
MNO 4371/CFB 3381: LEADERSHIP AND CULTURE

Summer 2013—Taos June Term (October 08 Draft)

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Course Assignment Sources:

#1 *Made to Stick* by Chip Heath and Dan Heath

Publisher: Random House; 1st edition (January 2, 2007)

ISBN-10: 1400064287: *Made to Stick* is a *New York Times* and *Wall Street Journal* best seller on how to effectively present ideas that resonate and stick in the minds of others.

#2 *Bringing Out the Best in People, 2nd Edition* by Aubrey Daniels

Publisher: McGraw-Hill; 2nd edition (2000)

ISBN-10: 9780071351454: *Bringing Out the Best in People* is a modern classic and one of the best books available on how anyone can enhance their leadership impact by understanding the psychology of human behavior.

#3 Harvard Business Press Custom Casebook (free for the first 10 enrolled students)

#4 PDF Reading Pack (free for the first 10 enrolled students)

COURSE DESCRIPTION: The course is an in-depth study of the art and science of leadership. The specific learning objectives include:

- 1) Understand how leaders can utilize psychological and motivational theories to positively influence behavior.
- 2) Understand how successful leaders create and nurture a team environment and organizational culture to positively influence behavior.
- 3) Understand how successful leaders use powerful communication styles to positively influence behavior.
- 4) Understand how successful leaders can have a positive impact in both the corporate domain and the larger society to achieve societal goals such as sustainability, diversity, and human rights.

Course Credit Opportunities: This course is very flexible as to course credit options. It can be used for either Cox course credit or for Cultural Formations CFB course credit. The course is also eligible for credit for the major and minor for the Embry Human Rights Program.

Course Prerequisites: For Cox School of Business majors: MNO 3370: Management.

For non-Cox majors: 6 credit hours of ANY combination of social science courses from human rights, economics, sociology, psychology, anthropology, or political science; AND completion of the sophomore year.

COURSE EVALUATION

Category	Percentage Weight ¹
Participation	25
Writing Assignments	15
Exam 1	35
Exam 2	35

1 Participation: Be fully prepared to discuss the assigned cases and readings for each class session.

2 Writing Assignments:

- A. **Assignment 1:** Case 1 Write-up
- B. **Assignment 2:** Case 2 Write-up
- C. **Assignment 3:** Create a personal, leadership self-development plan based on concepts from the course. The project is due the last day of class. We will discuss this project periodically during the course.

3 Exams: There are two in-class examinations based on the readings and class sessions. The format of each exam will be essay questions based on case analysis. Each exam will be comprised of a set of several short to medium length cases with exam questions that ask you to apply course theories (models) to the cases.

Both exams will be open note and open book----Why the open format? Because, the exams are designed to assess the application of what you have learned from the readings and class sessions to actual leadership situations (rather than a focus on rote memorization and regurgitation). This open format makes for a more challenging exam, but also for a much more engaging and powerful learning experience.

What's the path to success with a case study-open book format:

- A. Read each assignment and case before class so that the topics are already familiar when we meet to discuss.
- B. As you read, make copious notes in the margins about the big picture ideas. These margin notes will provide you with convenient road-map markers for reference during the exams.
- C. After each class session, spend a few minutes reviewing your notes to do a meta-assessment of your understanding about what we discussed during class. Make notes as needed for items to discuss at the start of the next class session.
- D. Complete the Exam 1 Sample Questions for written practice and feedback.

GRADE SCALE:

93 percent +	A	80 percent +	B-	67 percent +	D+
90 percent +	A-	77 percent +	C+	63 percent +	D
87 percent +	B+	73 percent +	C	60 percent +	D-
83 percent +	B	70 percent +	C-	60 percent -	F

¹ The percentage weight table and grade scale are approximate and will be revised, if needed, to enhance the accuracy and equity of the course evaluation process.

Brief Summary of SMU Academic Policies

Professionalism: There is no long list of do and don't behaviors for this course. Rather, **all behaviors** such as classroom interactions, use of technical toys, completing course assignments, punctuality, etc., are to be guided by the highest levels of professional and ethical standards of personal conduct.

Disability Accommodations: The SMU-in-Taos campus is not staffed for assessment and documentation of disability accommodations. If you will need academic accommodations for a disability, please have all documentation completed with the SMU Disability Accommodations & Success Strategies (DASS) Office at the Dallas campus before arrival at the Taos campus. Please have the official DASS authorization letter sent to your professor by May 24, 2013 at the Dallas campus.

Religious Holy Days: If the observance of a religious holy day includes a requirement that will prevent you from attending a class session, please make an appointment to meet with your professor after the first class session on June 1 to discuss.

Honor Code: The SMU Faculty has the responsibility of encouraging and maintaining an atmosphere of academic honesty by being certain that students are aware of the value of it, that they understand the regulations defining it, and that they know the penalties for departing from it. The faculty should, as far as is reasonably possible, assist students in avoiding the temptation to violate the honor code.

Students must share the responsibility for creating and maintaining an atmosphere of academic honesty and integrity. Students should be aware that personal experience in completing assigned work is essential to learning. Permitting others to prepare their work, using published or unpublished summaries as a substitute for studying required materials, or giving or receiving unauthorized assistance in the preparation of work to be submitted are directly contrary to the honest process of learning. Students who are aware that others in a course are cheating or otherwise acting dishonestly have the responsibility to inform the professor and/or bring an allegation to the SMU Honor Council.

If you are uncertain if a behavior is a violation of the SMU Honor Code, you have an obligation to contact your course professor for clarification.

MNO 4371/CFB 3381: Leadership and Culture Assignment Schedule

Session #	Topics and Assignments (October 8, 2012 Draft)
#1 June 5 (Wednesday)	<p>Topic: Introduction to Leadership and Culture Read: <i>Made to Stick</i> book: Pages 3-62 Read: <i>Bringing Out the Best</i> book: <i>Part 1 on the Perils of Traditional Management</i>: (Pages 3-21)</p> <p>Case: PDF Pack #1: <i>The Section Just Took Over</i>: (Pages 1-2) Case preparation questions:</p> <ol style="list-style-type: none"> 1) Was this a good class session? Why? 2) Why did the class session end up turning out this way? 3) Would you have done anything differently as a professor or student?
#2 June 6 (Thursday)	<p>Topic: Behavioral Science Read: <i>Bringing Out the Best</i> book: <i>Part 2 on Positive Reinforcement</i> (Pages 25-78)</p>
#3 June 7 (Friday)	<p>Topic: Social Cognitive Theory Read: PDF Pack #2: Social Cognitive Packet (3 short articles for 15 pages)</p>
#4 June 10 (Monday)	<p>Case: Harvard Pack #8: Helen Ramsay: A Mediation Attempt (7 pages)</p> <ol style="list-style-type: none"> 1) Before the mediation attempt, who is the most at fault for the relationship meltdown—Brian or Steve? Why? 2) Think through the sequence of events and develop a diagram model to explain how the relationship of Brian and Steve, evolved over time to such a complete meltdown. Start the model with Steve's initial hiring by Brian (do not include the mediation process). 3) How could the relationship meltdown have been prevented? 4) A) Why did the mediation process fail? B) What should have happened instead for a more productive mediation process? 5) Reflection: What personal insights have you learned from the Helen Ramsay case?
#5 June 11 (Tuesday)	<p>Topic: Motivation Part 1 Read: PDF Pack #3: Process Theories of Motivation (11 pages). Read: Harvard Custom #9: Power is the Great Motivator (10 pages)</p>

<p>#6 June 12 (Wednesday)</p>	<p>Topic: Motivation Part 2 Read: PDF Pack #4: Practical Applications of Goal-Setting Theory (20 pages) Read: <i>Bringing Out the Best</i> book: Chapter 14 on Goal Setting, (pages 119-126)</p> <p>Case: PDF Pack #5: <i>Screw Machine Mutiny Case</i> (5 pages)</p> <ol style="list-style-type: none"> The Plan: A) Briefly summarize (describe) the major aspects of the new Tech Plan. B) Did Mike and Marco use an effective process to develop the new Tech Plan? Why? C) How sound is the Tech Plan as a course of action to completely implement now for Trail Manufacturing? Why? The Revolt. Why are Sandy and his gang revolting? Develop your answer based on insights from the assigned readings on A) self-efficacy, B) growth mindset, C) behavioral science, D) expectancy theory, E) procedural justice, and F) goal setting----Note, for procedural justice, you'll need to speculate about the likely potential justice violations because the case details don't provide direct evidence of the problem. The Decision: What should Mike Trail do next? Think carefully about what needs to happen to solve any problems that you identified above.
<p>#6 June 13 (Thursday)</p>	<p>Integration and Review for Exam 1 Written Assignment 1 <u>Due</u>: Answer PDF Pack 6 Sample Questions</p> <p>Case: Harvard Custom #10 and 11: <i>Jensen Shoes Case</i> (15 total pages)</p> <ol style="list-style-type: none"> After reading the Jane Kravitz Story first, and then the Lyndon Twitchell Story, what insights did you gain by reading the two stories in this order? Were there any surprises about your changes in thinking? Use the Pygmalion theory to explain Chuck Taylor's management of Lyndon. Apply goal setting theory and expectancy theory to explain the performance of Lyndon on the two ethnic strategic objectives assigned by Jane. What could Jane and Lyndon have each done differently for a more productive working relationship? Your answer to this question should focus on the mistakes each party made and the alternative paths each could have taken. What have you learned from this case?
<p>#7 June 14 (Friday)</p>	<p>Exam 1 in Class (2.5 hour time allocated for completion)</p>

#8 June 15 (Saturday)	Field Trip: Taos Pueblo and Human Rights in the Southwest Read: PDF Pack #13: <i>The Battle for Blue Lake Reading</i>
## June 17 (Monday)	No class in exchange for June 15 Topic: Leader Communications Part 1 Read: <i>Made to Stick book</i>: Pages 63-129
#9 June 18 (Tuesday)	Exam 1 Return Topic: Leader Communications Part 2 Read: <i>Made to Stick book</i>: Pages 130-203
#10 June 19 (Wednesday)	Topic: Leader Communications Part 3 Read: <i>Made to Stick book</i>: Pages 204-265 Written Assignment #2 Case: PDF Pack #7: The Five Biggest Lies in the Health Care Debate Case <ol style="list-style-type: none"> 1) For opponents of health care reform, how have they made their ideas sticky? 2) If you were in the shoes of the US president, how could you have made your ideas and the case for health care reform stick better?
#11 June 20 (Thursday)	Topic: Culture Read: Harvard Custom #12 What Is an Organization's Culture? (8 pages) Read: Harvard Custom #13 Leading by Leveraging Culture (13 pages)

<p>#12 June 21 (Friday)</p>	<p>Topic: Zappos.Com Case Case: Harvard Pack #14: Zappos.com 2009: Clothing, Customer Service, and Company Culture (Note: In class, we will <u>not</u> focus on the financial statements provided on pages 14-17)</p> <p>Case: PDF Pack # 8: Zappos PDF Update Packet (12 pages) Discussion Questions:</p> <ol style="list-style-type: none"> 1. What is the strategic business model and market positioning of Zappos? For this question, think of 2-3 big picture concepts, rather than the more concrete people management factors such hiring, customer service call time flexibility, and leadership style or concrete operational processes such as the carousel system, Kiva software, and shipping policies. These concrete examples help Zappos execute its strategy, but they are not <u>the</u> strategy. 2. Why and how is Zappos so successful with their strategy? To develop a strong answer for this question, explain how Zappos executes its strategy by identifying the major factors and related concrete details for each factor. 3. The <i>Zappos' Ten Core Values</i> are listed in the case? What 4-5 basic assumptions, (especially of Tony Hsieh) seem to underpin why these ten cultural values are considered so important at Zappos? 4. For the <i>Zappos' Ten Core Values</i>, let's focus on #3 and #10 for class discussion. Use the case and PDF update to identify the cultural artifacts that seem to indicate that these espoused values are also the enacted values. 5. How does Zappos "foster" its cultural values? Think about the "leadership tools" from the "Leveraging Culture" article that are used at Zappos and identify the concrete examples of the use of each tool. 6. On average, various studies have found failure rates of 70% plus for mergers and acquisitions as to delivering shareholder value. Given the culture and strategy of Zappos, was the Zappos-Amazon merger a wise move by Hsieh? Why?
<p>#13 June 24 (Monday)</p>	<p>Topic: Teams and Meetings Read: Harvard Custom #15: Managing Your Team (22 pages) Read: <i>Best in People</i> book: Chapter 16 on Teams and Empowerment (pages 134-141) Read: Harvard Custom #17: <i>Is Your Company As Dull and Unproductive As Its Meetings?</i> (3 pages)</p>
<p>#16 June 25 (Tuesday)</p>	<p>Topic: Leadership Part 1 Read: PDF Pack #9: <i>Leadership in Organizational Settings</i> (22 pages)</p>
<p>#17 June 26 (Wednesday)</p>	<p>Topic: Leadership Part 2 Read: PDF Pack #10: <i>The Leadership Challenge</i>: (40 pages)</p>

<p>#18 June 27 (Thursday)</p>	<p>Topic: Leadership Part 3, Integration, and Discussion for Exam 2 Read: PDF Pack #16: A Great Boss is confident, But Case: PDF Pack #11: <i>How Al Dunlap Self-Destructed & Memo to Al Dunlap</i> Case: PDF Pack #12: <i>IBM's Sam Palmisano Pack (12 pages)</i></p> <ol style="list-style-type: none"> 1. Use the Seven Leader Competencies Model in the PDF Pack #9 chapter to describe the leadership of Al Dunlap and Sam Palmisano 2. Use the four elements of the transformational leadership model in the PDF Pack 9 to describe the leadership of Al Dunlap and Sam Palmisano. This answer should be framed from the perspective of how effective (or ineffective) Al Dunlap and Sam Palmisano are in using the four transformational leader behavior elements to energize and direct employees to improve employee and organizational performance. For Al Dunlap, your focus should NOT be about whether he was a transformational leader with the Sunbeam Board 3. Al Dunlap developed a reputation as a successful turnaround executive. How would House's Path-Goal Theory and Fiedler's Contingency Model explain why Al Dunlap's apparent success strongly diminished at Sunbeam over time? The answer to this question should focus on "big picture" insights rather than a detailed application of each complete theory to Dunlap. 4. Would you prefer to work for Sam Palmisano or Al Dunlap? Why? 5. Comparing Sam Palmisano to Al Dunlap, what insights have you gained about leadership?
<p>#17 June 28 (Friday)</p>	<p>Written Assignment #3 Prep Time</p>
<p>#19 July 1 (Monday)</p>	<p>Due: Written Assignment #3 Discussion: Exam II</p>
<p>#20 July 2 (Tuesday)</p>	<p>Exam 2 in Class (2.5 hour time allocated for completion)</p>