
MGV 490A Residential (*Strategic Leadership*)

Course Description

A strategic leader is more than a manager: strategic leadership includes the ability to navigate unpredictable situations and to draw on the informal and formal levers of strategy execution to inspire, guide, and direct groups toward the strategic goal. In this class, we will learn the principles of strategic leadership and how to apply them. This includes a deep awareness of your own personality, strengths, and values, as well as a clear understanding of your organization's strategy and vision. We will discuss the leadership situations you are best suited for personally, where you might encounter challenges, and how to develop new leadership skills. This includes the ability to give and receive feedback to strengthen relationships, and how to lead authentically. Finally, we will draw on these lessons for strategic leadership guiding an organization in times of crisis and change.

Course Materials

Readings and materials are available from the online platform and are also listed below by class session.

Linked items are available online or through the UC Davis library. Readings with [VPN] will need to be accessed from on campus or by using the [library VPN](#). Some items will need to be searched for directly. The link will take you to main the database page of the library. Click on "Search within this publication" and then search for the indicated text written as, "AN [Insert number]" in the second field. All other items are linked in the Equitable Access Bookshelf tool, on Digital Campus under "Modules." Items marked with [HBS] are from Harvard and can be directly accessed. Items with [STUDY] are found in the study.net course, and Harvard simulations and multimedia cases are found in a separate Harvard CoursePack on Harvard's HBSP site. Both Study.net and the HBSP are linked in the Bookshelf tool, as the last two links. Click "view now" to go to the respective sites.

Course Requirements

This course is graded on a satisfactory/unsatisfactory basis. To meet criteria for the university for 2-units of credit, this course includes asynchronous lectures and work, in addition to preparation for the in-person sessions during the residential. To pass the course, students must:

- Complete all pre-course work, including asynch video lectures, exercises, and quizzes by the due date.
- Read all material in preparation for the in-person classes.
- Attend, be engaged, and meaningfully contribute to discussion in all 4 in-person meetings.
- Submit in-class group presentations and exercises. This includes in-class group workshops as well as 3 in-class group case presentations. Student groups must complete each of the group presentations and upload the presentation and feedback forms to the class site, on time, to receive a passing grade.
- Due after the course:
 - o Complete the case analysis of Managing Up: Jada

Expectations for Class Behavior

Expectations are to act as you would in any other professional setting. This includes:

- Treat all class members with respect and dignity. Do not talk while the professor or other class members are speaking. Constructive debate is an important part of learning; but do not confuse this with insulting, harassing, or demeaning behavior. Such behavior will not be tolerated. Professional behavior includes appropriate language, jokes, and stories.

- Do not use any electronic devices during lecture and discussion. This class is a screen-free zone. Electronic devices, including taking notes on laptops, is distracting and has been shown in research to inhibit your, and your classmates', learning (see "Research informing class rules" below). Please put away your laptops, phones, etc. (An exception is during group-work for creating your presentations and simulations).
- Strict adherence to the [UC Davis Principles of Community](#) & [UC Davis code of academic conduct](#).

Course Schedule

	Topic	Readings	Case(s)	Due
1	Strategic Leadership Overview	<ul style="list-style-type: none"> • Schoemaker, Krupp, and Howland (2013). Strategic Leadership: The Essential Skills. <i>Harvard Business Review</i>. [VPN, search for, "AN 84424206"] • Elsbach, Kimberly. "Leadership and Personality Traits." 	<ul style="list-style-type: none"> • Rick Tetzeli, "Mary Barra is Remaking GM's Culture – And the Company Itself," Fast Company October 17, 2016. [VPN] • "Fresh Copy: How Ursula Burns Reinvented Xerox," Fast Company, Nov 19, 2011. [VPN] 	Pre-work due Jan 29 <ul style="list-style-type: none"> - Asynch video - Exercises - Quiz In class <ul style="list-style-type: none"> - Group case assignment 1
2	Relationships, Feedback, and Managing Up	<ul style="list-style-type: none"> • Bradford & Robin (2021). Ch 7: Why Feedback is the Breakfast of Champions <i>Connect</i>. [STUDY] 	<ul style="list-style-type: none"> • Managing Up (A): Grace [HBS W15269] [HBS] 	Pre-work due Feb 5 <ul style="list-style-type: none"> - Asynch video - Exercise - Quiz In class <ul style="list-style-type: none"> - Group case assignment 2
3	Leading With Authenticity and Values	<ul style="list-style-type: none"> • Drucker (2005). Managing Oneself. <i>Harvard Business Review</i> [VPN] • Gentile, M. Ch 3: "A Tale of Two Stories: The Power of Choice." <i>Giving Voice to Values. How to Speak Your Mind When You Know What's Right</i>. [VPN] 	<ul style="list-style-type: none"> • Bozoma Saint John: Leading with Authenticity and Urgency [HBS 921708-HTM-ENG] [HBS] • Somebody Stop the Radio Star: Jian Ghomeshi at the CBC [HBS W16165] [HBS]. 	Pre-work due Feb 12 <ul style="list-style-type: none"> - Asynch video - Exercise - Quiz In class <ul style="list-style-type: none"> - Guest speaker (TBD) - Group case assignment 3 (start)
4	Take Action: Strategic Leadership through Crisis and Change	<ul style="list-style-type: none"> • Faaiza Rashid, Amy Edmonson, and Herman Leonard (2013). "Leadership Lessons from the Chilean Mine Rescue," <i>Harvard Business Review</i>. [VPN] 	<ul style="list-style-type: none"> • A Bomb in Your Pocket? Crisis Leadership at Nokia India (A) [HBS 910M64] and (B) [HBS 910M65] [HBS] 	Pre-work due Feb 19 <ul style="list-style-type: none"> - Asynch video - Exercise - Quiz In class <ul style="list-style-type: none"> - Group case assignment 3 (finish)

SYNCHRONOUS CLASS MEETINGS

Each class comprises a **short lecture** on the topic, **case discussion**, and **group exercises and workshops**. Preparation for synchronous meetings includes all assigned work and completing the pre-work quiz by the due-date. In addition, you will be tasked to complete three **group case assignments**. You will have time in class to work on these in groups.

Group Case Assignment 1:

- Identify a recent, public leadership failure and collect information about it and the leader using online sources

- Develop a 4 page slide presentation that describes: (1) *the leadership failure* (2) *personality traits that may have contributed to the failure* (1 slide), (3) *what strategic leadership skills were missing that might have led to a better outcome*. A fourth slide should include all online references and course readings used in developing the presentation.
- Present to your paired group and offer feedback. Submit the presentation and feedback to the online platform.

Group Case Assignment 2:

- Describe a personal group collaboration to implement a change that you felt went badly.
- Pick the best one from your group and fill the first column of the worksheet at the end of the “Act politically” slide and identify: allies, opponents, senior opponents, casualties, and dissenters.
- Develop a 3 slide presentation that describes (1) the group collaboration, (2) how frameworks from *Connect* for communicating could have helped it go better, (3) how the frameworks *Acting Politically* could have helped it go better.

Group Case Assignment 3:

- Your group will be assigned to either the Enron or Theranos case. Watch the respective videos and read materials as indicated in the assignment on digital campus.
- Develop a 5 slide presentation that (1) provides a brief summary, (2) details pressures (implicit or explicit) not to speak out, (3) describes personal characteristics that account for why they spoke out, (4) describes situational characteristics for why they spoke out, (5) describes key takeaways for strategic leadership.

POST CLASS WORK

(Format: Times new roman font, double spaced, 1 inch margins)

1. Write a 2-3 page case analysis of Managing Up (B): Jada [HBS W15270] that responds to the following questions. (1) In order to effectively manage the situation with Landon, what things should Jada understand about herself? About Landon? Use the personality framework in your response. (2) Imagine Jada has come to you for help. Develop a plan for her to manage the situation with Landon in order to meet her career and personal goals. Include what type of actions Jada should take to become the leader she wants to be. Draw on the essential skills and Connect framework.

Guest Speaker

Meghan Gendelman, SVP, Salesforce

Meghan Gendelman, GVP, Growth Marketing, Docusign, is an experienced executive who has led high performing teams across Marketing, Enablement, Customer Success and Sales. She has a demonstrated history of identifying the unique potential in a diverse set of top performers, incubating high achieving teams, and developing great leaders. As a champion of Diversity and Equality, Meghan pioneered the first women’s summit at Dreamforce and has been a longtime supporter of LGBTQ initiatives. A California native, she lives with her husband and two daughters in Northern California.

Program Mission

The mission of the UC Davis Graduate School of Management is to be a global leader in management research and education. As part of the world's premier public university system, we pursue significance, excellence and scholarly rigor in our research, teaching and service to the

people of California. We emphasize curiosity, creativity and high standards in the generation and transmission of theoretical and practical knowledge relevant for business.

Honor Code and Academic Integrity

Academic integrity exists when students and faculty seek knowledge honestly, fairly, with mutual respect and trust, and accept responsibility for their actions and the consequences of those actions. Without academic integrity, there can be no trust or reliance on the effectiveness, accuracy, or value of a University's teaching, learning, research, or public service activities. It is therefore key that we understand what academic integrity is, why it is important, and how to help it flourish on college campuses.

1. It is expected that all class members will treat each other with respect and dignity.
2. It is not acceptable behavior to insult, harass, or demean any member of the class.
3. Professional business behavior should be modeled in the classroom, including the use of appropriate language, jokes, or stories.

Students must adhere to the UC Davis Principles of Community, copied below.

The University of California, Davis, is first and foremost an institution of learning and teaching, committed to serving the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds and social circumstances. The successful conduct of the university's affairs requires that every member of the university community acknowledge and practice the following basic principles:

We affirm the inherent dignity in all of us, and we strive to maintain a climate of justice marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and therefore we will endeavor to foster mutual understanding among the many parts of our whole.

We affirm the right of freedom of expression within our community and affirm our commitment to the highest standards of civility and decency towards all. We recognize the right of every individual to think and speak as dictated by personal belief, to express any idea, and to disagree with or counter another's point of view, limited only by university regulations governing time, place and manner. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of spirit and purpose based on mutual respect and caring.

For more information, please review the Academic Conduct Booklet:

https://gsm.ucdavis.edu/sites/default/files/2020-10/code_of_conduct_booklet_2020.pdf