

商界军校
北京大学汇丰商学院
HSBC BUSINESS SCHOOL, PEKING UNIVERSITY (PHBS)

STRATEGIC LEADERSHIP
MODULE 2, 2014-11-13 ~ 2015-11-16

COURSE SYLLABUS

COURSE MEETING TIME AND LOCATION

Course Code	Class Time	Class Venue
MGT	Monday & Thursday 1:30-3:20pm	209

INSTRUCTOR CONTACT INFORMATION

Instructor: Dr. Hong ZHU, Assistant Professor of Management
Office: Room 666, PHBS
Phone: 2603-3781
Email: zhuhong@phbs.pku.edu.cn
Office Hours: 3:30-5:30pm Friday & By Appointment
Teaching Assistant: TBD

COURSE OVERVIEW

The actions – or inactions – of a relatively small number of key people at the apex of an organization can dramatically affect organizational outcome. Strategic leadership is a graduate level course designed to deeply comprehend these key people– their values, abilities, experiences, social connections, aspirations and the governance of these key people. The scope of strategic leadership includes chief executive officers (CEOs), top management teams (TMTs), and boards of directors (the governance body). The course addresses an array of topics: the characteristics of qualified strategic leaders; the composition, diversity and strategic decision making of top executives; the turnover and succession of top executives; executive compensation; the consulting and monitoring roles of boards of directors, etc. This course provides an intensive and inspiring learning experience for graduate students (MA and MBA students) and practitioners (current or prospective executives) who are seeking career advancement and broader responsibilities in organizations.

COURSE OBJECTIVES

This course contains the frontier academic research, numerical examples, the analyses of classic and latest cases, and laws and regulations regarding strategic leadership in U.S. and China. The goals of this course are to (1) facilitate students to develop a solid and comprehensive understanding of strategic leadership including the characteristics, experiences, composition, turnover and succession of top executives and the governance of these key people; (2) offer students fine-grained analyses of decision making processes of top executives; (3) prepare students with the knowledge of effective governance of boards of

directors and the consulting and advising roles of these directors; (4) get students to learn strategic leadership in both U.S. and China. Armed with such in-depth understandings of strategic leadership in U.S., China and other countries, students are more capable of shouldering responsibilities in organizations increasingly competing in the global market.

COURSE MATERIALS

Course materials will consist of four areas: (1) a text book and book chapters; (2) Cases; (3) powerpoint slides, to be provided by the instructor.

(1) Course textbook

Finkelstein, S., Hambrick, D. C., and Cannella, A. 2009. *Strategic Leadership: Theory and Research on Executives, Top Management Teams, and Boards*. Oxford: Oxford University Press (Finalist, Academy of Management Terry Book Award).

Course book chapters

Hitt, M.A., Ireland, R. D., & Hoskisson, R.E. 2014. *Leadership Implications for Strategy* Chapter 12. In *Strategic management: Competitiveness and globalization (Concepts)*, 10th Edition, South-Western: Cengage Learning.

[In Chinese工商管理类教学指导委员会双语教学推荐教材•工商管理经典教材•核心课系列:战略管理:概念与案例(英文版•第10版) (英语) 平装 – 2013年2月1日 刘刚 (改编), 迈克尔•A•希特 (Michael A.Hitt) (作者), R•杜安•爱尔兰 (R.Duane Ireland) (作者), 罗伯特•E•霍斯基森 (Robert E.Hoskisson) (作者)]

Larcker, D. & Tayan, B. 2011. Labor market for executives and CEO succession planning & Executive compensation and incentives. Chapter 7&8. *Corporate Governance Matters: A Closer Look at Organizational Choices and Their Consequences*. New Jersey: Pearson Education, Inc.

(2) Cases

A list of classic, most popular and latest cases will be discussed in the course.

(3) Powerpoint slides

Powerpoint slides will be distributed for each lecture by email or otherwise (e.g., the website for this course) from the instructor immediately preceding or following each lecture.

Recommended Readings: I recommend that you read (or browse) a major business newspaper (e.g., *the Wall Street Journal* or *Financial Times*) on a daily basis. You have heard the phrase “readers are leaders.” This is true assuming the reading is relevant. There is a lot to choose from so choose wisely. Most people do not read; this will be a habit that will set you apart. We will discuss major items relevant to strategic leadership as they occur.

TEACHING METHODOLOGY

This course involves regular lectures, in-class discussion, case analyses, video, current event report, oral presentations and written analyses. The variety of activities requires student

involvement and facilitates students to accomplish the learning objectives of this course. Students are expected to read numerous books, articles, current events, business cases, and laws and regulations related to strategic leadership. In particular, the course trains students to develop independent critical thinking and study capabilities. Students seek and analyze data and information on their own to identify key value-adding aspects or issues of a company's strategic leadership, and propose their recommendations to solve issues the company is facing. As prospective executives, students are expected to develop your business writing and oral presentation skills in this course.

GRADING PLAN AND EVALUATION

Final grades are based on the following items.

Individual	
Class Participation	15%
Current Event Report	15%
Final Paper	35%
Group	
Group Video Case Presentation	35%

Assignments submitted after the time due are penalized 10% of the base assignment-grade for each 24-hours late.

DESCRIPTION OF GRADE COMPONENTS

A. Class Participation (15%)

Please plan to treat this course as an opportunity to practice the professionalism that will serve you well during your career. You owe yourself and your fellow students your presence in the classroom. Meanwhile, please note that nonprofessional behavior (i.e. sleeping in class, chatting with your neighbors during the class time, showing up late to class, reading materials other than those assigned for this class, leaving class early, failing to turn cell phones off, passing notes, eating, rudeness, sarcasm, discrimination, etc.) that creates a distraction is likely to inhibit both your own and your peers classroom learning. As such you can expect that the demonstration of unprofessional behavior will negatively impact your grade in class participation.

Please also note that attendance is a necessary but insufficient condition for participation in a timely manner; this means that simply attending the class is not the same as participating. Participation will be graded on the basis of the quantity and quality of an individual's contribution to class room discussion. In fact, we learn best when we are actively involved in the activity we are attempting to master (consider riding a bicycle, studying dentistry).

Being well prepared for class is a prerequisite for high quality involvement, which in turn better enables you to maximize your learning. Hence, it is virtually important and it is also your responsibility that you always have read in advance the materials that will be covered during the class. Your level of preparation for this class will determine your success. Please come to class prepared.

To facilitate the evaluation of class participation, **a seating chart** will be established **in Lecture 3**. Students will be also graded high pass, low pass, just pass, and not pass according to the following criteria at the end of the semester.

High Pass (A / A-)

- initiates information relative to topics discussed
- accurately exhibits knowledge of assignment content
- draws upon practical experience or personal opinion, as appropriate
- offers relevant/succinct and quality input to class consistently
- attends class regularly

Low Pass (B+ / B)

- regularly participates in discussions
- consistently demonstrates knowledge of reading assignments
- demonstrates ability to analyze/apply course material
- demonstrates willingness to attempt to answer questions
- attends class regularly

Just Pass (B- / C+)

- participates in discussion when solicited
- demonstrates knowledge of course material
- offers clear, concise information relative to class assignment
- offers input, but tends to reiterate the intuitive
- missing a few classes

Not Pass (C and below)

- occasional input, often irrelevant, unrelated to topic or fails to participate, even when specifically asked (in large/small group discussion)
- reluctant to share information
- drains energy from the class
- behaves towards others in a disruptive fashion, for example: sarcastic comments aimed at others who are attempting to participate
- does not attend class regularly

*Students with the University approved excuse (e.g., valid medical proof) will have his or her absence excused for that day. Besides, it is the responsibility of the absentees to consult their peers about what were covered in the class.

B. Current Event Report (15%)

The requirements are straight forward. Simple choose any article from the Wall Street Journal, New York Times, Financial Times or other major business magazines and newspapers that relate to strategic leadership issues. Please turn in **two items in class on the day when you present**. (1) *ONE double-spaced page brief of the main points* you want to make about the article; (2) *One copy of the original article* with *the Journal/magazine title, author(s)' name(s), the date of the publication and the web link of the article* to me. Please present a **3-5 minute** oral brief to the class. Your job is to be

succinct yet effective in communicating your point to the class. You want your audience to “take away” a nugget of information they may not have known prior to your briefing. No two students are allowed to present the same article – **You need to talk with the other students who present on the same day to make sure you all present different articles.** It is important to note that this is an opportunity to practice your oral presentation skills, and to prepare for final oral presentation of your group project. This assignment has received very favorable feedback from your predecessors. Enjoy!

Grading criteria include: identification of key points in the article, being able to communicate key points clearly to the class, relevancy to the strategic leadership, formal business dress and completion of the presentation within time limit. Marks will be deducted if the time limit is exceeded.

I will provide and circle **a sign-up sheet in the first lecture.** Please sign your presentation date.

*Anyone having a problem with speaking in front of the class should notify me immediately so that other arrangements may be made.

C. Group Video Case Presentation (35%)

This course is closely in line with what’s happening in the real world. To facilitate students’ awareness about, and sensitivity to strategic leadership in the business world dynamics, as well as apply what is learned throughout the course, students are required to form groups and prepare a group video case presentation. The video case presentation will be held in Week 9 after you learn all topics of strategic leadership.

The group video presentation is themed on strategic leadership (e.g., CEO succession, CEO hubris, executive compensation, consulting and monitoring of boards, strategic decision making processes of top executives) of a company. The key is that each group needs to evaluate the company’s strategic leadership by highlighting the value-adding aspects, and/or by identifying the issues of this company’s strategic leadership. Each group is required to offer recommendations to improve strategic leadership of this company. These recommendations are expected to add value to the company such as leading the company to sustain the competitive position in the industry.

Each group is required to prepare a short video clip. The video clip is to be drawn from sources such as local TV channels, Youku, and can be in English or other languages such as Pu Tonghua. If the language spoken in your video is not English, your video must have English subtitles.

The presentation consists of three parts:

1. Display a **3-5 minute** video clip (**no longer than 5 minutes**):
The content of the video should introduce the company, the key executives, and the key strategic leadership topic your group examines in the project.
2. A **15-20 minute** PowerPoint presentation on strategic leadership (**no longer than 20 minutes**)
3. A **3-5 minute** Q&A session

Each group consists of **around 3-4 students**. Please submit the list of your group members in **Lecture 4**. This list includes each group member's full name and student ID. All members of the presenting teams are required to present the content of the analysis. The sequence of presentations will be drawn on site in Lecture 5.

Deliverables: All groups have to hand in the following materials to me **in Lecture 15**.

1. A e-copy of the video clip and PowerPoint file
2. A **hard copy** of the Power Point slides (2 slides per page handout format)
3. On the e-copy and hard copy, please write down your group members' name, student ID, and the name of the company your group examines in the presentation.

Grading criteria include: accurate understanding of concepts, relevancy to the strategic leadership, critical thinking, quality of your analyses and recommendations, presentation quality, formal business dress, the quality of the answers to the questions, and completion of the presentation within time limit. Marks will be deducted if the time limit is exceeded.

Peer evaluation. To avoid any free riders problems, each group is required to turn in a **Group Effort Report** which simply lists the names of all group members, and the percentage of the total group effort accomplished by each group member. If all group members contribute equally to the group project, then their grades will stand. No grades will be adjusted upward on the effort report. However, if the majority of the group is that one or more individuals failed to pull their weight in the project, those individuals' final group project grades will be adjusted downward appropriately. The average of peer ratings can lower an individual course grade by up to one letter grade). However, if there is a majority agreement that the individual member has contributed nothing to the group, a zero mark will be given to the individual's group project portion of the course grade.

Note: Groups can submit a written request signed by at least the majority of the group members to the instructor at any time if there is *severe free rider problem*. Also, it is highly encouraged to notify the instructor early in the module.

D. Final Paper (35%)

The topic of your individual final paper relates to CEO, TMT and/or a board of directors of a corporation in any sector – publicly traded, unlisted, state-owned enterprises, start-ups. The key is to identify issues of the company's strategic leadership and to provide your suggestions to address these issues. You could also identify value-adding aspects of a company's strategic leadership and analyze how these aspects contribute to better strategic decision making and outcomes of this company. You may pursue strategic leadership topic with your instructor's approval. The final paper should be around **3-5 double-spaced pages** (excluding any references, appendixes, etc), and is due at **5:00pm, Jan 15, 2015**. Please email your individual report to me and copy it to TA before the due time. It should not exceed **FIVE pages**.

This report includes the following items (1) briefly introduce the company and the top executives you examine in the report; (2) identify the issues related to this company's strategic leadership by using relevant concepts/theories; and/or (3) identify good aspects of this company's strategic leadership; (4) evaluate how these positive and/or negative aspects of strategic leadership could affect the company's strategic decision making and/or outcomes; (5) provide your recommendations to improve this company's strategic leadership quality.

Format: In the main text, please cite related articles to support your arguments and/or data and put the corresponding references after the main text; and all references, tables, figures and appendixes are put after the main text (Please refer to *Academy of Management Journal Style Guide for authors.*)

Grading criteria include: accurate understanding of concepts, relevancy to the strategic leadership, critical thinking, quality of your analyses and recommendations, writing quality, format, and the length of the report within the five-page limit. Marks will be deducted if the report exceeds five pages.

COURSE OUTLINE AND SCHEDULE*

Week		Lecture	Date	Chapters	Notes
Week 1	Thursday	Lecture 1	13-Nov	Introduction & Chapter 12 Strategic Leadership (Hitt et al)	Current Event Report Sign-up
	Monday	Lecture 2	17-Nov	Chapter 12 Strategic Leadership (Hitt et al 2014) & Golden Mine Case	
Week 2	Thursday	Lecture 3	20-Nov	Chapter 3 How Individual Differences affect executive action Part I	Seating Chart
	Monday	Lecture 4	24-Nov	Chapter 3 How Individual Differences affect executive action Part II	The Formation of Final Groups
Week 3	Thursday	Lecture 5	27-Nov	Chapter 4 TMT Experience	The Order of Final Group Presentations
	Monday	Lecture 6	1-Dec	Chapter 5 TMT (Part I)	
Week 4	Thursday	Lecture 7	4-Dec	Chapter 5 TMT (Part II)	
	Monday	Lecture 8	8-Dec	Chapter 6 Antecedents of CEO turnover and succession	
Week 5	Thursday	Lecture 9	11-Dec	Chapter 7 consequence of CEO turnover and succession	
	Monday	Lecture 10	15-Dec	Chapter 7 Labor market for executives and CEO succession planning (L&T)	
Week 6	Thursday	Lecture 11	18-Dec	Chapter 8 Executive compensation and incentives (L&T)	
	Monday	Lecture 12	22-Dec	Chapter 8 Board Composition (Part I)	
Week 7	Thursday	Lecture 13	25-Dec	Chapter 8 Board Composition (Part II)	
	Monday	Lecture 14	29-Dec	Chapter 9 Board Vigilance (Part I)	
Week 8	Thursday	Lecture 15	1-Jan	Chapter 9 Board Vigilance (Part II)	Group Project Submission
	Monday	Lecture 16	5-Jan	Wrap-up	
Week 9	Thursday	Lecture 17	8-Jan	Group Video Presentation	
	Monday	Lecture 18	12-Jan	Group Video Presentation	Peer Evaluation
Exam Week	Thursday		15-Jan	Final individual report submission	Due time: 5:00pm

*This is a temporary schedule. We will adjust it based on our progress on site.