PEPPERDINE UNIVERSITY
THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

PROFESSOR
DENISE KIRWAN,
M.S.O.D.

BSCI 631.14
LEADERSHIP AND ORGANIZATIONAL SUCCESS
FALL TRIMESTER 2016
SEPTEMBER 1 – OCTOBER 13th
THURSDAYS: 1:00pm – 5:00pm

SYLLABUS

With grateful appreciation to Dr. Sandra Mashihi for her inspiration and the use of portions of her syllabus content.

Note: Syllabus and Course Schedule are subject to change at Professor’s discretion.
LEADERSHIP AND ORGANIZATIONAL SUCCESS
BSCI 631.14 – FALL TRIMESTER 2016

Day: Thursday’s; September 1<sup>st</sup> – October 13<sup>th</sup>
Time: 1:00pm to 5:00pm
Location: Beckman Management Center L3
Faculty: Denise Kirwan, MSOD
Office Address: TBD
Mobile/Text: (818) 749-7173
E-mail Address: denise.kirwan@pepperdine.edu
Office Hours: By appointment only
Availability: I am readily available to speak with or meet with students to discuss course content, individual or team assignments, student performance, and/or other needs. Please email me to arrange a meeting.

COURSE DESCRIPTION:
Based upon the premise that leadership is critical for organizational success, this course investigates the nature of leadership and its role in this success. The principal objective of this course is to prepare individuals to better understand and assume leadership roles. Theories, perspectives, and frameworks of leadership are tied to case situations, personal growth and development, and other sources for leadership learning.

Leadership is one of the most compelling, interesting, and most misunderstood subjects. Some doubt whether leadership can even be taught. Yet, leadership is critical for organizational success – especially in light of the waves of change buffeting today’s business and economic world. What is leadership? What qualities do leaders possess? How is it developed? How does leadership differ from management? What does “good leadership” look like? These are some questions that will be addressed in this course.

This course explores in dramatic fashion the answers to some of these leadership questions. It uses group exploration, experiential exercises, multi-source leadership assessments, and case studies in an attempt to set the context for leadership actions, to evaluate and better understand leadership styles and issues, and to apply leadership ideas to actual case situations.

COURSE OBJECTIVES:
1. To understand the nature of leadership vs. other management behavior/roles;
2. To understand the diversity of leadership theories and models;
3. To develop an understanding of the self–as–instrument in developing leadership success and to personally recognize favored ways of thinking about and demonstrating leadership;
4. To develop and articulate your individual philosophy of leadership;
5. To understand the impact of leadership choices on the organization and its multiple stakeholders,

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6. To develop an understanding of leadership’s role in developing organizational strategy;
7. To build your commitment to high standards of leadership for yourself and others; including understanding ethical decision making and moral choices in leadership roles; and
8. To understand values-centered leadership in contemporary society.

REQUIRED TEXTS & COURSE MATERIALS FOR BSC 631.12:

2. **Bradberry T. & Greaves, J.** Emotional Intelligence 2.0. TalentSmart, 2009
4. **Selected Articles**—Assigned articles for reading, as indicated in the syllabus, are accessible through the Pepperdine Library databases (Business Source Premier). In the event that you are not able to access these articles through Pepperdine’s Library online (Business Source Premiere) or physically, I will create a Harvard Business School Press Coursepack (with items marked for optional purchase at the discounted student rate), if needed. Please let me know immediately if you are unable to locate an article.

GRADING AND COURSE REQUIREMENTS:
Graded activities and their component value are as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percent of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Participation, including Preparation and Presence</td>
<td>30%</td>
</tr>
<tr>
<td>2. Case Study Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>3. Chapter Reading Presentation (Northouse)</td>
<td>15%</td>
</tr>
<tr>
<td>4. Exemplary Leadership Analysis Project &amp; Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>5. Targeted Leadership Development Plan Paper (Grade incorporates assessment completion)</td>
<td>20%</td>
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</tbody>
</table>

Total 100%

*Note: Syllabus and Course Schedule are subject to change at Professor’s discretion.*
Grades will follow the percentages outlined below, for individual projects as well as the class as a total unit:

<table>
<thead>
<tr>
<th>Percent (%)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>88-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-87</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>78-79</td>
<td>C+</td>
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<tr>
<td>73-77</td>
<td>C</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
</tr>
</tbody>
</table>

- Grades will be based on a weighted average of your scores.
- *Performance Standards* are outlined in detail in Appendix A. These standards will guide the preparation of all of your written assignments.
- Assignments are to be completed *individually*, unless otherwise indicated, and should be completed in a timely fashion. Late assignments will influence your grade.
- As a guideline to the workload, you should expect that the study and preparation time required for *satisfactory* graduate-level performance in the course will be 12 hours for each four hours in the classroom. A superior grade will normally require a substantial investment of time and mental energy.
- Unless otherwise indicated, all written work should meet the following *format requirements*, which will influence your evaluation on all written assignments:
  1. Edit carefully for spelling, grammar, and punctuation;
  2. Type, double-space, and number all pages;
  3. Set 1” margins
  4. Use 12-point font;
  5. Do not exceed page limitations noted for each assignment (unless otherwise indicated);
  6. Prepare papers in crisp business style, but retain academic attributes that convey your knowledge (i.e., clear and specific application of course concepts, principles, and models, use *APA* citation of all appropriate references, third-person descriptive style).
EACH OF THE GRADING COMPONENTS IS DESCRIBED BELOW:

1. Class Participation, including Preparation and Presence

Active participation in class activities and consistent contributions to class discussions are expected. Satisfactory class participation requires preparation for, on-time arrival to, and presence in all classes.

Therefore, students are required to:

- Attend all classes, and be present cognitively and emotionally, as well as physically, during each class session;
- Complete all reading and field, preparation, and written assignments by the due dates detailed in the Schedule of Classes;
- Demonstrate that you have done the weekly readings by making at least 2 insightful comments or questions during each class discussion;
- Be actively involved when other students are conducting their presentations.

One of the most important learning activities of this course is the extent to which you engage in active class participation. Your active participation has a significant influence on your overall grade (30%), as well as the learning experience of your fellow class members. Your class participation grade will be based on my evaluation of the quality, depth, and creativity of your in-class contributions, as well as the quality and constructive nature of the feedback that you provide to your fellow students regarding their contributions to class discussion. Your respect of the learning process itself is fundamental to satisfactory performance and is displayed by your responses to your classmates and by your ability to listen and to integrate their remarks with your own. Please see the Performance Standards on the last page of the syllabus for more detail regarding class participation expectations.

2. Case Study Assignments

You are assigned 3 case study assignments based on the course readings and/or the particular case. Students are required to respond to the assigned questions elaborately and to demonstrate their knowledge of the topic and its application.

3. Chapter Reading Presentation (Northouse)

Students will be assigned to work together in groups of 3-5 people to conduct a 45 minute facilitation on the Chapter reading from that week. Groups will be formed on the first day of the course.

The presentation should be interactive in nature. Each group is responsible for the other students’ learning of the models talked about in the assigned Northouse chapter. Presentations should include examples of leaders and contemporary organizations that utilize these models. Also, the presentations should not be a verbatim lecture of the chapter. More details will be talked about during the first class session.

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4. Exemplary Leader Analysis Project

For this course requirement, you may select one of the following assignments:

Option #1: Exemplary Leader Interview & Analysis
Select an organizational leader whom you respect, someone whom you would seek out for advice on leadership challenges in the workplace. This assignment requires that you interview that person to learn about his or her leadership philosophy, style, perspectives, and values, how he/she developed leadership abilities and skills, and major leadership challenges faced in his/her career. You may ask this person questions about what values guided him/her, what obstacles he/she encountered, how he/she overcame these obstacles, what has been his/her greatest leadership challenge, and what he/she did to manage that challenge. As part of your analysis of this person’s leadership philosophy and perspectives, you are to apply relevant course material (leadership theories, perspectives, principles, frameworks, etc.) in developing a deep understanding of this person’s leadership effectiveness.

The product of your interview will be a 6-8 page paper reporting on your interview findings, your analysis and application of course material, and the key take-aways from the interview that were most valuable to you (e.g., What did you learn about leadership? How can you apply these learnings to your own development as a leader? Which leadership models or theories (discussed in class) would help you describe this leader? Which of these findings are most critical to the challenges faced by leaders in contemporary organizations?). As an appendix to your final paper, please include your interview protocol.

- What level of leadership is this person in?
- How big is the organization that this person leads? How many people does the person lead?
- How would you describe the culture of the organization?
- What values guided this leader?
- How would the leader describe his/her vision?
- How would you describe the level of alignment between the leaders vision/values with that of the organization and employees?
- How would the leader describe his/her role model?
- What are some of the positive outcomes of the leader’s approach/philosophy?
- What were some of the challenges he or she had to face and overcome?
- Describe the biggest leadership challenge that this individual had to face relating to the course discussions (e.g. talent development, ethical concerns, misalignment in the organization)
- Describe (3) relevant leadership theories, perspectives principles/frameworks that were described in the course materials (Please cite author, article/text, year)
- What kinds of risks did this leader have to take in his/her position?
- What kinds of challenges/concerns does the leader have to face to continue to grow/sustain momentum?
- Describe the leader’s top (3) approaches to talent development. Please elaborate and relate it to course materials/models.
- Which of these interview findings are most critical to the challenges faced by leaders in contemporary organizations. Please provide examples.

Paper Requirements:
- APA style (Paper must include references)

Note: Syllabus and Course Schedule are subject to change at Professor’s discretion.
Option #2: Exemplary Leader Book Review Analysis

In this assignment, students will read a biographical or autobiographical text that summarizes the leadership philosophy of an exemplary leader. The assignment includes writing an in-depth analysis of the leader and his/her approach to leading, that (1) sets forth the leadership approach of this leader, including philosophy, values, specific methods for influencing and directing people, and the results of his/her approach; (2) teaches what we can learn from this person’s approach; and (3) how thoroughly and thoughtfully you critique the leader’s philosophy and system while integrating your analysis with the knowledge gained in this course. The product of your analysis is a 6-8 page double-spaced paper. Paper must adhere to APA style standards. The paper is due no later than 10/6/16.

Analysis should include:

• Brief summary/bio and description of leader
• Analysis of leader’s approach based on course readings (Please relate these findings to at least 3 topics from the course materials)
  o What is the leader known for?
  o What were the leader’s values/philosophy?
  o What were the specific methods the leader used for influencing, talent management?
  o What were some of the challenges this leader had to face?
  o How did this leader overcome this challenge?
  o What kind of legacy did this leader leave and instill for others?

Paper Requirements:

• APA style (Paper must include references)
  o Paper must be in APA essay format (not a bulleted Q&A of results)
• Citations from 5-7 sources (articles, empirical studies)
• Approx. 6-8 pages in length (if your paper is 10 pages, that is ok; 6 pages is minimum)
• The product of your analysis is a 6-8 page double-spaced paper. Paper must adhere to APA style standards. Paper is due no later than 10/6/16.

Presentation Requirement for all Students***For each of the Selected Individual Assignments, you will upload your paper to both Assignments and the Discussion Board. Your paper should be organized to generate class discussion on Discussion Board. Each student will be assigned 2-3 other papers to read and for which to provide feedback.

Targeted Leadership Development Plan

1. Multi-Source Feedback As part of meeting the course objectives concerning leadership self-awareness and developing your leadership competencies, you will complete a leadership assessments that include (a) self-assessments and a (b) work colleague/teammate

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assessments of your leadership style and leadership competencies. The leadership assessment, commonly described as 360-degree or multi-source feedback, is a central leadership development activity for leaders in organizations (90% of Fortune 500 firms utilize such assessments for their leaders). Between Sessions 1 and 5, you will be asked to complete one (2) or more online assessments that includes a series of questions concerning behavior styles and emotional intelligence and other competencies. Your online assessments will be generated and provided to you, which you will use – in combination with other self and multi-source evaluations/survey feedback to create a targeted leadership development plan.

2. Targeted Leadership Development Plan (Paper)

An important component to becoming an effective leader is self-awareness and having a plan for leveraging strengths and developing upon weaknesses. A requirement for the course is for the students to take three different inventories for self-awareness. You are required to complete between 3-4 tools including (Multi-Source Feedback, the DiSC Behavior styles Inventory, The Emotional Intelligence Appraisal, the Values in Action Inventory &/or a Resiliency Inventory) and write a 5-page paper that summarizes what you’ve learned from these tools in terms of your strengths and potential development areas. Here are some of the areas you want to discuss in your paper.

- **DiSC Inventory: (Required)** What is one or two things you will do as an analysis of your behavior style preferences to work effectively with others on how you approach tasks or assignments
- **Multi-Source Feedback: (Required)** What did you learn about your strengths, behaviors and development areas?
- **Resiliency Inventory:** How you handle stress or work and life challenges and/or
- **Emotional Intelligence Appraisal (Required):** Consider your 1-2 selected EQ strategies for development. In what ways might your focus on building one or more of the four, core EQ skill areas help you achieve your full potential? Please be specific or,
- **Values in Action Inventory:** In what ways do your values influence your authentic leadership style? Or, the style you’d like to develop?
- What’s your plan as a result of your feedback?
- What were the implications for learning?

Your final Targeted Leadership Development Plan Paper is due via submission in the “Assignments” link in our Sakai course by **October 13th, 1:00pm**

**POLICY ON ATTENDANCE:**
- Attendance at all class sessions is required. Any absence will seriously impair your analytical ability in one or more of the leadership perspectives, negatively impacting your class performance. **If you miss two class sessions, you will be dropped from the course.**

**POLICY ON CONDUCT:**
GSBM students are expected to respect personal honor and the rights and property of others at all times. This includes abiding by the GSBM Full-Time Graduate Programs Honor Code, as well as the Pepperdine University rules on conduct. The Honor Code can be found in full on the MBAM webpage; the university rules on conduct can be found in the Legal Notices section of the GSBM Catalog.

**POLICY ON DISABILITIES:**
The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the DS at the beginning of the semester to

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discuss reasonable accommodation; also a student must request accommodation or provide documentation to the faculty member. You may contact the Director of the DSO at ext. 6500 or through e-mail at: Lauren.Breeding@Pepperdine.edu.

ABOUT YOUR PROFESSOR:

Denise Kirwan, MSOD, PCC, is an executive coach and consultant with broad based experience across a number of industries, including entertainment, hospitality, healthcare, manufacturing and professional services. She has developed and implemented individual, executive team, and organization strategies to support business leaders and companies ranging from startups to Fortune 100 global leaders.

In addition to Consulting and Executive Coaching, Denise has held executive roles with organizations such as Paramount Pictures (Vice President Human Resources), Universal Studios Hollywood (Vice President Management and Organization Development), St. Joseph Health System (Director Training and Organization Development), , Baskin-Robbins International (Director, National Training Center) and Marriott Corporation (Director, Program Development), where she has designed and implemented organization systems that have directly impacted the achievement of measurable business results.

Education/Certifications:
MS, Organizational Development– Pepperdine University, Graziadio School of Business
BA, Business Administration – Michigan State University
College of Executive Coaching - Advanced Certified Personal & Executive Coach
Professional Certified Coach (PCC) International Coach Federation (ICF)
College of Executive coaching – Mentor Coach Certification
Mayo Clinic trained – Wellness Coach

Other:
Adjunct Faculty, Pepperdine University, MBA Program
Instructor – University of California, San Diego - Extended Studies and Public Programs

Her consulting engagements have focused on: strategic planning, integrated strategic change, diversity and inclusion, organization design, performance management, succession planning, career transitions, executive development, and business integration.
SCHEDULE OF CLASSES

The following schedule identifies readings and assignments for each class session.

- “Northouse” refers to The Leadership: Theory & Practice Text
- “LIB” refers to articles available on-line through the Pepperdine Library databases (Business Source Premier).
- “HBR” refers to Harvard Business School Press where selecte cases are available for purchase at the discounted student rate directly from Harvard Business School Press

Please note:

1. You do not have reading assignments due for the first class session.

2. You will receive a link to take the DiSC Behavior Styles inventory, prior to the first class session. Please look for an email with instructions early in the week 8/29/16, from Denise.Kirwan@pepperdine.edu with the subject line: “Link to take DiSC assessment”. The assessment typically takes no more than 10 minutes. Please bring a copy of your report with you. [Either a print version or electronic version of the report are ok, as long as you can access your report/results during the first class session].

3. You are being asked to order the book: Emotional Intelligence 2.0 by Travis Bradberry & Jean Greaves. TalentSmart, 2009. Hardcover or e-reader version are ok. You will need the book to take the second online assessment for this course, The Emotional Intelligence Appraisal®. No matter whether you purchase the hard cover or e-reader version of the book, you will receive a passcode to take the Emotional Intelligence Appraisal®. If you purchase the hardcover edition there is an orange envelope at the back of the book. When you open this envelope it contains a website and passcode for you to be able to take the assessment. The online version also comes with an access code and separate instructions for taking the assessment (I believe it arrives by e-mail to the e-mail account associated with your e-reader account). Please take this assessment prior to the start of our 5th class session, 9/29/16, and bring a copy with you (paper or e-reader versions ok).

4. And finally, you may wish to bring and use a laptop to take notes during class sessions. Please use electronic devices only for note-taking or team projects. Please do not use them to send/check e-mails, chat, complete assignments for other classes, surf the web, etc. Thank you in advance for your cooperation!
SESSION I – 9/1/16:

Deliverable:
- Copy of DiSC Classic 2.0 Assessment report for your use in class (electronic copy or paper is ok)
  Note: Link to take assessment to be sent by professor to students

SESSION 2 – 9/8/16:  

Contemporary Leadership Perspectives

Reading Assignment:

1. Northouse: Leadership (Theory & Practice). Chapters 2, 3 & 4

Deliverable:
- Draft of your Multi-Source Feedback roster

SESSION 3 – 9/15/16:  

Authentic/Values-Based Leadership & Ethical Perspectives

Reading Assignment:

1. Northouse: Chapter 10 & 11

Deliverable:
- Team 1 Presentation - (Northouse Chapter 10)
- Case Study: Whole Foods (See “Case Analysis Preparation Questions” - Appendix B) - All

SESSION 4 – 9/22/16:  

Cultural/Gender Factors on Leadership

Reading Assignment:

1. Northouse: Chapter 14 & 15
Deliverables:
- **Team 2 Presentation- (Northouse-Chapter 15)**
- Multi-Source Feedback Completed
- Resiliency Inventory *(TBD)*
- CASE STUDY in Northouse Book Chapter 14 - *All*

**SESSION 5 –9/29/16:**

*Emotional Intelligence & Leading Organizational Change*

Reading Assignment:
1. Northouse: Chapter 9

Deliverables:
- **Team 3 Presentation—(Northouse - Chapter 9)**
- **Case Study:** Leading Change at Simmons (A) (see “Case Analysis Preparation Questions” in Appendix B), Analysis based on Readings of Kotter (2007) – *All*
- Completed Emotional Intelligence Appraisal® Due. Bring to class for your use.

**SESSION 6 –10/6/16:**

*Coaching & Talent Development*

Reading Assignment:
1. Northouse: Chapter 12

Deliverables:
- **Team 4 Presentation: Northouse- Chapter 12**
- Exemplary Leader Paper (Due in Sakai at 1pm)

**SESSION 7 –10/13/16**

*Integrating Leadership Perspectives & Project Presentations*

Written Assignment Due:
- **Leadership Assessment & Development Plan** paper. Your completed paper with development plan is due via submission to the “Assignments” link in Sakai/Courses by **October 13, 1:00pm**

Note: Syllabus and Course Schedule are subject to change at Professor’s discretion.
## Appendix A:

### BSCI 631 Performance Standards

#### Graduate Work Level

| BREADTH OF KNOWLEDGE | IDEAL  
[Grade = A] | SATISFACTORY  
[Grade = B] | UNACCEPTABLE  
[Grade = C] |
<table>
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<tr>
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<tbody>
<tr>
<td>· exhibits thorough knowledge of broad range of course concepts</td>
<td>· demonstrates knowledge of material assigned</td>
<td>· lacks basic knowledge of key concepts</td>
<td></td>
</tr>
<tr>
<td>· accurately and effectively employs a wide range of concepts in analysis</td>
<td>· employs a variety of concepts in analysis</td>
<td>· inaccurately uses terms and concepts</td>
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<tr>
<td></td>
<td></td>
<td>· appears to be unfamiliar with assigned materials</td>
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</tbody>
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| DEPTH OF UNDERSTANDING | IDEAL  
[Grade = A] | SATISFACTORY  
[Grade = B] | UNACCEPTABLE  
[Grade = C] |
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<thead>
<tr>
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<tbody>
<tr>
<td>· demonstrates clear, deep understanding of assigned materials</td>
<td>· demonstrates ability to appropriately and accurately apply course concepts</td>
<td>· lacks ability to apply concepts</td>
<td></td>
</tr>
<tr>
<td>· effectively links multiple course concepts</td>
<td>· develops logical arguments employing course materials</td>
<td>· argumentation weak, illogical, &amp;/or unsupported</td>
<td></td>
</tr>
<tr>
<td>· develops strong arguments with clear, well-thought out rationale and good examples</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>· clarifies points others may not understand</td>
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</tbody>
</table>

| INTEGRATIVE ABILITY / CREATIVITY | IDEAL  
[Grade = A] | SATISFACTORY  
[Grade = B] | UNACCEPTABLE  
[Grade = C] |
<table>
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<tr>
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<tbody>
<tr>
<td>· effectively synthesizes course material</td>
<td>· demonstrates understanding of links between concepts</td>
<td>· unable to grasp conceptual connections</td>
<td></td>
</tr>
<tr>
<td>· offers new, creative insights</td>
<td>· offers cogent comments and insights</td>
<td>· comments often irrelevant &amp;/or off-topic</td>
<td></td>
</tr>
<tr>
<td>· thoughtfully links course concepts to well-chosen examples and appropriate personal experience</td>
<td>· effectively uses examples to illustrate points</td>
<td>· examples cited are unclear or incomplete</td>
<td></td>
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| REGULARITY OF CONTRIBUTION | IDEAL  
[Grade = A] | SATISFACTORY  
[Grade = B] | UNACCEPTABLE  
[Grade = C] |
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<tr>
<td>· consistently contributes to class discussion &amp; development</td>
<td>· regularly makes productive contributions</td>
<td>· little or no input unless solicited</td>
<td></td>
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<tr>
<td>· offers relevant, succinct input</td>
<td>· sometimes initiates discussion</td>
<td>· often unprepared</td>
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<tr>
<td>· initiates discussion</td>
<td>· completes work in a timely fashion</td>
<td>· does not follow flow of discussion or ideas</td>
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<tr>
<td>· completes work in advance to allow time for reflection</td>
<td>· adheres to format requirements for written work</td>
<td>· submits late, incomplete, &amp;/or sloppy work</td>
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<tr>
<td>· adheres to format requirements for written work</td>
<td></td>
<td>· does not adhere to format requirements</td>
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| ATTITUDE / Demeanor | IDEAL  
[Grade = A] | SATISFACTORY  
[Grade = B] | UNACCEPTABLE  
[Grade = C] |
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<tr>
<td>· is learning oriented</td>
<td>· is learning oriented</td>
<td>· disruptive, distracted, &amp;/or impatient</td>
<td></td>
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<tr>
<td>· energizes class and groups</td>
<td>· contributes to positive group dynamics</td>
<td>· unhelpful or uncooperative with class or groups</td>
<td></td>
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<tr>
<td>· makes productive suggestions</td>
<td></td>
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<tr>
<td>· listens actively</td>
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<tr>
<td>· leaves air time for others</td>
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Appendix B:

Case Analysis Preparation Questions

Session 3: September 15th
Whole Foods: Balancing Social Mission and Growth

1. What are the challenges of embracing growth at Whole Foods while maintaining its social mission? How does the company manage this tension (e.g., what organizational strategies, processes, leadership approaches, etc. have enabled the firm to balance these seemingly conflicting goals)?

2. What is your assessment of Mackey’s model of “conscious capitalism”? In what ways do you believe that Whole Foods has created value for society?

3. How would you describe Mackey’s leader values and leadership style? How does he demonstrate ‘values-centered’ leadership at Whole Foods? What are the connections between his personal values, leadership style, and the Whole Foods culture?

4. What changes, if any, should Mackey make to Whole Foods’ strategy going forward? What are the primary leadership challenges that Mackey faces at the end of the case?

Session 5: September 29th
Leading Change at Simmons (A)

1. What is Eitel attempting to accomplish with the “Great Game of Life” (GGOL) program? What is the premise of GGOL? How is it supposed to help Simmons or other companies?

2. How would you describe Eitel’s leader values and leadership style? How would you describe Eitel according to the transformational/transactional leadership framework? Does his leadership style appear to be a good ‘fit’ with Simmons at the time of the case?

3. Based on Kotter’s key elements of successful transformation efforts, how would you evaluate Eitel’s efforts to turnaround Simmon’s performance? What were the strengths and weaknesses of his efforts?

4. Should Eitel proceed with continued investment in the culture change program? Why or why not? Prepare a compelling case to Fenway Partners in support of the program or an alternative strategy for turning around performance at Simmons.