

## MGT164 / C0 – Business & Organizational Leadership Spring 2021 | Version 8.0 | 3/19/21

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<b>Section</b>	Tuesdays
<b>Zoom Link (must be signed in with UCSD account)</b>	See <a href="#">Canvas course site</a>
<b>Time</b>	6:30-9:20 pm San Diego time
<b>10 Sessions</b>	March 30-June 1, 2021
<b>Final Exam</b>	Tuesday, June 8, 7-10 pm
<b>TA</b>	Allison Huang
<b>Contact</b>	<a href="mailto:alhuang@ucsd.edu">alhuang@ucsd.edu</a>
<b>TA Office hours</b>	Please email for appointment

**This syllabus describes the class journey and administrative policies.  
The Modules page on canvas details the class week-by-week.**

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*"Leadership is not a talent or a gift. It's a choice. It's not complex, but it's very hard."  
-- Brigadier General Stanley McChrystal*

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### COURSE DESCRIPTION IN BRIEF

**Leadership is based in action.** Whether it is leading yourself, leading others, or leading an organization, leadership skills are developed over time through the integration of knowledge, experimentation, and experience. Leaders are generally not born, but rather made through intentional effort.

Today's dynamic business environment presents a number of organizational challenges — in particular, interpersonal and cultural challenges. You will study organizational structures and leaders, their stakeholders and corporate cultures, and their use in meeting various strategic priorities facing a company. This course provides you with insights into motivational factors, communications networks, organizational cultures and alternative leadership styles, as well as frameworks for managing change, building power and influence, and building a recommendation plan to address a business issue.

We will use **readings and podcasts, in-class exercises and company case studies**, in order for you to develop a rich, strategic understanding of how organizational structure and leadership design choices impact the success or failure of organizations.

In addition, you will explore your individual leadership through the development of a **Professional Development Plan** charting leadership goals over the next 12-18 months.

Finally, in working teams you will complete various team activities, including a final project where you explore a current issue in organizational leadership as related to stakeholder capitalism. In class your "buddy team" will give a **Presentation of your Research and Recommendations**.

## COURSE OBJECTIVES

- To identify and understand concepts of organizational theory and organizational behavior that are foundational to business and organizational leadership
- 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 tool in organizational politics
- To understand organizational culture as a tool of great leaders
- To examine change leadership as an essential function of a modern leader
- To compare multiple perspectives on leadership and the role of the leader in today's organizations
- To explore course readings through written assignments
- To grow in personal awareness, critical thinking and writing skills, and collaborative work behaviors

## CLASS FORMAT

**Readings and Journal Entries:** There are generally 2-3 readings (occasionally podcasts or videos) per week, including assigned cases. Each week you will have a graded, short reflection "journal entry" about the reading, due before class.

**Lectures, Quizzes and Engagement:** Lectures will expand on and integrate lessons from the readings. Slides will be posted on Canvas after class. Each class there will be an individual or team quiz on the day's material. Your thoughtful engagement in discussions is a key component of your grade.

**Case Studies:** In some of our sessions we will analyze and discuss an assigned case study about a specific time in an organization's evolution. These cases provide critical specific examples of the types of challenges and opportunities organizations face, and choices made.

**Professional Development Plan:** In addition to the journal entries, you will complete a Professional Development Plan over the course of several weeks. This deliverable explores your leadership and builds on themes of the course.

**"Buddy Team" Activities, Project and Presentation:** Throughout the quarter, you will be part of a team. The team will have specific assignments to help you explore and practice the lessons of the course, as well as offer connection during virtual learning. In the second half of the quarter, these teams will develop a solution to a business problem in stakeholder capitalism. This project includes development of a team charter, as well as a short paper and in-class presentation of work. Students will also provide structured feedback on the projects.

## GRADING POLICY

Your final grade will be determined by total performance and engagement on in-class activities and homework assignments. This includes a mixture of individual and team project work.

**All assignments are due BEFORE class on Canvas.** In order for students to participate in class discussions, weekly readings and assignments must be completed prior to the class for which they are assigned. Please note:

- Journals and team project work must be submitted by class time to receive credit. Late journals and team project work will not be accepted.
- Late PDP assignments lose 10% for every 24 hours late.

We release raw scores when all work for an assignment is graded, generally by the following class session. 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 see your TA if you expected to receive a grade.

**If you perceive a grading error, you must report it via email to both the Instructor and the TA/Tutor within 7 days of appearing on Canvas. State what is the error you perceive and provide the**

assignment materials if we do not have them. We will review and reply within 14 days of receiving your email. After re-grading review, your grade may increase, stay the same, or decrease.

Learning Activity	Percentage of Final Grade
<b>Class Engagement</b> <ul style="list-style-type: none"> <li>Attendance and in-class quizzes and activities</li> <li>Contribution to the in-class discussions and community</li> <li>Written feedback on peer presentations</li> </ul>	20%
<b>Individual Assignments</b> <ul style="list-style-type: none"> <li>Weekly Journal Entry on Readings</li> <li>Professional Development Plan Parts A, B, and C</li> </ul>	28%
<b>Exams</b> <ul style="list-style-type: none"> <li>Midterm in Class 6   20%</li> <li>Final Exam   10%</li> </ul>	30%
<b>Team Projects</b> <ul style="list-style-type: none"> <li>Team Charter</li> <li>Team Project Topic Submission</li> <li>Team Project Write-up and In-Class Presentation</li> </ul>	20%
<b>Participation in Experiments</b>	2%

#### COURSE GRADES BY SCORE

A	94% and above	C+	77-79.99%
A-	90-93.99%	C	74-76.99%
B+	87-89.99%	C-	70-73.99%
B	84-86.99%	D	60-69.99%
B-	80-83.99%	F/Fail	59.99% and below

The expected class median grade is a B+. This is a good, solid grade.

#### “NO DEVICE” POLICY – Except your class device

Please refrain from using extraneous devices as much as possible while learning remotely. We recognize that the zoom learning context makes it very hard to reduce distractions, and we appreciate your efforts to stay present with class. We are all doing the best we can!

#### “CAMERAS ON” REQUESTED

Because this course has many interactive learning activities, please plan to attend class with your camera on, especially during team or small group “breakout room” activities. We recognize that there are students who have either privacy or technology issues that limit availability to be on camera and therefore cameras on is not possible; Instructor will work around those limitations. For those students who do not have such limitations, please make your presence known in class by turning on your camera.

#### ACADEMIC INTEGRITY

Integrity of scholarship is essential for an academic community. 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. For

students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind.

I am professionally and ethically responsible to report all possible integrity violations to the Academic Integrity Office. Integrity violations are not just blatant cheating (e.g., copying off another student during an exam), but what you might have thought of as "minor cheating" in high school, for example: copying other students' papers or homework; copying or using old papers/report; working with others on individual assignments; forgetting to cite material you took from an outside resource; turning in work completed in total or part by another. The Policy on Integrity of Scholarship ([academicintegrity.ucsd.edu](http://academicintegrity.ucsd.edu)) and this syllabus list some of the standards by which you are expected to complete your academic work, but your good ethical judgment (or asking me for advice) is also expected as we cannot list every behavior that is unethical or not in the spirit of academic integrity.

**Those students found to have violated academic integrity will face administrative sanctions imposed by the University and academic sanctions imposed by me (see University Sanctioning guidelines at <http://academicintegrity.ucsd.edu/process/consequences/sanctioning-guidelines.html>). NOTE: these sanctions are not at my discretion. Your grade, the academic sanction, however, is at my discretion.**

Students who facilitate academic integrity violations (e.g., giving their paper to another student), are also violating academic integrity standards.

Students who become aware of their peers either facilitating academic misconduct or committing it should report their suspicions to me for investigation or tell the Academic Integrity Office via <https://academicintegrity.ucsd.edu/take-action/report-cheating/form-student-report.html>.

## **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 student must present the OSD letter of certification and OSD accommodation recommendation to the appropriate faculty member in order to initiate the request for accommodation in classes, examinations, or other academic program activities. **No accommodations can be implemented retroactively.**

Please visit the OSD website at <https://osd.ucsd.edu/> for further information.

## **TITLE IX**

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Every student has the right to an educational environment that is free from harassment and discrimination. Information about reporting options may be obtained at OPHD at (858) 534-8298, [ophd@ucsd.edu](mailto:ophd@ucsd.edu) or <http://ophd.ucsd.edu>.

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## **ASSIGNMENT DESCRIPTIONS:**

Individual and Team Assignments will be further detailed in class and posted on Canvas.

## ASSIGNMENT DESCRIPTIONS

### Exams (30% of your total class grade)

You will have two comprehensive exams covering the materials of this course. The exams will include short and long essay questions, and take 90 minutes:

- The Mid-term (20% of course grade) covers Classes 1-6 materials and is in-class during Class 6. We will have lecture for the other half of class.
- The Final Exam (10% of course grade) applies material from the entire course, and takes place during finals week.

### Class Engagement (20%)

#### Attendance/Quizzes:

You are responsible for material covered in class regardless of whether you attend or not. Each Class, attendance will be tracked via an **in-class quiz and/or experiential exercise**.

#### Class discussion:

Your contribution to class discussion is expected as part of the class learning journey.

There are spoken and written options to suit everyone's approach to the course material. Note, while you may not feel comfortable speaking up YET, remember the growth mindset and invite yourself (or a classmate!) to step into your stretch zone to practice speaking.

Every 3 weeks, please choose at least one from the following "menu"-- You may use all of them:

1. **Asking questions/making comments/highlighting positive contribution from a classmate in class:** these include spoken and written discussion in class. Note that due to the higher risk factor of speaking vs. writing, spoken comments are given more weight. Consistent, quality participation in spoken and/or written discussion will earn 2 points.
2. **In the News:** bring in an "in the news" article and introduce it in class--something that happened in the week's news that relates to business & organizational leadership. Be prepared to speak for 1 minute on what happened, how it relates to our class material, and why it's interesting or novel. Be prepared to share a link in chat to an article that discusses the news item. You may do a video instead of speaking in class if you wish: prepare a 60-second video on something "in the news" and send it to the professor to show in class. Please send your video at least 24 hours before class. (2 points)
3. **Office hours:** come to Professor's office hours and discuss course material - come prepared with 1-2 questions on course material and assignments, or how they relate to your leadership journey. Or you can "Look for the white space" by suggesting a different method of contributions to class discussion about the course material -- pitch your idea in office hours. (2 points)

#### Peer Feedback:

Students will post feedback onto the discussion board regarding teaming experiences – instructions to be provided in class.

## ASSIGNMENT DESCRIPTIONS

### Individual Assignments (28%)

#### Journal Entries on Class Materials (16%)

There will be brief essay questions each class to reflect on and analyze class material for the Class' material, due in Classes 2-5 and 7-10 in Canvas.

#### Professional Development Plan (12%)

A Professional Development Plan (PDP) allows us to analyze and reflect on our current state, clarify where we wish to go, and define specific action steps to take in that direction. The plan has three parts which are due as follows:

- Part A Self-Reflection and Analysis due for Class 3
- Part B Feedback from External Sources for Class 5 (request feedback by Class 3)
- Part C SMART Goals for Class 8.

### Team Projects (20%)

#### Assignment: Business Issue in Organizational Leadership Presentation

**This assignment has 3 parts and 3 separate deliverables, as outlined below.**

Through the examination of a specific business issue, teams will research the issue to:

1. Understand the problem including stakeholders and opportunity,
2. Identify one or more organizations/leaders who is taking a leadership role in solving that issue,
3. Present a toolkit that business can adopt to solve that particular issue.

- Team Charter due for Class 7
- Submit 60-second video describing stakeholder capitalism Topic due for Class 8
- Write-up on Canvas and Presentation in class on Inspirational Leader due for Class 9 & 10

### Participation in Experiments (2%)

A small portion of your class grade is based on participation in an experiment offered by the Rady School Research Participant Pool. See canvas for details on how to register and participate.

## MATERIALS

We will use 2 sets of materials:

1. **Reader:** There is a reader with several cases and articles. You can either access it through Red Shelf or through Cognella directly. See instructions on Canvas.
2. **Other Links:** Several materials are podcasts or links to web articles. See Canvas for details.

For those of you whose budget does not fit the reader, many of the readings can be found via the UCSD Library digitally through the "Business Source Complete" database: <http://uclibs.org/PID/126938> (Links to an external site.). However, several of the readings are NOT available through the library, and must be purchased to access them. This includes the Apple case in class 2 and the Microsoft case in class 5.

IF YOU ARE OFF CAMPUS: You will need to use VPN (Virtual Private Network) to connect to campus before you can access the library. To get VPN set up, please go here for instructions: <https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/Links to an external site.>

## COURSE SCHEDULE – SPRING 2021

Topic & Objectives	Preparation
<p><b>1</b></p> <p><b>What's a Leader? What's a Business?</b> 3/30/2021</p> <p>Quiz 1</p>	<p><b>No assignment submissions due for Class 1</b></p> <p><b>Reading for Class 1:</b></p> <ol style="list-style-type: none"> <li>Act like a leader before you are one (<a href="https://hbr.org/2013/05/act-like-a-leader-before-you-a">https://hbr.org/2013/05/act-like-a-leader-before-you-a</a>)</li> </ol>
<p><b>2</b></p> <p><b>How do you create value?</b> 4/6/2021</p> <p>Strategy <i>Case Discussion: Apple 2020</i></p> <p>Quiz 2 (Team)</p>	<p><b>Due 6:30 pm:</b> Journal Entry for Class 2</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>Case: Apple Inc. in 2020 (reader)</li> <li>"Becoming the Boss" (reader)</li> <li>How To: Business Model Canvas Explained (<a href="http://bit.ly/36jxu3w">http://bit.ly/36jxu3w</a>)</li> <li>"Purpose of a Corporation" (one page pdf in Module 2 on canvas)</li> </ol> <p><b>JE for Class 2:</b></p> <ol style="list-style-type: none"> <li>"Case: Apple Inc in 2020" -- Historically, what have been some of Apple's competitive advantages that help it create value? Describe 2 of them. What is Apple's value proposition?</li> <li>"Becoming the Boss" talks about learning how to lead for the first time. It names five misconceptions of first-time managers. Which ones surprised you the most? Why? (Note that we are looking for your point of view here; there is not a single correct answer.)</li> </ol>
<p><b>3</b></p> <p><b>People of the Corporation: Leadership and Culture</b> 4/13/2021</p> <p>Leadership Styles Culture Cross-Culture Social Styles</p> <p>Quiz 3</p>	<p><b>Due 6:30 pm:</b></p> <ol style="list-style-type: none"> <li>PDP Part A - Self Reflection</li> <li>Team Quiz from Class 2: Business Model Canvas</li> <li>Journal Entry for Class 3</li> </ol> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>Leadership That Gets Results - Goleman</li> <li>Getting to Si, Ja, Oui, Hai and Da – Meyer, Erin</li> <li>Podcast -- Masters of Scale: Aneel Bhusri, Workday (<a href="https://tinyurl.com/y2zzjtuh">https://tinyurl.com/y2zzjtuh</a>)</li> </ol> <p><b>JE for Class 3:</b></p> <ol style="list-style-type: none"> <li>"Leadership That Gets Results" Which two leadership styles are you most likely to use. Why?</li> <li>Imagine you are the Founder-CEO of a company you just started or a new team you are leading. What do you want the culture to be like? What qualities would you hire for in your employees?</li> </ol>

Topic & Objectives	Preparation
<p><b>4</b>  <b>Getting Things Done: Decisions, Power, and Influence</b>  4/20/2021</p> <p>Decision-Making  Incentives  Power  Influence</p> <p>Quiz 4</p>	<p><b>Due 6:30 pm:</b> Journal Entry for Class 4</p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. “The Hidden Traps in Decision Making” – Hammond/Keeney/Raiffa (Reader)</li> <li>2. “Harnessing the Science of Persuasion” – Cialdini (Reader)</li> <li>3. “Power Dynamics in Organizations” – Linda Hill (Reader)</li> </ol> <p><b>JE for Class 4:</b></p> <ol style="list-style-type: none"> <li>1. Ask someone who knows you well to evaluate your social style using the exercise from Class 3 to have them assess your assertiveness and emotional control levels. How did their evaluation compare with your self assessment? For example, did they place you in roughly the same quadrant, did they perceive a big difference in one or both of the factors, etc? What is your takeaway from this?</li> <li>2. After reading the article, “Harnessing the Science of Persuasion” <a href="https://hbr.org/2001/10/harnessing-the-science-of-persuasion">https://hbr.org/2001/10/harnessing-the-science-of-persuasion</a>, choose two of the techniques and give a new example (not from the article) of each one. These examples can be drawn from your personal experience or from business cases.</li> </ol>
<p><b>5</b>  4/27/21</p> <p><b>Perspectives on Leadership</b></p> <p>Case: Satya Nadella at Microsoft</p> <p>HIBT: Spanx, Zappos</p> <p>Quiz 5</p>	<p><b>Due 6:30 pm:</b></p> <ol style="list-style-type: none"> <li>1. PDP Part B - Reflected Best Self</li> <li>2. Journal Entry for Class 5</li> </ol> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. “Satya Nadella at Microsoft: Instilling a Growth Mindset” (reader)</li> <li>2. Podcast: How I Built This: Spanx/Sara Blakely (<a href="https://www.npr.org/2017/08/15/534771839/spanx-sara-blakely">https://www.npr.org/2017/08/15/534771839/spanx-sara-blakely</a>)</li> <li>3. Podcast: How I Built This: Zappos/Tony Hsieh (<a href="https://www.npr.org/2019/05/15/723670593/zappos-tony-hsieh">https://www.npr.org/2019/05/15/723670593/zappos-tony-hsieh</a>)</li> </ol> <p><b>JE for Class 5:</b></p> <ol style="list-style-type: none"> <li>1. Describe the culture of Microsoft before and after Satya Nadella’s leadership. How did growth mindset play a part in that change?</li> <li>2. Talking about either Sara Blakely (Spanx) or Tony Hsieh (Zappos) from the "How I Built This" Podcast, what is their leadership toolkit – you may wish to describe behaviors, values, actions? What could you use from their toolkit in your own leadership toolkit?</li> </ol>
<p><b>6</b>  5/4/21</p> <p><b>Creating Value</b></p> <p>The Power of Networks</p> <p>Midterm</p>	<p><b>Midterm Exam – live during class time starting @ 6:30 pm</b></p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. HBR How Leaders Create and Use Networks – Ibarra/Hunter</li> <li>2. This engineer created a fool-proof plan to overcome shyness — and it led her to jobs at Apple, Google, and now Microsoft - The Middletown Press.pdf (posted in module 6)</li> </ol> <p>(no journal entry for class 6)</p>



Topic & Objectives	Preparation
<p><b>7</b> 5/11/21</p> <p><b>Stakeholder Capitalism: Opportunities and Challenges</b></p> <p>Change Management Stakeholder Capitalism</p> <p>Team Project Time</p> <p>Quiz 7</p>	<p><b>Due 6:30 pm day of class</b></p> <ol style="list-style-type: none"> <li>Journal Entry for Class 7</li> <li>Team Charter</li> </ol> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>"Ten Reasons People Resist Change" (reader)</li> <li>Case: "Ross Atkins and the 50:50 Project at the BBC" (reader)</li> <li>"Collective Genius" Linda Hill, Greg Brandeau, Emily Truelove, Kent Lineback (reader)</li> </ol> <p><b>JE for Class 7:</b></p> <ol style="list-style-type: none"> <li>We all go through change. Think about a big change you wanted to / had to make (only use something you are comfortable talking about). In your journal, share the story of what happened and use the readings for this Class on leading change and leading innovation to help describe how successful (or not) the change was.</li> <li>Throughout the quarter, we have discussed authoritative/visionary leadership and discussed many inspirational leaders of organizations. What does the article "Collective Genius" argue is the job of the leader? How does this change your idea of leadership?</li> </ol>
<p><b>8</b> 5/18/21</p> <p><b>Team Projects: Stakeholder Capitalism</b> Work in Progress</p> <p>Quiz 8</p>	<p><b>Due 6:30 pm:</b></p> <ol style="list-style-type: none"> <li>Submit 60-second video for team presentation problem space</li> <li>PDP Part C - SMART Goals</li> <li>Journal Entry for Class 8</li> </ol> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>McKinsey Report: "Delivering Through Diversity" 2018 (posted on canvas, in Class 8 Module)</li> <li>Video: "The Danger of a Single Story" Chimamanda Ngozi Adichie <a href="https://youtu.be/D9lhs241zeg">https://youtu.be/D9lhs241zeg</a></li> </ol> <p><b>JE for Class 8:</b></p> <ol style="list-style-type: none"> <li>The report "Delivering Through Diversity" gives a toolkit for businesses to advance D&amp;I. Describe the four steps of this toolkit.</li> <li>Author Chimamanda Ngozi Adichie in her video "The Danger of a Single Story" talks about the importance of not limiting your perspective to a single viewpoint. How can you use this to advantage in your team project?</li> </ol>
<p><b>9</b> 5/25/2021</p> <p><b>Team Projects: Stakeholder Capitalism</b></p> <p>Feedback on projects</p> <p>Quiz 9</p>	<p><b>Due 6:30 pm:</b></p> <ol style="list-style-type: none"> <li>Team Presentation submit slides &amp; present in class</li> <li>Journal Entry for Class 9</li> </ol> <p><b>Readings:</b> (no readings in week 9)</p> <p><b>JE for Class 9:</b></p> <ol style="list-style-type: none"> <li>Thinking about your team projects, what have you learned about teaming that can help you in your business life? Share at least 1 example to illustrate your findings.</li> <li>As you research opportunities in stakeholder capitalism, how has your perspective on the purpose of a business changed since Class 1 (if at all)?</li> </ol>

Topic & Objectives	Preparation
<p><b>10</b> 6/1/21</p> <p><b>Team Projects:</b> <b>Stakeholder Capitalism</b></p> <p><b>Building for the Future</b></p> <p>Putting it all together Where do you go next?</p> <p><i>Quiz 10</i></p>	<p><b>Due 6:30 pm:</b></p> <ol style="list-style-type: none"> <li>1. Team Presentation – remainder of teams present in class</li> <li>2. Journal Entry for Class 10</li> </ol> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. How to be a CEO from a Decade's Worth of Them (<a href="https://www.nytimes.com/2017/10/27/business/how-to-be-a-ceo.html">https://www.nytimes.com/2017/10/27/business/how-to-be-a-ceo.html</a>)</li> </ol> <p><b>JE for Class 10:</b> In your opinion, what is the most important takeaway from the “How to be a CEO...” article? Why? How could this be useful for you?</p>
6/8/2021	<b>Final Exam is Tuesday, June 8<sup>th</sup> from 7-10 pm.</b>