10	Oct 19	<p><u>Leadership: Organizational Design and Control and Leveraging Technology</u></p> <p>Instructor Presentation/Discussion</p>

11	Oct 26	<u>Leadership: Growing the Enterprise</u> Readings: <ol style="list-style-type: none"> 1. Hamel, G. and Getz, G. 2004. "Funding Growth in an Age of Austerity," <u>Harvard Business Review</u>, 82, 7/8:76-84. 2. Gulati, R. and five executives. 2004. "How CEOs manage growth agendas," <u>Harvard Business Review</u>, 82, 7/8:124-132. 3. Hemp, P. 2004 An interview with Amgen CEO Kevin Sharer. <u>Harvard Business Review</u>, 82, 7/8: 66-74. 4. Leonard, D. & Swap, W. 2004. Deep Smarts. <i>Harvard Business Review</i>, 82(9):88-97. 5. S. Sosik, J.J. <i>et.al.</i> 2005. The strategic leadership in high-tech organizations. <i>Organizational Dynamics</i>, 34(1):47-61. <p>Video: Paul Saffo, "Leadership in the Age of Creative Destruction" (50 min.)</p>
12	Nov 2	Role Play Exercise – "Plastico, Inc." Guest Speaker: Mr. Robert Bender, former VP of EDS
13	Nov 9	Assignment #2 – Book Critique Presentations
14	Nov 16	Assignment #2 – Book Critique Presentations Instructor Presentation/Guest Speaker Written Book Critique Presentations Due. Guest Speaker or Video: "Managing with Power" – Jeff Pfeffer (approximately 50 minutes) or another video.
15	Nov 23	Thanksgiving—NO CLASS
16	Nov 30	Wrap-Up/"So What?"/Implications for Leadership Practice. (Prepare 3 Discussion Questions)

Grading Policy

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

Participation/Contribution	25%
"That's Interesting!" (Davis, 1971) Assignment (Groups of Two) – Due: September 28	25%
Book Critique (Groups of Two) – Due: November 16	50%

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
“That’s Interesting” Group Assignment

 (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 are the articles 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

BPS 6332 – STRATEGIC LEADERSHIP
Book Critique Group Assignment

(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. <u>DESCRIPTION:</u> What is the book about? Author's objectives? Key points?
_____/20	2. <u>EVALUATION:</u> 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. <u>CONCEPTUAL INTEGRATION:</u> 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. <u>APPLICATION:</u> What did YOU learn? How would YOU apply it?
_____/20	5. <u>MECHANICS/ORGANIZATION:</u>
_____/20	6. <u>PRESENTATION:</u>
_____/120	_____/10 (delivery) and ____/10 (content)
_____/100	COMMENTS: