

# BCOR 4003 Senior Management Seminar

Spring 2009

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<http://leeds-faculty.colorado.edu/Rosse/Courses/4003/4003Cover.html>

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Class: TR 3:30 – 4:45 Office Hours: TR 12 - 2, and by appointment. (You're also welcome whenever my door is open.) I'm also available most Mondays and Wednesdays at my office in Regent Hall: 331.

## Course Description:

The key theme of this course is “integration,” which is generally defined as bringing together components parts into a whole. In this course you will be working towards integration in a number of different dimensions:

- Integration of what you've learned during your time at CU. As Business major, you've learned about principles of marketing, accounting, finance, and systems, as well as management. More broadly, you've learned about economics, psychology, political science and other topics. In this course your task will be to integrate all these experiences in an applied field project.
- Integration of both individual and team efforts, as some of the assignments will be individual- and others will be group-based.
- Integration of what Pink refers to as Right-Directed Thinking and Left-Directed Thinking, resulting in a wholistic approach to managing.
- Integration of multiple stakeholders' interests—the key theme of *Terms of Endearment*—throughout the course and particularly in the course project.

While this course is intended to provide an opportunity for integrating what has come before it, it also presents a radically different view of management for the 21<sup>st</sup> century: what Daniel Pink terms the “Conceptual Age” of organizations and what Sisodia and colleagues refer to as the “Age of Transcendence”. We will explore this new view from two different, but (of course!) integrated perspectives. One perspective focuses on better understanding yourself, and developing your personal and managerial skills to prepare yourself for the career(s) that lie ahead. Daniel Pink's *A Whole New Mind* forms the foundation for this, as he describes a skill set of “right brain” talents that he argues will be absolutely essential for the 21<sup>st</sup> century. The second perspective is that of the organization. In *Firms of Endearment*, Sisodia, Wolfe and Sheth argue that successful firms are based on passion as well as profit, and that the key to creating that passion is strategically aligning the interests of all stakeholders, not just those of shareholders. They propose a set of philosophies and practices that can create a sustainable organization for the future.

As a culminating experience for the course—and for your program at Leeds—you will work in teams with an organization of your choosing to apply these principles to a challenge faced by that organization. Your analysis and recommendations will be reported to the class and to the organization.

## Course Objectives

- Understand the differences between Right-Directed and Left-Directed Thinking, analyze your own predominant thinking style, and then develop strategies for becoming a more holistic thinker.
- Understand how the principles of Passion and Purpose influence the development of sustainable management practices.
- Practice the Right-Directed Thinking skills of Design, Story, Symphony, Empathy, Play and Meaning
- Practice making individual and group presentations to the class.
- Apply the concepts of High Concept, High Touch, Passion and Purpose to the analysis of a significant management issue/problem.

## Reading Materials

Pink, D.H.. (2006). *A Whole New Mind*. New York: Riverhead Books. **(WNM)**

Sisodia, R., Wolfe, D.B., Sheth, J. (2007). *Firms of Endearment*. Wharton School Publishing. **(FOE)**

## Course Format and Requirements

*Seminar: a group of advanced students studying under a professor with each doing original research and all exchanging results through reports and discussions (Merriam-Webster Online)*

As you can see from this definition, seminars differ from traditional lecture classes on a number of dimensions. The role of the professor is not to lecture, but to provide guidance, through assigned readings and moderation of discussion. Your role is to be actively engaged in discussion and **creation of course content**. All parties share responsibility for creating the course, and as a result all parties (yes, including the professor!) learn from the experience. This leads to a rather different set of requirements on which your grade will be based.

### 1. Participation (20%)

Because there is an expectation that everyone will contribute, a significant portion of your grade is based on participation. Note that the key word is *participation*, not merely attendance (though, of course, attendance is a prerequisite to participate). On a random basis I may award bonus points to those in attendance, though I expect that the primary motivation will come from the course content itself. Your participation grade will be based on the regularity and significance of your contributions to class discussion. By "significance" I mean that your questions and comments reflect that you have read and thought about the material in advance, so that you are prepared to contribute in a meaningful way to class discussion.

### 2. Examination (25%)

In order to contribute meaningfully to discussion, you need to keep up with the material in the two books. To ensure this, there will be one exam covering the material from both books.

### 3. Individual Assignments (5%)

Homework assignments **must be typed** and professional in appearance. Most assignments are graded on a +, √, - system. If the assignment is turned in on time and suggests that you made a serious effort to complete it, you will receive a √ whether or not your answer is correct. (Since the purpose of most of the assignments is to practice applying lecture material, I do not

want to penalize you for making an error; the point is to learn from any mistakes you may make.) Careless or rushed work will receive a - (or no credit if it's really poor quality). Occasionally I give a + to work that significantly exceeds the requirements of the assignment.

#### 4. Individual Presentation (10%)

In addition to your regular class participation, each student will make an individual presentation on a topic related to the course. These presentations can cover either of the following:

- Option A: Presentation regarding one of the six "Senses" from Pink's *Whole Mind* book. Five presentations will be devoted to each of the six senses; the dates for the presentations are shown in the Course Outline. You have complete latitude to cover your chosen Sense however you see fit, such as by providing examples of how one company encourages the sense, by leading the class through a demonstration of the Sense, by describing how you completed one of the recommended Portfolio activities, etc.
- Option B: Presentation and development of a case study of a company that exemplifies (preferably positively) the principles described in *Firms of Endearment*. The company should NOT be one of those described in *FOE*. Your presentation should provide a brief summary description of the firm, a more detailed description of how the company's practice(s) fit with FOE, and any evidence of how that affects the company's success (if possible).

Each student is responsible for notifying me which option you prefer, and on which date (see Course Outline towards end of syllabus for specific dates). Remember that only 5 students may cover each of the six senses (i.e., a total of 30 students); the remaining 15 or so students will do case studies. Choices will be on a first-come, first-served basis, but **choices must be made no later than January 22**. Please inform me of your choice by email only.

Presentations will be evaluated by both the professor and your fellow students. Your grade will be based primarily on how much your presentation added to our knowledge, although creativity, effort, and style of presentation will also be considered.

Individual presentations are intended to practice individual presentation skills, however there is still some room for working together. First, I encourage (but don't require) those who are giving presentations on the same "Sense" to coordinate their presentations. By that I mean two things: it would be good not to have two people making nearly identical presentations, and there might also be a preferred order to the presentations. Talking amongst yourselves prior to the presentation date might be helpful in both regards. Second, IF your Option B case study is particularly complex, I'm open to the idea of letting a maximum of two students work together on it. In this case, I'd still expect individual presentations from each person; since you'd have extra time, this shouldn't be a problem.

#### 5. Team Project Presentation (20%)

Each team will be responsible for conducting an analysis of an organization and developing a set of recommendations that are based on everything you've learned at Leeds, and in particular on the principles from BOTH books in this course. (More detail on this project will be provided separately.) Project presentations will be scheduled for April 23 – April 30, on a first-come, first-served basis. Team presentations will be evaluated similarly to the individual presentations.

#### 6. Team Project Report (20%)

Each team will also prepare a written report of their project, one copy of which should be turned in to me with a second copy going to the host organization. ALL reports are due at the beginning of class on April 23, regardless of the date of your team’s presentation (reports turned in more than 5 minutes after the beginning of class will have points deducted, at the rate of 10% per day or fraction thereof.)

**Grading Policies**

The table below shows the weights assigned to the various assignments. Your final letter grade is based on the distribution of total points at the end of the semester. Grades are “curved” and plus and minus grades may be assigned based on consideration of special conditions, unusual performance, etc. In accordance with Leeds School requirements, the mean of the grade distribution will be between a B and B+.

<i>Assignment</i>	<i>Points</i>
Participation	60
Exam	75
Individual Assignments	15
Individual Presentation	30
Team Project Presentation	60
Team Project Report	60
<b>Total</b>	<b>300</b>

**A note on Priorities**

While I realize that we all have multiple priorities in life (and that conflicts may be particularly likely for you as seniors interviewing for jobs), I expect that you will place an appropriately high priority on this class. I understand if you need to miss one or two class sessions because of other pressing concerns. However, I expect you to be present and ready for situations in which your presence (or absence) affects others—particularly the exam and the group presentation. *These should be very high priorities for you; travel, family gatherings, etc. should be planned around your classes (not vice versa).*

**Electronic Media**

- The course web site (<http://leeds.colorado.edu/Faculty/Rosse/Courses/4003/4003Cover.htm>) will have the most up-to-date information about the course. This will be updated periodically, so I’d suggest looking at it every once in a while just to see what’s new.
- I will be using email to provide information, updates, and personal communications. It is university policy that all students should have and monitor a CU email account. *You should plan to monitor your email regularly for any relevant messages.* Feel free to address any questions or concerns to me at the email address listed at the top of the syllabus.

**Other Issues**

- Cell phone ringers should be turned off during class (please let me know if you need to use either for an emergency.)
- If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services (DS) early in the semester so that your needs may be addressed. DS determines accommodations based on documented disabilities (303-492-8671, Willard 322 <http://www.colorado.edu/sacs/disabilityservices>)

- If you foresee any conflicts between course requirements and your own religious practices, please let me know as soon as possible in the semester so that we can discuss appropriate accommodations ([http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)).
- Academic dishonesty is an issue that I take very seriously. By taking this course, you are agreeing to follow School and University policies on academic dishonesty. This includes, but is not limited to, prohibitions on plagiarism, cheating on exams, or reviewing exams from prior semesters (<http://www.colorado.edu/academics/honorcode/>).

### **Note on Project Teams**

A substantial amount of class work, particularly the Team Project, will be done in teams. The teams will consist of 5 to 6 students; approximately 9 students will volunteer to be team leaders and will choose the remaining members of their team. All members of the team normally will share the grade for the team report, unless peer evaluations indicate otherwise (see separate handout on forming teams for more information about bonus points for team leaders).

Experience working in teams is invaluable, although occasionally somewhat trying. As future managers with a particular interest in HR, I expect you to practice what you have learned at CU by developing a team that is maximally effective. It will be your joint responsibility to:

- Develop a plan of action for the Team Project
- Develop performance standards that will be used for peer evaluation
- Maintain motivation and direction
- Constructively manage any conflicts that may occur

Consider me as the Class Manager, who assigns tasks to teams and individual class members; provides information, advice and assistance; acts as a mentor; and is ultimately responsible for evaluating the performance of the teams (and individuals). *Grades—and to a larger extent, recommendations to employers--will be influenced by the professionalism you demonstrate in interacting with both me and the other members of the class.*

## COURSE OUTLINE

Date	Topic	Readings*
1/13	Introduction to Course	
1/15	Self-Assessment <b>DUE:</b> <a href="#">Pondering the Purpose of Business Exercise</a>	
1/20	New Perspectives on Organizing <b>DUE:</b> <a href="#">Personal statements</a> (via email)	FOE Prologue, 1
1/22	Right Brains, Left Brains, Whole Brains <i>Guest Speaker: Professor Marie Banich (Psychology and ICS)</i> <b>DUE:</b> Choices for Individual Presentations (via email)	WNM 1 - 3
1/27	From Capitalism to Transcendence	FOE 2, 3
1/29	Primer on Organizational Diagnosis	<a href="#">Alderfer (1980)</a>
2/3	Right-Directed Skills: Design <i>Guest Speaker: Professor Deborah Haynes (Art &amp; Art History)</i>	WNM 4
2/5	Right-Directed Skills: Design (Student Presentations) <b>Due:</b> <a href="#">Team Planning Report</a> & <a href="#">Team Performance Standards</a>	
2/10	Right-Directed Skills: Story (Student Presentations)	WNM 5
2/12	The Role of Employees in FOEs	FOE 4
2/17	Right-Directed Skills: Symphony (Student Presentations)	WNM 6
2/19	The Role of Customers and Investors in FOEs <b>DUE:</b> <a href="#">FoE Financial Analysis</a>	FOE 5, 6
2/24	Right-Directed Skills: Empathy (Student Presentations)	WNM 7
2/26	The Role of Partners and Society	FOE 7, 8
3/3	Right-Directed Skills: Play (Student Presentations)	WNM 8
3/5	The Role of Culture in FOEs <b>Due:</b> Team Update Report (oral presentation)	FOE 9
3/10	Right-Directed Skills: Meaning (Student Presentations)	WNM 9
3/12	Wal-Mart Video Case (Part 1)	<a href="#">Cascio (2006)</a> ; <a href="#">Barbaro (2008)</a>
3/17	Wal-Mart Video Case (Part 2)	FOE 10, 11
3/19	<b>EXAM</b>	
3/24	*** <i>SPRING BREAK!!</i> ***	
3/26	*** <i>SPRING BREAK!!</i> ***	
3/31	<i>Guest Speaker- Dr. Jia Gottlieb, MD</i>	
4/2	<i>Project Work Day (no class)</i>	
4/7	Case Study Presentations/Discussions	
4/9	Case Study Presentations/Discussions	
4/14	Case Study Presentations/Discussions	

- 4/16 Case Study Presentations/Discussions
- 4/21 *Guest Speaker*  
– Steve Bosley (former CEO, Bank of Boulder)
- 4/23 Team Project Presentations  
**ALL Team reports due**
- Team 7 (Flatirons Golf Course)
  - Team 2 (Emergency Family Assistance)
  - Team 1 (CU Parking Services)
- 4/28 Team Project Presentations
- Team 4 (Career Connections)
  - Team 6 (CU Recreation Services)
  - Team 5 (Crocs)
- 4/30 Team Project Presentations
- Team 3 (Spud Brothers)
  - Team 8 (CU Housing/Dining)
- 5/6 **Final Examination 1:30 - 4:00 pm**

Notes:

\* WNM = *Whole New Mind*; FOE = *Firms of Endearment*; others refer by last name to readings on Additional Readings list

- 1) Exercises in **bold** print are to be written up and turned in (typed). For the others, you should be prepared to discuss the case material in class, but no written report is required. Some of the exercises are available on the course website for download, if you should lose the copy provided in class.

Additional Readings:

- Aldefer, C.P. (1980). The methodology of organizational diagnosis. [Professional Psychology](#), 11, 459-468.
- Barbaro, M. (2008). Wal-Mart: The new Washington. New York Times online edition, February 3. [http://www.nytimes.com/2008/02/03/weekinreview/03barb.html?\\_r=1&ref=weekinreview](http://www.nytimes.com/2008/02/03/weekinreview/03barb.html?_r=1&ref=weekinreview).
- Cascio, W.F. (2006). Decency means more than “Always Low Prices”: A comparison of Costco to Wal-Mart’s Sam’s Club. [Academy of Management Perspectives](#), 20, 3, 26-37.