

## MOR 470: GLOBAL LEADERSHIP

Syllabus – Fall 2014 – Mon-Wed 4:00-5:50 PM

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### Lecture Class

Mon./Wed. 4:00 – 5:50 Room: BRI 5

### Office Hours

Mondays 6:00 – 7:00 PM; **and** by appointment

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**Introduction and Course Objective:** MOR 470 focuses on major theories and practices of leading people in multi-national firms. The objective of this course is to introduce you to what is involved with leading in a global setting. You will have an opportunity to develop general leadership skills, gain an understanding of cross-cultural issues, and develop insights into the qualities of a truly global leader.

This course seeks to help you develop the following:

- an understanding of what leadership is and the skills necessary to demonstrate leadership;
- an increased awareness of oneself, your strengths and weaknesses in leadership roles, and the ways in which others react and respond to you; and
- the ability to appreciate the influence of culture on human behavior in group and organization settings.

**Required Materials:** There is only one required reading item for this course:

- A Course Reader containing the cases we will study as well as several important articles will be available in the USC bookstore.

**Prerequisites:** While there is no “formal” prerequisite, students are strongly encouraged to have completed BUAD 304 (Leading Organizations).

**Course Notes:** Copies of lecture slides and other class information are available through Blackboard.

**Learning Goals:** In this class, emphasis will be placed on the USC Marshall School of Business learning goals as follows:

Goal	Description	Course Emphasis
1	Our graduates will understand types of markets and key business areas and their interaction <i>to effectively manage different types of enterprises</i>	Low
2	Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions <i>so as to anticipate new opportunities in any marketplace</i>	Moderate

3	Our graduates will demonstrate critical thinking skills <i>so as to become future-oriented decision makers, problem solvers and innovators</i>	High
4	Our graduates will develop people and leadership skills to promote their effectiveness as <i>business managers and leaders</i> .	High
5	Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society	Moderate
6	Our graduates will be effective communicators <i>to facilitate information flow in organizational, social, and intercultural contexts</i> .	Moderate

### **ASSIGNMENTS AND GRADING DETAIL**

**Grading Summary:** There are several components that combine to determine your course grade. These are listed below with their relative weight.

<b>Component</b>	<b>Weight</b>	<b>Due</b>
Course Contribution	20%	Throughout
Company Project Report/Presentation (team grade)	15%	10/8-15
Country Project Report/Presentation (team grade)	15%	11/17-24
Written Assignments: Case (2 total)	20%	9/15-12/1
Written Assignment: Country Leadership (1 total)	10%	10/27-12/1
Final Exam	20%	12/10

As a habit, I traditionally post “rough scores” several times throughout the semester (e.g., after classes 10, 16, etc., and going into the final exam) to keep you informed of your standing. This is done in a way that shows the performance of the entire class on all relevant components. Students are identified using part of their student ID numbers to ensure confidentiality.

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. The distribution of grades will closely follow the guidelines of the Marshall School of Business. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (ranging from 0 to 100).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

To achieve course objectives, we will devote the majority of our class time to either: a) the analysis and discussion of selected cases, or b) experientially-based activities. Occasional lectures will be given to elaborate on key theoretical models and frameworks or to reinforce crucial concepts. These lectures, however, will be subordinate to the case analysis and/or experiential activities. Cases provide a natural “test-bed” for theory and provide vivid examples that aid memory of concepts. Experiential activities are an indispensable proxy for the kind of knowledge that can often only be gained through years of experience (sometimes not good experiences on the job!). A mix of old and new cases has been selected on a range of companies from a variety of countries.

There are other reasons for employing the case discussion and experiential method of instruction. First, cases force you to sift through a mass of information, some of it irrelevant or contradictory, in order to identify the important issues. Second, both cases and experiential activities give you a chance to deal with ambiguity. Most cases/exercises do not have obvious “right” answers. Leaders must be able to function in situations where the right answer is not known.

The quality of your learning experience will be directly determined by: (1) your degree of preparation, active listening, and participation, and (2) your classmates’ preparation, listening, and participation. Some will not agree with you, and you may be asked to defend your position or change your mind. So long as criticism is directed at arguments and not at individuals, is relevant to the issues at hand and coherently articulated, it is very much welcomed.

**Course Contribution.** Course Contribution is manifested by the quality of your Day-to-Day Participation in class, which is usually the result of your pre-class preparation.

**Day-to-Day Participation:** Your daily active *verbal* participation in case discussions and experiential activities will be closely monitored. In grading class participation, I will look at both the quantity and quality of your class contributions (*with quality being much, much more important*). A classroom is a cost-free environment for experimenting and learning. Make use of it. Shyness is no excuse.

With regard to quality, the dimensions looked for include:

You’ve read – and thought about – the case. Use data from the case rather than general knowledge to support your idea.

You’re paying attention to what’s going on in the discussion or activity.

Your input and/or conduct is relevant. Comments that do not link up with what the discussion is focusing on or behavior not related to the exercise being conducted can actually detract from the learning experience.

You’re able to take it to the next level. Case comments that push the implications of a fact or idea as far as possible are clearly superior.

Each student will receive a score for contribution at the end of each session. (Yep, I grade each session!) For case discussions, the simple recitation of facts from the case will receive some credit toward the student’s class contribution score. Comments that do more than simply recite case facts, however, will receive substantially more credit. Comments that contain factual misstatements, demonstrate lack of adequate preparation, or are distracting will not be helpful. For experiential activities, being a “quiet wallflower” will get you some credit, being active/engaging will get you more. “Tuning out,” discussing relationship issues or the football game will not be helpful!

I will elaborate on the scoring criteria during our first class session.

Finally, because of the importance of class participation, you are encouraged to turn in a Participation Card at the end of each case discussion or experiential activity. These cards are entirely optional, but serve as a valuable “reminder” and will be used in combination with the instructor’s own daily evaluations to determine your contribution score for the day.

**Attendance Policy:** Woody Allen once said: “80% of success is just showing up.” Woody was right – class attendance is absolutely essential. All missed classes will be noted. The policy on missed classes is to allow each student **three** (3) absences, no questions asked, no penalty. All further absences over the limit will reduce the student’s contribution grade, no questions asked, no excuses of any kind accepted. Students with an excessive number of absences are at risk to fail the course. Job interviews, etc., are not excused, so choose your absences carefully. Habitual lateness (and leaving class early) for whatever reason will be noted as evidence of low course commitment and penalized.

For students missing more than three classes who wish to make up these absences, I have a “summary paper” policy. Please see me about this should the situation apply to you.

**Group Projects: Company and Country Leadership.** In order to strengthen your teamwork skills, you will work simultaneously as a team member on two different project assignments throughout the semester: one assignment to study a global company and the other to study a country. These two team projects will emphasize two key skills – those skills related to conducting research (gathering and analyzing information) and those interpersonal skills that evolve around working with a variety of people in groups. I will discuss these two assignments in more depth early in the semester.

**Company Project:** At the beginning of the semester, nine (9) teams will be formed for the purpose of examining one global corporation. Each team will consist of approximately 5 members, and will choose a company that has a global presence. The team will research the company and its leadership, and attempt to learn enough about the company that each team member could speak about it as though he or she worked for that company. The leaders of the company will serve as class examples throughout the course, ***and at the mid-point of the course your team will prepare handouts and make a presentation for the class about leadership in your company.***

**Country Leadership Project:** Also at the beginning of the course, the same nine (9) teams – as described in “Company Project” above – will be assigned to study a country and that country's notion of leadership. No individual may participate in a team that represents a country where he or she has ever lived. ***These country teams will prepare handouts and develop and make presentations at the end of the semester about what you believe leadership to include in the country culture you study.*** Presentations may include dress of that country, food, religious rituals, collages, summary points on posters, articles about leaders from that country, etc. Each country chosen by a team will need to be approved to avoid more than one team choosing a country.

**Written Assignments: Case (2 total).**

You will learn to conduct analyses – related to leadership and culture – and prepare written papers for two of the cases found in the course reader. These papers should be typed/printed and will be collected at the beginning of each class in which we discuss the case. Two papers are required (you can do more; we’ll use the two best).

Written Assignments require you to answer the study questions in detailed paragraph/bullet point form that I’ve provided for you regarding each case (presented in Appendix A). Please note that the best papers are written in ‘depth and breadth’ (with references). You must use citations from the course (e.g., Course Reader and other appropriate readings, lectures, PPT presentations) to earn ‘A’ scores. Format should be single-spacing; maximum page length is two pages.

**Written Assignments: Country Leadership (1 total).**

Through the semester, we will explore what leadership means and how and in what way it is applied as we study global business topics. We will cover a variety of leadership situations in various countries. For this paper, you will prepare a summary of what leadership might involve in that country – a detailed statement (1-2 page(s)). In your summary, you should describe what you think leadership probably involves in the country identified. You should use information provided in the readings as well as from other sources. Make sure that you provide some logic for your assertions. ***In addition to the detailed statement, I ask that you develop at least 3 key questions about leadership that you identify in the summary of the country*** (attached as an appendix). One paper is required (you can do more, we’ll use the best).

**Final Exam.** A final exam is scheduled for this course. It will be given during the exam time specified by the University. The exam will most likely consist of several short essay questions, focusing on a case that will be handed out one or two weeks before the exam.

## **MARSHALL GUIDELINES**

**Add/Drop Process.** In compliance with USC and Marshall's policies classes are open enrollment. I can drop you from my class if you don't attend the first two sessions. Please note: If you decide to drop, or if you choose not to attend the first two sessions and are dropped, you risk being not being able to add to another course this semester, since they might reach capacity.

**Technology Policy.** Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted, due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded material is reserved exclusively for USC Marshall students. Students violating this policy will receive a "zero" for the day and may be asked to leave that day's class.

**Statement for Students with Disabilities.** Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. For more information visit [www.usc.edu/disability](http://www.usc.edu/disability).

**Statement on Academic Integrity.** USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

**Emergency Preparedness/Course Continuity.** In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at [blackboard.usc.edu](http://blackboard.usc.edu).

**Evaluation of Your Work.** You may regard each of your submissions as an "exam" in which you apply what you've learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If, however, you feel that an error

has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo, and explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

#### **INFORMATION FOR FACULTY MEMBERS RE GRADE CHANGES**

All grades assigned by faculty members are final. Students have the right to seek explanation, guidance, counsel and reasons for the assignment of a grade. Students may appeal a grade according to university policy as set forth in SCampus. Faculty may initiate a change in grade if there is an error in the calculation of a grade. However, a faculty member may not change a disputed grade outside the formal appeals process. In response to a disputed academic evaluation by an instructor, a student is entitled to two levels of appeal after review by the instructor: first to the chairperson of the department and then to the appropriate dean of the school. The full university policy can be found on page 125 of SCampus and at:  
[http://www.usc.edu/dept/publications/SCAMPUS/gov/disputed\\_academic\\_evaluation\\_procedures.html](http://www.usc.edu/dept/publications/SCAMPUS/gov/disputed_academic_evaluation_procedures.html)

## CLASS SCHEDULE

*This is the intended schedule of activities, though changes might occur.*

Class	Date	Topic/Assignment Due
1	M 8/25	Topic: <i>Course Overview, Objectives</i>
2	W 8/27	<b>*Meet in the ELC*</b> – (Greeting cards)
	M 9/1	Labor Day Holiday
<b>PART I: LEADERSHIP – LOCAL BEFORE GLOBAL</b>		
3	W 9/3	Topic: <i>A Framework for Learning About Leadership</i> <b>Read:</b> Lawler, “From the Ground Up,” Chapters 1 & 2
4	M 9/8	Topic: <i>Leading Americans is Pretty Straightforward (isn’t it?)</i>
5	W 9/10	Topic: <i>Improved Performance and Leader Behavior</i> <b>*Meet in the ELC*</b> – (LO exercise)
6	M 9/15	Topic: <i>Leaders Designing Their Own Organization</i> <b>Case:</b> Meg Whitman at eBay Inc. (A) (Case WA)
7	W 9/17	Topic: <i>Leaders Are Only Half the Picture</i> <b>*Meet in the ELC*</b> – (Leaders and Followers exercise)
8	M 9/22	Topic: <i>Know Thyself – Know Others. Part I</i>
9	W 9/24	Topic: <i>Leadership Behavior and Culture, Ethics and Norms</i> <b>*Meet in the ELC*</b> – (PA exercise)
10	M 9/29	Topic: <i>Know Thyself – Know Others. Part II</i>
11	W 10/1	Topic: <i>Leadership – What is “Effective” and What is Not?</i> <b>Cases:</b> Coach K—A Matter of the Heart; and Coach Knight—The Will to Win (Case WA)

Class	Date	Topic/Assignment Due
12	M 10/6	Topic: <i>Leaders as Change Managers</i> <b>Case:</b> Johnsonville Sausage (Case WA)
13	W 10/8	Company Report Presentations
14	M 10/13	Company Report Presentations
15	W 10/15	Company Report Presentations
16	M 10/20	Topic: <i>A Case Study of a Controversial Leader</i> In-class activity: "The Fog of War"

## PART II: CROSS CULTURAL ISSUES

17	W 10/22	Topic: <i>"Toto, I've a feeling we're not in Kansas anymore."</i> <b>Read 3 items:</b> (a). Huntington, "The Clash of Civilizations?" (Note: this article can be found online at "EBESCO Business Source Complete" via Crocker Library at MyMarshall website.) (b). Javidan, Teagarden and Bowen, "Making it Overseas;" and (c). Trompenaars and Woolliams "Lost in Translation."
18	M 10/27	Topic: <i>Leading Foreign Nationals – Leveraging Resources</i> <b>Case:</b> Intel in China <b>Read:</b> Rosenzweig, "National Culture and Management." (Case or Country Leadership WA)
19	W 10/29	Topic: <i>Cultural Intelligence (CQ)</i> <b>Read:</b> Earley and Mosakowski, "Cultural Intelligence"
20	M 11/3	Topic: <i>Gender, Leadership and Global Careers</i> <b>Case:</b> Sumiko Ito <b>Read:</b> Ghemawat: "Distance Still Matters: The Hard Reality of Global Expansion." (Case or Country Leadership WA)
21	W 11/5	Topic: <i>Leading Across Cultures</i> <b>Case:</b> The Road to Hell <b>*Meet in the ELC*</b> (Case or Country Leadership WA)



Class	Date	Topic/Assignment Due
<b>PART III: LEADING IN A GLOBAL CONTEXT</b>		
22	M 11/10	Topic: <i>Leading HR, Governance &amp; Social Responsibility</i> <b>Case:</b> Levi Strauss & Co. Global Sourcing (Case WA)
23	W 11/12	Topic: <i>Leadership, Transitions and Relocation</i> <b>Case:</b> Catskill Roads <b>*Meet in the ELC*</b> (Case or Country Leadership WA)
24	M 11/17	Country Report Presentations
25	W 11/19	Country Report Presentations
26	M 11/24	Country Report Presentations
	W 11/26	Thanksgiving Recess
27	M 12/1	Topic: <i>Developing Leaders Globally</i> <b>Case:</b> The Case of the Floundering Expatriate (Case or Country Leadership WA)
28	W 12/3	Course Review
	W 12/10	Final Exam: 4:30-6:30 PM

## **Appendix A**

### **MOR 470 – Written Assignment Preparation Questions**

Here are some general questions for you to think about as you read all of the cases for this course:

- What are the pertinent facts in the case?
- What is/are the primary problem(s)?
- What are the causes of the problem(s)?
- What are the alternatives for action?

*Please answer the specific questions listed below* when doing a Written Assignment for the following cases. Also, be sure to make reference to the readings that are assigned. The best evaluated case analyses will likely be those in which the readings have been used.

#### **Meg Whitman at eBay**

1. Using the STAR model, assess how well eBay's organizational design (and culture) 'fit' with what eBay is trying to do with its customers?
2. How does the design (and culture) at eBay impact business success?
3. If you were hired as a consultant by eBay, what alternative organizational designs would you suggest? Why? And how would you argue for any new culture or design?

#### **Coach K—A Matter of the Heart; and Coach Knight—The Will to Win**

1. Compare and contrast Coach K and Coach Knight. How are they different? Similar?
  - Describe Coach K's leadership style. What are his basic assumptions about motivation, leading and human nature?
  - Describe Coach Knight's leadership style. What are his basic assumptions about motivation, leading and human nature?
2. Who is more effective? Why? Under what conditions would you hire Coach K? Coach Knight?

#### **Johnsonville Sausage**

1. Use the STAR model to help you describe the organizational culture, strategy, structure, people, processes and rewards at Johnsonville Sausage?
2. What kind of a leader is Ralph Stayer? How does his behavior affect how people behave?
3. Ralph Stayer is verbally committed to a philosophy of delegated responsibility and authority and significant consultation. Is he serious? Is he realistic? Can he do it? What risks exist?
4. What should Ralph do about Palmer's request? Why?

#### **Intel in China**

1. Use the STAR model to assess Intel in China.
2. How would you have handled the situation with Lui?
3. Do you believe the incident with Lui was indicative of broader internal communication difficulties, and if so, what could Tang do about it?
4. Tang largely ignores his rank or his experience in the U.S. and hopes that by making it a non-issue, it perpetuates a feeling that he is "one of a bunch of Intel employees, working hard to avoid dissonance in relationships." How realistic do you consider this attitude to be in dealing with the potential for cross-cultural conflict?

### **Sumiko Ito**

1. Would you consider Sumiko a leader? Why or why not?
2. What impact do Sumiko's ethnicity and gender have on her success?
3. If you were in charge of leadership development at Nomura, what would you do to keep Sumiko Ito with your firm? What would you do to further develop her for a leadership position?
4. Answer the following question as though you were Sumiko: What advice do you have for women looking to go into global business?

### **Road to Hell**

1. What is the purpose of the last interview?
2. What are the important issues that need to be covered? Why?
3. How would you have handled the last interview with Matthew Rennalls if you were Baker?

### **Levi Strauss & Co. Global Sourcing**

1. Should Levi Strauss & Co. continue and possibly increase its involvement in China?
2. How does national culture influence the decision?
3. Evaluate LS & Co.'s decision-making process.

### **Catskill Roads**

1. What are the key issues / concerns of the case?
2. What should an organization look for in an expatriate?
3. What is the most critical function of expatriating?

### **The Case of the Floundering Expatriate**

1. What is your own evaluation of Bert Donaldson's performance?
2. If you were Frank Waterhouse, how would you respond to Bert Donaldson's performance?
3. What impact will your decision as Frank Waterhouse have on your business and your career?
4. What are the particular challenges and dilemmas in managing relationships with those who have different cultural backgrounds and working styles from yours?