MGT 164
BUSINESS AND ORGANIZATIONAL LEADERSHIP

PROFESSOR: MARY A. MCKAY

TERM: SPRING 2021
STUDENT CLASS: Undergraduate, Upper Division Standing
DELIVERY PLATFORM: Live lectures via ZOOM
SYNCHRONOUS LECTURES (Pacific Standard Time):

MGT 164 A: Tuesdays and Thursdays 9:30am to 10:50am
MGT 164 B: Tuesdays and Thursdays 11:00am to 12:20pm

COMMUNICATION

Class email for 164 A: radymgt164a@gmail.com
Class email for 164 B: radymgt164b@gmail.com

PROFESSOR OFFICE HOURS: Tuesdays and Thursdays 1:30 to 2:00 pm and by appointment. Please see *Canvas>Homepage* for Zoom links

TA OFFICE HOURS: the TA Team will introduce themselves on *Canvas>Announcements*. Find Zoom links to OHs on *Canvas>Homepage*

TA EMAIL: Always use class email accounts above

BACKUP EMAIL IF THERE IS ANY DIFFICULTY SUBMITTING WRITTEN ASSIGNMENTS VIA CANVAS (on time)
mckaybackupsubmissions@gmail.com This is a backup system for use when Canvas is not functioning properly and a student is worried about a paper getting lost or marked late. Use this email before the deadline when you need to confirm on-time submission. We will check this account ONLY when requested, as it is truly a backup system. Late submissions using the backup system are still considered late and will not be graded.

ACADEMIC ADVISORS FOR RADY UNDERGRADUATE PROGRAMS: Use the Virtual Advising Center for all inquires

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IMPORTANT: Each quarter through COVID requires extra patience (and a sense of humor) to survive and thrive in our new environment. Yes, we are all growing in experience, but chances are we will all make a mistake or two. I will rely on students to bring their energy and interest to our learning community. I will also protect students as best I can in the case of faculty/TA/system errors.

DESCRIPTION

To be successful in today's complex and changing business environment, students need a broad understanding of organizations and the challenges and opportunities facing today's leaders and managers. *Business and Organizational Leadership* combines both theoretical and practical approaches to understanding organizations and

is designed to prepare students for effectiveness in future career positions. Students will work independently, in pairs and in small groups with a focus on critical reading, thinking, writing, and discussion.

Business and Organizational Leadership examines key themes in the study of leadership in a modern organization. Some themes focus on organizational concepts such as strategy, power and politics, culture, and change. Others focus on leadership development: emotional, social, and cultural intelligence; networks, authenticity and influence. The course will provide grounding in important concepts and connections to relevant and practical challenges facing today's leaders. Course readings have been selected to introduce a topic, to provide a personal perspective, to teach a skill, or to examine a problem or event in detail, but always to inspire in-depth thinking and future behavior.

OBJECTIVES

- To identify and understand concepts from the study of organizational theory and organizational behavior that are foundational to the study of business and organizational leadership
- To explore the leadership literature
- To understand the relationship between organizational strategy and people; and the communication skills and tools, including networks, used by leaders to impact individual and collective effectiveness
- To identify and interpret sources and uses of power as a means to influence others
- To understand organizational culture as a tool of great leaders
- To examine change leadership as an essential function of a modern leader
- To compare and contrast multiple perspectives on leadership and the role of the leader in today's organizations
- To explore course readings through a Blog/written assignment
- To grow in personal awareness, critical thinking and writing skills, and cooperative work behaviors
- To develop skills for remote education, teamwork and learning

> **WEEK AT A GLANCE ANNOUNCEMENTS: Students will receive a weekly announcement on Friday mornings with information describing the coming calendar week in detail. Topics will include readings, requirements, deadlines, etc. These weekly announcements go a long way toward building student confidence about how to be successful in MGT 164. Read them carefully.**

MGT 164 COURSE READER

**You will find all the information you need for purchasing your reader on *Canvas>Announcements*. Please read the announcement carefully as there are options. Look for information about RedShelf AND the Cognella e-reader (each has advantages).

Note: UCSD faculty are required to follow copyright laws, and so with the help of a publishing company (Cognella), we compile copyrighted materials in a convenient form for student use. **The Course Reader for MGT 164 contains required readings, and student success depends on completion of the readings on a weekly basis.** If you choose to order a reader, your dollars (or Financial Aid) will go to the copyright holders (e.g., Harvard Business School Publishing, MIT Sloan Publishing, etc.), RedShelf, and Cognella (a private entity founded by a UCSD alum in 1992).

CANVAS

I rely on the course website to communicate with students, so plan to check it daily. I use the announcement function regularly, especially in the last few days/weeks of the quarter, and **hold students responsible to stay up to date with all information**. If you are not receiving any announcements during the first week, there may be a problem with your email. Normally this issue can be corrected by adjusting your notification settings on Canvas.

SCHEDULE (subject to change at the discretion of the instructor)

CLASSES/WEEKS 1-10 TUESDAY/THURSDAY	TOPICS AND ACTIVITIES	READINGS AND OTHER IMPORTANT DUE DATES
Week 1 **March 30 and April 1**	Syllabus, course requirements, OHs, etc. **Introduction to Leadership and Organizations**	Readings 1-2* *See *Required Readings* at the end of the syllabus COURSE QUIZ released after class on March 30 at 2:00 pm and **DUE** April 12th BEFORE 11:59 pm. See *Canvas>Assignments*
Week 2 **April 6 and 8**	**Multiple Intelligence: Communication and Global Mindset**	Readings 3-5* **PREPARATION FOR LECTURE:** Complete the short assessment on Goleman's Leadership Styles (find link in Week 2 Module). Plan to discuss.
Week 3 **April 13 and 15**	**Power and Leadership**	Readings 6-8*
Week 4 **April 20 and 22**	**Influence for 360 Degree Effectiveness**	Readings 9-11*

Week 5 **April 27 (lecture)** **April 29 (EXAM)** ▪ **Availability window and other details TBA**	**Networks** **80-minute lecture** **MIDTERM EXAM** Exam covers Weeks 1-5	Readings 12-13* These readings are covered on the midterm. See *Canvas>Announcements* for additional information closer to the exam date
Week 6 **May 4 and 6**	**The Toughest Decisions at Work**	Readings 14-16*
Week 7 **May 11 and 13**	**Culture as a Tool of Leadership**	Readings 17-20*
Week 8 **May 18 and 20**	**Motivating and Leading Change**	Readings 21-24*
Week 9 **May 25 and 27**	**Authentic Leadership: Domestic and Global**	Readings 25-27*
Week 10 **June 1 and 3**	**Solitude, Humility and Hope**	Readings 28-30*
FINAL EXAM **MGT 164A** **Tuesday, June 8** ▪ **Availability window and other details TBA** **MGT 164B** **Tuesday, June 8** ▪ **Availability window and other details TBA**	**Exam covers Weeks 6-10**	Find details closer to exam date *Canvas>Announcements*

DUE DATES FOR LEADERSHIP BLOG
(Blogs are always due BEFORE 11:59pm the night before the lecture on the same topic • Lowest grade dropped)

	DUE DATE	WHICH READINGS SHOULD BE DISCUSSED?
Week 2 Blog	Monday, April 5	Week 2 readings on Multiple Intelligence
Week 3 Blog	Monday, April 12	Week 3 readings on Power
Week 4 Blog	Monday, April 19	Week 4 readings on Influence

••••••••••••••••NO BLOG DUE FOR WEEK 5 READINGS••••••••••••••••

Week 6 Blog	Monday, May 3	Week 6 readings on Toughest Decisions at Work
Week 7 Blog	Monday, May 10	Week 7 readings on Culture
Week 8 Blog	Monday, May 17	Week 8 readings on Change
Week 9 Blog	Monday, May 24	Week 9 readings on Authentic Leadership
Week 10 Blog	Monday, May 31	Week 10 readings on Solitude, Humility and Hope

TRANSFER THESE DATES TO YOUR PERSONAL CALENDER!

HOW THIS COURSE WORKS

This course has always been interactive and will continue to be even as a remote experience. MGT 164 combines lecture, small group discussion, and full-class discussion to facilitate learning. It's essential that reading is completed *before* each week of lecture because your preparation is an important part of the learning experience. Please be prepared to share your insight, curiosity, and critique. Be brave and speak up! Your peers and I want to hear from you.

WEEKLY PREPARATION: All readings for the upcoming week must be completed before Monday submissions of the Leadership Blog. Most students will complete the upcoming week of reading over the weekend, leaving time to draft and finalize their leadership blog before the due date on Mondays BEFORE 11:59pm. Keeping up with this schedule means that everyone arrives to lecture on Tuesday fully prepared to engage.

ENGAGEMENT/PARTICIPATION FOR SYNCHRONOUS STUDENTS: Students who declare in the Time Zone Survey that they are participating synchronously for the quarter are expected to attend class twice a week for the full lecture. As well, they are expected to contribute <u>actively</u> in breakout rooms, full class discussions, and via chat, in order to earn Engagement/Participation (E/P) Credit. We will use Zoom usage reports for this data. No submissions are required. The lowest grade is dropped. *Look for the Time Zone Survey to be sent via email sometime over the weekend before the quarter begins.

ENGAGEMENT/PARTICIPATION FOR ASYNCHRONOUS STUDENTS: Students who declare in the Time Zone Survey that they are participating asynchronously for the quarter are expected to view recorded lecture during the same week it is offered. Asynchronous students will earn Engagement/Participation (E/P) credit by submitting notes after viewing recorded lecture and responding to all discussion questions. Discussion notes are due each Sunday BEFORE 11:59pm (see *Canvas>Assignments* for additional information). The lowest grade is dropped. *Look for the Time Zone Survey to be sent via email sometime over the weekend before the quarter begins.

All class sessions will be recorded in Zoom and made available on *Canvas>Media Gallery* for asynchronous viewing. This is designed for students disadvantaged by time zone or unable to attend synchronous class meetings in a given week due to unforeseen circumstances. Although most students will earn E/P credit consistently as synchronous OR asynchronous, it is possible to move between the two in order to avoid missing any points (e.g., if a student who typically participates synchronously has a job interview during scheduled class time, the student may view the recorded lecture and submit notes for credit).

OPTIONAL DISCUSSION FOR ASYNCHRONOUS STUDENTS: Asynchronous students miss out on class discussions, but are invited to an occasional discussion gathering facilitated by a TA, Professor McKay, or both. This will take place in Zoom (see *Canvas>Homepage* for the link). Join us for an informal conversation covering highlights of the in-lecture discussion questions. See future announcements for dates.

EXAMS AND OTHER DUE DATES: All due dates are firm and communicated as early as possible. When, due to the most extenuating circumstances, there is cause for a make-up opportunity or late submission, students must have advance approval from the instructor plus approved documentation. Medical emergencies are handled on an individual basis.

- **Late submittals of written work are NOT graded** except under the most extenuating circumstances (e.g., serious medical issues)
- The **Exam** dates are firm, but to accommodate all students, the exam will be made available for multiple hours. Each student will have a limited amount of time to complete the exam once opened. Details will be made available closer to exam dates on *Canvas>Announcements*.

SPECIAL NOTE FOR LATE ENROLLMENT STUDENTS: Students who enroll after the first class meeting may use the Late Submission link for the Week 2 Blog.

PASS/NO PASS STUDENTS

If you are eligible and have chosen pass/no pass, it is important to approach the course requirements with a thoughtful strategy. My goal is for you to learn the course content in a meaningful way and to be a productive member of this learning community. I hope your goal is the same. You will need a 69.5% to pass.

GRADING

Assignments	Percentage
Midterm Exam (I) – online exam	**25%**
Blogs (I) 8 Submissions – See *Canvas>Modules>Leadership Blog* (prompt, format, etc.)	**30%**
Final Exam (I) – online exam	**30%**
Student Engagement/Participation: (I) Asynchronous OR Synchronous E/P Credit 12% (I) Behavioral Lab 2% (I – See *Canvas>Announcements* for Lab information) Course Quiz 1% (I – See *Canvas>Assignments* for Course Quiz)	**15%**
Total	**100%**

KEY:
I – Independent, individual work only. No collaboration or consultation allowed. If you need a second pair of eyes on your work as you edit, or if you need greater assistance with your writing, please inquire at the Writing Hub on campus (https://writinghub.ucsd.edu/what-we-do/remote-services.html). Other forms of assistance may be a violation of the UCSD policy on Academic Integrity.
G – Students may work together in groups and turn in one project or assignment for the entire group.
C – Collaboration with classmates is allowed. However, each student must submit for an individual grade.

GRADE SCALE FROM CANVAS

Between 97 and 100 = A+
Between 94 and less than 97 = A
Between 90 and less than 94 = A-
Between 87 and less than 90 = B+
Between 84 and less than 87 = B
Between 80 and less than 84 = B-
Between 77 and less than 80 = C+
Between 74 and less than 77 = C

Between 70 and less than 74 = C-
Between 67 and less than 70 = D+
Between 64 and less than 67 = D
Between 60 and less than 64 = D-
Less than 60 = F

Pass/No Pass students must earn a 69.5 in order to receive a Pass

**Notes:
1. **Deadlines are firm. We grade what is submitted on time. Your lowest Blog grade will be dropped and your lowest E/P Credit grade will be dropped.**
2. **Raw scores and percentages are released through Canvas Grades in a timely manner. We release grade columns when all papers are graded. If a column is released and you do not show a grade, either we do**

not have a record of your work or there is a problem with your work. Please contact your TA via the class email account.

3. **Grading and/or recording errors must be reported via the class email account within 7 days of appearing on Canvas Grades.**
4. **Your final course grade is rounded up (e.g., 89.49 receives a B+ and 89.5 receives an A-)**
5. **If a curve is required, it will be applied after the final exam on the cumulative percentage for the quarter. I have rarely used a curve, so please do not anticipate this happening.**
6. **The grade scale is firm and there is no opportunity for extra credit or grade negotiation.**

ACADEMIC INTEGRITY

As members of the Rady School, we pledge ourselves to uphold the highest ethical standards. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. Please read carefully the announcement about Turnitin and see me if you have any questions or concerns. We are here to help.

Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result sanctions. Sanctions can include an F in this class and suspension or dismissal from the University. So, think carefully before you act by asking yourself: a) is what I'm about to do or submit for credit an honest, fair, respectful, responsible & trustworthy representation of my knowledge and abilities at this time and, b) would my instructor approve of my action? You are ultimately the only person responsible for your behavior. So, if you are unsure, don't ask a friend—ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at academicintegrity.ucsd.edu" *(Source: Academic Integrity Office, 2018)*

STUDENTS WITH DISABILITIES

A student who has a disability or special need and requires an accommodation in order to have equal access to the classroom must register with the Office for Students with Disabilities (OSD). The OSD will determine what accommodations may be made and provide the necessary documentation to present to the professor. **Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (https://osd.ucsd.edu/). Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department in advance of any exams or assignments. No accommodations can be implemented retroactively.** Please visit the OSD website for further information or contact the Office for Students with Disabilities at (858) 534-4382 or http://disabilities.ucsd.edu/about/index.html.

NONDISCRIMINATION POLICY STATEMENT

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy,[1] physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services.[2] The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities. (http://ophd.ucsd.edu/policies-procedures/nps_student.html)

REQUIRED READING

All bolded items are in the reader. Others can be found via links embedded here and via Canvas (see modules by WEEK or Course Reserves if indicated). New readings for 2020-21 are boxed and shaded. All readings are REQUIRED.

WEEK 1: INTRODUCTION TO LEADERSHIP AND ORGANIZATIONS

1. Joan V. Gallos, "Making Sense of Organizations: Leadership, Frames and Everyday Theories of the Situation," Joan Gallos, Editor, *Business Leadership* (2e), Jossey-Bass, 2008. Pp. 161-179. **(Canvas>Modules>Week 1)**

2. **John P. Kotter, "What Leaders Really Do,"** *Harvard Business Review*, **no. RO111F, December 2001. (also available in Canvas>Course Reserves)**

WEEK 2: MULTIPLE INTELLIGENCE: COMMUNICATION AND GLOBAL MINDSET

3. HBR Editors (2004, January). "Leading by Feel" https://hbr.org/2004/01/leading-by-feel . **(Canvas>Modules>Week 2)**

4. **Daniel Goleman, "Leadership That Gets Results," Harvard Business Publishing Product # R00204-PDF-ENG, March 2000. (also available in Canvas>Course Reserves)**

5. **Mansour Javidan and David Bowen, "The Global Mindset: A New Source of Competitive Advantage," Harvard Business Publishing Product #ROT265-PDF-ENG. May 2015. (also available in Canvas>Course Reserves)**

WEEK 3: POWER AND LEADERSHIP

6. Lee G. Bolman and Terrence E. Deal, "Power, Conflict and Coalition" Reframing Organizations: Artistry, Choice and Leadership (6e), Jossey-Bass, 2018. (1 chapter). **(Canvas> Course Reserves)**

7. **Elizabeth Long Lingo and Kathleen L. McGinn, "A New Prescription for Power: Spend Less Time Exerting Control and More Time Mobilizing Energy and Commitment," Harvard Business Publishing # R2004D-PDF-ENG. July-August 2020. (also available in Canvas>Course Reserves)**

8. **David C. McClelland and David H. Burnham, "Power is the Great Motivator," Harvard Business Publishing Product # R0301J-PDF-ENG. January 2003. (also available in Canvas>Course Reserves)**

WEEK 4: INFLUENCE FOR 360 DEGREE EFFECTIVENESS

9. **Robert B. Cialdini, "Harnessing the Science of Persuasion," Harvard Business Publishing # R0109D-PDF-ENG. October 2001. (also available in Canvas>Course Reserves)**

10. **Amy J.C. Cuddy, Matthew Kohut and John Neffinger, "Connect, Then Lead," Harvard Business Publishing Product # R1307C-PDF-ENG. July 2013. (also available in Canvas>Course Reserves)**

11. **Erin Meyer, "Being the Boss in Brussels, Boston and Beijing," Harvard Business Publishing Product # R1704D-PDF-ENG. July-August 2017. (also available in Canvas>Course Reserves)**

WEEK 5: NETWORKS + MIDTERM

12. **Rob Cross and Robert Thomas, "A Smarter Way to Network,"** *Harvard Business Review***, no. R1107P. July-August 2011. (also available in Canvas>Course Reserves)**

13. Tanya Menon, Leigh Thompson, and Edward "Ned" Smith, "Research: How Socioeconomic Status Impacts the Way We Network," June 2020. https://hbr.org/2020/06/research-how-socioeconomic-status-impacts-the-way-we-network **(also available in Canvas>Course Reserves)**

WEEK 6: THE TOUGHEST DECISIONS AT WORK

14. **A. Campbell, J. Whitehead, and S. Finkelstein, "Why Good Leaders Make Bad Decisions," Harvard Business Publishing Product # R0902D-PDF-ENG. February 2009. (also available in Canvas>Course Reserves)**

15. **Max Bazerman, "A New Model for Ethical Leadership," Harvard Business Publishing Product # R2005G-PDF-ENG. September-October 2020. (also available in Canvas>Course Reserves)**

16. **Joseph Badaracco, "A Space of Quiet: Create Moments of Serenity in Order to See Management Dilemmas Clearly." Harvard Business Press Chapters Product # 3059BC-PDF-ENG. August 1997.**

WEEK 7: CULTURE AS A TOOL OF LEADERSHIP

17. **Clayton M. Christensen and Kirsten Shu, "What is an Organization's Culture?" Harvard Business Press # 399104-PDF-ENG. August 2006.**

18. **Holly Shroth, "It's Not About Winning, It's About Getting Better," California Management Review # CMR491-PDF-ENG. August 2011.**

19. **Noah Askin and Gianpiero Petriglieri, "Tony Hsieh at Zappos: Structure, Culture and Change,"** *Harvard Business Review* **no. IN1249-PDF-ENG. August 2016.**

20. Uri Friedman, "New Zealand's Prime Minister May Be the Most Effective on the Planet," *The Atlantic*. April 2020. https://www.theatlantic.com/politics/archive/2020/04/jacinda-ardern-new-zealand-leadership-coronavirus/610237/ . **(link:** *Canvas>Modules>Week 7***)**

WEEK 8: MOTIVATING AND LEADING CHANGE

21. **John P. Kotter, "Accelerate," Harvard Business Publishing Product # R1211B-PDF-ENG. November 2012. (also available in Canvas>Course Reserves)**

22. Chip Heath and Dan Heath, "Introduction," *Switch*. New York: Random House, 2010. **(***Canvas>Modules>Week 8***)**

23. **Theresa M. Amabile and Steven J. Kramer, "The Power of Small Wins," Harvard Business Publishing Product # R1105C-PDF-ENG. May 2011. (also available in Canvas>Course Reserves)**

24. **Nadya Zhexembayeva, "Three Things You're Getting Wrong About Organizational Change," Harvard Business Publishing Product," # H05OBM-PDF-ENG. June 2020. (also available in Canvas>Course Reserves)**

WEEK 9: AUTHENTIC LEADERSHIP: DOMESTIC AND GLOBAL

25. **Bill George, Peter Sims, Andrew N. McLean, and Diana Mayer, "Discovering Your Authentic Leadership,"** *Harvard Business Review*, **reprint no. R0702H. February 2007. (also available in Canvas>Course Reserves)**

26. **Herminia Ibarra, "The Authenticity Paradox,"** *Harvard Business Review* **no. R1501C-PDF-ENG. January 2015. (also available in Canvas>Course Reserves)**

27. **Sarah Cliffe, "Companies Don't Go Global, People Do: An Interview With Andy Molinsky," Harvard Business Review no. R1510E-PDF-ENG. October 2015. (also available in Canvas>Course Reserves)**

WEEK 10: SOLITUDE, HUMILITY, AND HOPE

28. **James Collins, "Level 5 Leadership: The Triumph of Humility and Fierce Resolve,"** *Harvard Business Review* **no. R0507M-PDF-ENG. July 2005. (also available in Canvas>Course Reserves)**

29. William Deresiewicz, "Solitude and Leadership: If You Want Others To Follow, Learn To Be Alone With Your Thoughts," Lecture delivered at the United States Military Academy at West Point in October of 2009. (http://www.theamericanscholar.org/solitude-and-leadership/)

30. Andrew Razeghi, "Choose Hope: On Creating A Hopeful Future," Joan Gallos, Editor, Business Leadership (2e), Jossey-Bass, 2008. Pp. 516-517. *(Canvas>Course Reserves)*