[21862] Strategic Management II: Strategic Leadership

Degree/Study: Degree in Business Sciences-Management
Course: Third and Fourth
Term: Second
Number of ECTS credits: 5 credits
Hours of student's dedication: 125 hours
Language or languages of instruction: English
Professor: Minna Paunova

Schedule

GROUP	TYPE	HOURS	SCHEDULE OF CLASSES	PROFESSOR
1	Theory	30	Mon 10:30 to 12:00 Tue 10:30 to 12:00	Minna Paunova minna.paunova@upf.edu Office hours: by appointment
2	Theory	30	Mon 20:00 to 21:30 Tue 20:00 to 21:30	
101	Seminar	9	Wed 10:30 to 12:00	Santoshi Sengupta santoshisengupta@gmail.com Office hours: by appointment
102	Seminar	9	Mon 14:00 to 15:30	
103	Seminar	9	Wed 09:00 to 10:30	
201	Seminar	9	Wed 20:00 to 21:30	
202	Seminar	9	Tue 16:30 to 18:00	
203	Seminar	9	Wed 18:30 to 20:00	

Course Description

Strategic management is fundamentally a social and political activity: if we want to understand strategy, we must understand strategists. *[21862] Strategic Management II: Strategic Leadership*, a new course that builds on and extends *[21855] Strategic Management I*, is a course on top executives (CEOs, business unit heads, top management teams, and boards of directors) and their organizations. The core concepts and frameworks of strategic analysis, with which students are already familiar – the strategic environment ("five forces"), resources and capabilities, competitors and allies, cost and differentiation as bases of competitive advantage, etc. – provide an incomplete explanation of company behaviors. The basic premise of this course is that in order to understand why organizations do the things they do, or perform the way they do, we need to comprehend the people at the top – their experiences, abilities, values, social connections, aspirations and other human features. Throughout this course, we will be centrally concerned with why executives make the strategic choices they do, and how that affects company performance (not only economic, but also social and environmental performance).

Competencies Developed

Students will to learn to <u>think critically and prudently</u> about the human element in strategic choice and organizational performance. This course will foster in students a reflective consideration of how the biases and dispositions of people at the top of firms affect organizational, societal and environmental outcomes. By the end of this course, students will:

1. Know something about strategic management
2. Know how to learn more
3. Be aware of the ethical implications of strategic management actions
4. Develop their skills to communicate in English – in writing and orally
5. Improve their teamwork abilities

Course Schedule & Contents

The tentative course outline is presented below. The outline might be altered upon student interest and/or professor's discretion. In addition, while there are sessions explicitly devoted to certain key topics such as responsible and ethical leadership, these issues will inevitably come up throughout the entire course, and will be highlighted during the seminar sessions.

WEEK	SESSION	CHAPTER	TOPIC
1	Theory 1	Introduction	Course overview. Getting to know each-other
	Theory 2		A brief historical overview of the study of strategic leadership
2	Theory 3	The Role of Leadership in Strategy	What do top executives do? The role of CEOs in large, complex organizations
	Theory 4		Do top executives matter?
3	Theory 5		Managerial cognition. Cognitive limits on strategic choice
	Theory 6		How individual differences affect strategic choice? The role of values and personality
4	Theory 7		The organizational, societal and environmental consequences of individual differences at the top
	Theory 8	Top Management Teams (TMTs)	The conceptual elements of TMTs
5	Theory 9		Determinants of TMT characteristics
	Theory 10		Strategic consequences of TMTs' interaction
6	Theory 11	Boards of Directors	Understanding board structure, composition, and vigilance
	Theory 12		Competition versus cooperation in board-CEO relations
7	Theory 13		The consequences of board involvement and vigilance
	Theory 14	Executive Job Outcomes & their Larger Impacts	What leads to executive turnover and succession? The consequences of executive turnover and succession
8	Theory 15		Executive compensation: determinants, consequences and distribution
	Theory 16	Strategy & Structure	The impact of leadership on corporate structure and culture
9	Theory 17		Leading change
	Theory 18	New Frontiers & Wrap-up	New models of organizational leadership
10	Theory 19		Responsible/ethical leadership
	Theory 20		Review and exam preparation

WEEK	SESSION	CHAPTER	ACTIVITY	CASE
2	Seminar 1	Introduction	Where Have You Been? Blue Chip Game	--
3	Seminar 2	The Role of Leadership in Strategy	New World Exercise	Narayana Murthy and Infosis
4	Seminar 3		--	Ray Anderson
7	Seminar 4	TMTs	Role Play: Pay for Lisa Ray	Roger Corbett
8	Seminar 5	Boards of Directors	--	Victorinox: 125 Years in the Cutting Edge
9	Seminar 6	Strategy & Structure	Riddles	--

Continuous Assessment

ATTENDANCE & PARTICIPATION

The following information applies to both theory and seminar classes. You are expected to come to all classes prepared and on time. Your class participation will be evaluated subjectively, but will rely upon measures of punctuality, attendance, familiarity with the required readings, relevance and insight reflected in classroom questions, and commentary. Since this class is, in effect, an attempt to practice organizational skills, we expect you to treat this course like you would a job. As the managers of this class, we assume that the people we are working with are good, hard-working and intelligent people who are capable of meeting the requirements of this job. In other words, we will enter this class trusting that you will put in at least the required effort, if not go beyond. However, if we see that our trust is being betrayed, we might start using "the carrot and the stick" (e.g., Andreoni, Harbaugh, & Vesterlund, 2003), as much as we would not like to. This means additional work for you, and stricter policies and requirements. In other words, if you fail to meet our expectations, we will stop treating you as grown-ups and equals, but will instead be treating you as students who need to be disciplined.

So we have several expectations of the people who are working with us, in particular:

Attend class.
It is important that you come to class. If you have to miss class, especially a seminar class, try to notify us in advance. You cannot miss class if you have to deliver a presentation.

Be punctual.
Come to class on time. Late arrivals disrupt the flow of the class and, moreover, at your future job, tardiness will most likely not be tolerated. If you are more than 15 minutes late for a class, you will not be allowed to enter.

Participate.
Although the theory class is taught in lecture mode, we will rely upon interactive discussion within not only the seminar, but also the theory classes. Questions and comments are strongly encouraged. Disagreeing with the professor is okay, as long as we remain respectful of each other. Asking what appear to be "dumb questions" about what is being covered is also okay: very often half of the class will have the same questions in mind and be relieved to have them asked.

Be prepared for every class.
We expect students to be familiar with the readings, even though they might not understand all of the material in advance. For example, you are expected to have read an assigned article, book chapter or case study, or to have completed an exercise or other assignment, and to be able to ask and address relevant questions. We will rarely assign written homework assignments, but consider the assigned readings and questions mandatory homework.

Be prepared for continuous evaluation.
While we will refrain from giving you written homework assignments (as long as you demonstrate that you read the required materials and are prepared for class discussions), we will ask you to complete several in-class written assignments during theory sessions. You may be asked to answer a very short essay question or several multiple-choice questions on an assigned reading. These will be evaluated on a pass/fail basis, so that you will receive one point if you pass, and zero points if you fail. You are allowed to fail one in-class assignment for no penalty.

Meet deadlines.
Meet due dates. This is the policy for all assignments, exercises, presentations, and activities.

Demonstrate academic integrity in all of your work.
If you are caught cheating in any form on exams, plagiarizing or rehashing on exercises, activities, assignments, and presentations or handing in work you did not do, be prepared to receive a failing final grade for the course.

Make sure your work is your own. You are responsible for citing all sources on which you rely, using quotation marks when language is taken directly from others' work, and knowing how to use your own language to paraphrase a source (hint: changing a few words is not sufficient). If you cite a direct quote, you must provide a reference with a page number for the citation.

Maintain a professional atmosphere in class.
You are expected to maintain a professional atmosphere in class. This means no computer or cell-phone use in class unless specifically required, and refraining from distracting activities during class (side conversations or games). If you are used to taking notes on the computer, please talk to me during the first class. Cold calls may be directed at a student who walks in late or seems to be inattentive in class.

Attendance and participation in class will correspond to 35% of your final grade (15% theory classes; 20% seminar classes) that will depend on the quality of your contribution and your adherence to the basic rules above.

> We ask that you use a name card until we learn your names.

TEAM PROJECT
The trajectories and fortunes of companies are often traceable to the actions (or inactions) of their leaders. Think of all the business founders who have built companies in their likeness, as direct reflections of their distinctive philosophies and aspirations. Think of the executives who have brought new life and direction to mature companies, or of those whose missteps have brought lofty companies to their knees. Consider the executives whose misdeeds have devastated companies… The project requires each team (of 4 to 5 students) to research and present a real-life example of company leadership (e.g., company CEO or TMT) that made a substantial (positive or negative) impact on company strategy and performance, and/or on society more generally. Relevant concepts of the course must be applied in the analysis of the situation. Students should also critically evaluate whether, in their opinion, the strategic choices and actions of the selected leader(s) were ethical and responsible.

The purpose of the team assignment is three-fold:

1. allow students to gain profound understanding of the concepts discussed in class by applying them in the analysis of a real-world situation
2. prompt students to consider the ethical dimensions of strategic choice and action; how do people at the top of firms affect their employees and society?
3. improve students' communication/presentation skills in English

The team project will comprise 30% of the final grade. The project consists of:
1. a 10-minute <u>team presentation</u> to be given at the beginning of a theory session (15% of the final grade)
2. a 2-page <u>individual report</u> (between 750 and 1,250 words) to be handed in <u>at least 24 hours before</u> the given theory session (15% of the final grade)

The individual report on the case may focus on one or more of the following questions (but is not limited to these):
1. What is interesting about this case?
2. Is our example of strategic leadership an example of ethical/responsible leadership? Why?
3. What did I learn working on this project?

During the second week of classes, students will be asked to submit an A4 sheet of paper to the professor that includes the names and e-mail addresses of team members, as well as the name of the company and the leader that this team will research. If there is an overlap of proposed leader figures, an alternative will be proposed by the professor. Presentation dates will be assigned randomly. <u>Students are urged to work with people from other countries</u>.

FINAL EXAM
The students will be required to take a final exam consisting of 35% of their final grade.

FINAL GRADE
In sum, the final grade is composed of the following components:
> *Attendance & Participation: 35%*
>> Theory Class: 15%
>> Seminar Class: 20%
> *Team Project: 30%*
>> Individual Report: 15%
>> Team Presentation: 15%
> *Final exam: 35%*

EVALUATION IN SEPTEMBER
The September overall grade will keep the grades obtained along the trimester in the components "Attendance & Participation", and "Team Project". Alongside the September exam (75%), these components will have the following weights:
> *Attendance & Participation: 10%*
>> Theory Classes: 5%
>> Seminar Classes: 5%
> *Team Project: 15%*
>> Individual Report: 10%
>> Team Presentation: 5%
> *Final exam (in September): 75%*

Bibliography & Teaching Resources

BASIC BIBLIOGRAPHY
"Strategic Leadership: Theory and Research on Executives, Top Management Teams, and Boards", by Sydney Finkelstein, Donald Hambrick & Albert Cannella. Oxford University Press (2009)

MATERIALS
- ✓ Required reading of selected cases, articles, and book chapters, which will be posted on Global Campus ahead of time.
- ✓ Recommended reading of the current issues of "Harvard Business Review" and "The Economist".

ADDITIONAL BIBLIOGRAPHY
"The Oxford Handbook of Strategy", edited by David Faulkner & Andrew Campbell. Oxford University Press (2003)
- ✓ "Volume I: Strategy Overview and Competitive Strategy"
- ✓ "Volume II: Corporate Strategy"

"Handbook of Leadership Theory and Practice", edited by Nitin Nohria & Rakesh Khurana. Harvard Business Press (2010)
"Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental and Economic Impacts", by Marc J. Epstein. Greenleaf Publishing Ltd. (2008)

Competencias & Resultados del Aprendizaje
[segun "Memoria para la solicitud de verificación de títulos oficiales"]

De acuerdo con los descriptores de Dublín, las competencias generales que se desarrollan a través de este programa formativo son las siguientes:

G1. Comprender e interpretar de manera pertinente y razonada textos escritos de nivel y carácter académicos.

G2. Ser capaz de justificar con argumentos consistentes las propias posturas, así como de defenderlas públicamente.

G3. Ser capaz de comunicarse con propiedad de forma oral y escrita en cualquiera de las dos lenguas oficiales de Cataluña, es decir, en catalán y en castellano, tanto ante audiencias expertas como inexpertas.

G6. Ser capaz de trabajar en equipo, participando activamente en las tareas y negociando ante opiniones discrepantes hasta llegar a posiciones de consenso.

G7. Desarrollar la capacidad de razonamiento autónomo con distancia crítica en temas o cuestiones controvertidas.

G8. Aceptar la diversidad de puntos de vista como un ingrediente fundamental de la vida académica y consustancial a la sociedad contemporánea, y ser capaz de dar a conocer las propias opiniones dentro del respeto a las opiniones divergentes.

G9. Tener consolidados hábitos de autodisciplina, autoexigencia y rigor en la realización del trabajo académico, así como en la organización y en su correcta temporalización.

G10. Tener una actitud proactiva en el deseo de conocer aquello ignorado, imprescindibles en todo proceso formativo y en toda actividad profesional con proyección.

G11. Ser capaz de aplicar con flexibilidad y creatividad los conocimientos adquiridos y de adaptarlos a contextos y situaciones nuevas.

G14. Utilizar la información adecuada en la formulación de propuestas y la resolución de problemas

G16. Identificar los factores claves de un problema

G17. Demostrar una aproximación crítica ante situaciones diversas

G18. Demostrar una visión multidisciplinar en el tratamiento y resolución de problemas