Learning Objectives

Learning to play tennis is a three-step process. First, we start by reading about and studying the fundamentals and taking lessons. Next, we study how the pros play and listen to the experts analyze why some players consistently win matches and others don’t. And last, we play as well as we can. In practice, we first apply the fundamentals to our game. We then try to emulate what the winning pros do best and avoid the pitfalls that cause defeat. And last, we do our very best to apply some of our natural athletic and mental tendencies to our game to optimize our performance.

Leadership is a lot like learning to play tennis. We read about and are taught fundamentals from Drucker, Bennis, Peters, and a host of others. We take leadership courses. We have mentors. Next, we study why some leaders succeed while others fail when both are faced with similar situations and environments. Jim Collins’ books, Good to Great, and Great by Choice, are among the top selling “comparison” books of all time and great resources. And last, we lead. We apply what we’ve learned and our own natural leadership abilities to our own leadership challenges. This course largely focuses on the last step. Just what are our own inherent leadership abilities and tendencies, where do they come from, and what kind of results can we expect to achieve by understanding them, honing them, and applying them?

Just as tennis players are born with things they can’t change; their grip size, length of their legs, and some important cognitive characteristics, each of us are different in certain characteristics important to the leadership equation. You can say we are born with some of these. And the rest are learned through our experiences. These characteristics include, but are not limited to; our unique personality, our emotional intelligence, our situational perseverance, our values, our views of ethical practices, our views of the role and importance of teams, and our reliance on our intuition. The learning objective of MGT/P
290 is to help you develop a deep understanding of your personal leadership characteristics listed above, your “leadership DNA”, and then learn to apply this uniqueness to your leadership experiences. This course starts with the second step of leadership learning with a close look at Collins’ latest work, Great by Choice, which compares and contrasts the characteristics of leaders whose organizations excel with leaders whose organizations fail - despite facing identical or very similar environments of uncertainty, chaos, and even luck. We will then extend these lessons to the third step of leadership learning, understanding and applying our own leadership DNA. By the conclusion of this course, you will have improved your ability to lead in uncertain situations through a solid understanding of the comparison of successful and unsuccessful leadership approaches. And most importantly, you will understand the uniqueness you personally bring to your leadership challenges, and how you can predict and achieve successful outcomes through an understanding and application of your leadership DNA.

The goals of this course are to help you to: (1) understand the specific measurable reasons why some leaders succeed while others fail when faced with similar situations, (2) develop an intellectual framework which characterizes your own personal leadership DNA along several dimensions, (3) apply these theories and concepts to an actual technology company led by the instructor, (4) hear and learn from successful leaders who relate their own personal leadership DNA discovery experiences, and (5) gain valuable experience in the leadership process through a variety of cases, in-class exercises, and a unique team project.

**Relevant Theory**

Course theory and concepts come primarily from the course textbook, Collins’ and Hansen’s Great by Choice, and assigned readings and cases.

The learning method is largely experiential and focuses on the development of practical skills. This class involves a series of leadership exercises, case studies, guest lectures, and a team course project. Case studies will come from a variety of sources including the Stanford Graduate School of Business. The Stanford case studies are based on businesses the instructor led. Each class will start with relevant leadership scenarios from the instructor’s experiences in his 35 years of leadership assignments including senior management positions in two Fortune 500 companies and as CEO of a successful start-up company. Important textbook concepts will be discussed, and related cases and exercises will be explored. The remaining time will be spent on in-depth discussions, short lectures, and guest presentations.

This class is most useful and most enjoyable when participants sincerely examine their own personal make-up, their values, what drives them, what they hold as fact vs. fiction, their own perceived strengths and weaknesses, and then apply these to understanding their leadership DNA. Tools will be provided to help the participants including the Myers-Briggs Type Indicator (MBTI) and a private personal learning journal.
**Required Readings**


Readings and cases assigned in the Textpak.

Readings, cases, and exercises assigned in class.

**Optional Readings**

Course Schedule and Student Preparation

SESSION 1 (Wednesday, Jan. 9)
What is “Leadership DNA”?

Readings:  Collins & Hansen: Chapter 1 and 201-211
The Secrets of Generation Flux: Safian. (Fast Company)
Heart of Danger (Why Leading Change is Fraught With Risk): Heifetz and Linsky. (HBS Article)

DNA Exercise:  Get to know each other in groups of 4. Explore course expectations. What makes you unique?

Assignment:  1. Learning Journal goal statement
2. Journal entry for Session 1
3. Personal reflection memo
4. MBTI questionnaire

SESSION 2 (Wednesday, Jan. 16)
Personality and Leadership: MBTI in Practice

Readings:  Putting Your Company's Whole Brain to Work: Leonard and Straus. (HBS Article)
MBTI: An Introduction of the Myers-Briggs Type Indicator and Personality Types

Guest Speaker:  Michelle Greer (Principal, Michelle Greer Consulting)

Assignment:  1. Journal entry for Session 2

DUE in class:  1. Goal statement of learning journal
2. Journal entry from Session 1
3. Personal reflection memo
SESSION 3 (Wednesday, Jan. 23)
Self vs. Mission: Level 5 Leadership

Readings: Level 5 Leadership, Collins. Good to Great: Chapter 2

Guest Speaker: Jim Davis (President, Chevron Energy Solutions)

DNA Exercise: MBTI in teams.

Assignment: 1. Journal entry for Session 3
2. Final Team Project/Paper (Due Session 10)
3. Team Position Paper 1 (Due Session 5)

Apple lost its founder and CEO Steve Jobs in late 2011. Many insiders and Jobs’ biographer Walter Isaacson portray Jobs as not only the founder and creator of Apple, but Jobs as Apple.

Argue either: Position 1: Jobs’ passing will have no effect on Apple’s trajectory as measured by its stock performance relative to the S&P 500 and/or its “cache” with consumers as measured in 2015, or Position 2: As a result of Jobs’ passing, Apple will undergo a significant decline as measured by its stock performance relative to the S&P 500 and/or its “cache” with consumers as measured in 2015. Be sure to apply, explain, and reference course concepts in articulating your position.

DUE in class: 1. Journal entry for Session 2

SESSION 4 (Wednesday, Jan. 30)
Leadership Success and Failure: The 10Xer Surprises

Readings: Collins & Hansen: Chapter 2 and 212-220
Leadership that Gets Results: Goleman. (HBS Article)

Guest Speaker: Scott McLeod (Former winemaker for Rubicon Estate, Wine Enthusiast Magazine 2009 Winemaker of the Year, Founder, Safe Harbor Wine Storage)

DNA Exercise: Emotional Intelligence: An Exercise in Building Trust (Handout in class)

Assignment: 1. Journal entry for Session 4
2. Team Position Paper 1 (Due next session)
DUE in class: 1. Journal entry for Session 3

SESSION 5 (Wednesday, Feb. 6)
Discipline and Focus: The 20-Mile March

Readings: Collins & Hansen: Chapter 3 and 221-222
The Team that Wasn’t: Wetlaufer. (HBS Case)
Henry J. Kaiser and the Art of the Possible: Mayo, Benson, Chen. (HBS Article)

DNA Exercise: Emotional Intelligence: The Team that Wasn’t.
Perseverance: Henry J. Kaiser.

Assignment: 1. Journal entry for Session 5

DUE in class: 1. Journal entry for Session 4
2. Team Position Paper 1

SESSION 6 (Wednesday, Feb. 13)
Hedging and Focus: Bullets and Cannonballs

Readings: Collins & Hansen: Chapter 4 and 223-230
Is Stanford Becoming a Football Superpower: Gonzales. (AP)

Guest Speaker: Bethany Mayer (Senior Vice President and General Manager, HP Networking, Hewlett-Packard Company)

DNA Exercise: Culture and Values: The Best Stuff on Earth.

Assignment: 1. Journal entry for Session 6
2. Team Position Paper 2 (Due Session 8)

In December 2001, SkyStream Networks was at a crossroads as explained in the SkyStream case. But exactly one year later, CEO Olson faced the ultimate challenge, running out of cash at a critical time in the company’s evolution.

Argue either: Position 1: The elements of Olson’s leadership DNA most responsible for his decisions and actions, and SkyStream’s survival were his values, perseverance, and MBTI specifics, or
Position 2: The elements of Olson’s leadership DNA most responsible for his decisions and actions, and SkyStream’s survival were his ethics, intuition, and view of the role of teams. Be sure to apply, explain, and reference course concepts in articulating your position.

DUE in class: 1. Journal entry for Session 5

SESSION 7 (Wednesday, Feb. 20)
Crisis Leadership: Leading Above the Death Line

Readings: Collins & Hansen: Chapter 5 and 231-241
SkyStream Networks, Inc. (A) (Stanford Case)
SkyStream Networks, Inc. (B) (Stanford Case)
Next Wave: New books, not goods: Red Herring

Guest Speaker: Tim Bucher (Founder, Tastingroom.com, Dry Creek Olive Company, Trattore Wines, Zing – sold to Dell, Mirra – sold to Apple, WebTV – Sold to Microsoft)

DNA Exercise: Ethics: Ethics Position Questionnaire and SINS II Ethics Questionnaire. Selling your Stereo.

Assignment: 1. Journal entry for Session 7
2. Team Position Paper 2 (Due next session)
3. Group Evaluation Form (Due Session 9)

DUE in class: 1. Journal entry for Session 6

SESSION 8 (Wednesday, Feb. 27)
Blocking and Tackling: Specific, Methodical and Consistent Leadership

Readings: Collins & Hansen: Chapter 6 and 242-244
How I did It – John Bogle (Inc.)

DNA Exercise: Teams vs. Individuals: WIS revisited.

Assignment: 1. Journal entry for Session 8
2. Group Evaluation Form (Due next session)

DUE in class: 1. Journal entry for Session 7
2. Team Position Paper 2
SESSION 9 (Wednesday, March 6)
Reaching Deep Within: Return on Luck

Readings: Collins & Hansen: Chapter 7 and 245-253
          Preparing a Foundation, Tebow. Through My Eyes: Chapter 4


Assignment: 1. Journal Entry: Final Goal Statement
             2. Final Team Project/Paper (Due next session)

DUE in class: 1. Journal entry for Session 8
               2. Group Evaluation Form

SESSION 10 (Wednesday, March 13)
Bringing it All Together: Course Summary and Final Thoughts

Readings: Collins & Hansen: 181-197

DUE in class: 1. Journal entry – Final Goal Statement
              2. Final Team Project/Paper
              3. Final Course Evaluation (Done in class)

The Real World: Jim’s final thoughts, reflections, advice
Grading and Evaluation

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Course and Team Participation</td>
<td>25%</td>
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<tr>
<td>Learning Journal</td>
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<td>Personal Reflection Memo</td>
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<td>Team Position Papers</td>
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<td>Final Team Project/Paper</td>
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1. Course and Team Participation (25% of grade): Attendance, class participation, and participation on team papers, are an essential part of the learning process in this course. If a reading is listed in the syllabus for discussion, you should be prepared to contribute to the class discussion of that reading. Most importantly, you should be ready and willing to participate fully in all discussions, cases, and exercises. It is very important that you attend all classes. If you cannot attend class, make sure to notify me at least 24 hours in advance via e-mail. **If you are absent more than two times, you will fail the class.** If you anticipate missing more than two classes due to other demands on your time, please do not enroll in the course.

   The other component of your participation grade will consist of a “team participation score” from your teammates. You will be assigned to a team toward the beginning of the quarter and you and your team will work throughout the quarter on two position papers and a final paper. You are expected to pull your weight and work equally hard as your other teammates each week. Your “team participation score” will be determined by your teammates upon completion of your final paper.

2. Learning Journal (15% of grade): You will keep a learning journal to help you reflect on your understanding of your leadership DNA and your learning from the exercises in class. See the guidelines attached to this syllabus for a description of what the journal requires. You are expected to complete the learning journal entries for each session by the start of the next session.

3. Personal Reflection Memo (10% of grade): As an individual, write a memo (no more than three pages) describing your best current understanding of your “leadership DNA”. This memo should incorporate your own view of yourself with theoretical insights from the first lecture and the readings. Therefore the memo should use concepts from the lecture and readings to explain your current understanding of 1) your tendency to persevere in certain situations, 2) your values, 3) your ethics, 4) your view of the importance of teams to success, and 5) your view of your reliance on your own intuition to make important decisions.

4. Team Position Papers (20% of grade): You will be required to write 2 team position papers during the course. Teams will be assigned a position to take on each case (see course outline above). Each group will hand in a 3 page written analysis of the case at the beginning of class on the day it is due and discuss the strengths of their assigned position (see attachment for details of position paper write-ups). Group members should be prepared to informally discuss their position in class by preparing 1 overhead slide.
summarizing their position for the 2 position papers they write. They will present this slide (very informally) in class. Each paper is worth approx. 10% of the course grade.

5. Final Team Project/Paper (30% of grade): This project should be completed in your assigned teams. You will be required to write a final team paper that examines a “10X-like” company and compare and contrast it with a “comparison” company. Each group will choose a real and contemporary 10X-like company and analyze its performance vis a vis a comparison company using the concepts learned in the course. You should use publicly available information from several sources and personal experiences with the company or its employees to obtain information for your analysis. An 8-10 page paper on your analysis is due at the end of the quarter. Be sure to cite appropriately. I will approve each team’s target companies by Session 5.

The paper will be evaluated on the following criteria:

Theory/application: How well do you understand and apply the concepts learned in the course and the readings?

Analysis: How clear and insightful is your analysis of the companies? How well do you integrate the theory to create a coherent and logical argument? How well do you relate the companies’ success/failure to Collins’ 10X characteristics and the leadership DNA dimensions?

Organization: How clearly written and organized is the paper? Be sure to check spelling and grammar.

Academic Integrity

All students who take this course are governed by the University of California's standards of ethical conduct for students, in particular, the sections on academic conduct and integrity. These sections set forth the responsibilities of students and faculty to maintain a spirit of academic honesty and integrity at U.C. Davis. It is essential that you are aware of this code of conduct and the disciplinary actions that may be taken in the event of a violation. A copy of the Code of Academic Conduct may be found in your student handbook or at: http://sja.ucdavis.edu/cac.html. Further details may be obtained from the GSM Associate Dean or the Office of Judicial Affairs.

Specifically, academic integrity for this course boils down to the following:

1. You are expected to be prepared and on time for all in-class exercises (see attendance policy).
2. Do not show your confidential role instructions to the other side, although you are free to tell the other side whatever you would like about your confidential information.
3. Do not discuss cases with people outside of class.
4. Class discussion stays in class. In case and exercise debriefs, sometimes
tensions run high. Comments should not stray to the personal, but focus on
analyzing the case or exercise.
5. For paper assignments, do not misrepresent the written work of others as your
own written work.

Note! For all written assignments:

1. I do not accept late journal entries or position papers.
2. Adhere to all page limits. Otherwise the paper will lose half a letter grade.
3. Remember to cite appropriately, even when drawing on the readings I’ve assigned.
4. A good paper:
   - Is clear and effective at getting your point across
   - Directly demonstrates that you have learned something from the class:
     - Specifically refers to course concepts
     - References appropriately
     - Provides specific, detailed evidence to support your points
LEARNING JOURNAL GUIDELINES

The learning journal is a confidential, written record of your personal learning. It can become the beginning of a lifelong project to understand and develop your leadership DNA. The first entry in your journal should be an initial statement of your specific goals for the course. The last entry in your journal should be a review of these goals, a summary of what you feel you accomplished during the quarter and a statement of what you feel you still need to work on. The rest of the journal entries consist of post session analyses, particularly as they relate to the leadership DNA categories discussed and exercises we perform in class.

For each and every exercise you participate in during the quarter, you are expected to write an entry recording the insight you gained and the application of the key concepts you learn from lectures and readings. Use your journals to explore your feelings about the leadership characteristics we address and your developing sense of strengths, weaknesses, comfort or discomfort. Note that the best journals spend more time exploring the author’s uniqueness in the several leadership DNA categories we address. Finally, these journals will remain confidential. They are strictly between you and the instructor.

(1) Initial Goal Statement: 1 single spaced page goal statement is due after the first class session. You should discuss your current view of your core leadership characteristics (prior to this course) and set concrete goals for the quarter. This should be posted on SmartSite by the second class session.

(2) Post Session Analyses: 1 single-spaced page that reflects on your learnings from each class session with emphasis on the in-class exercises and leadership DNA concepts. These should not be a detailed report of everything that happened in the exercises, but rather key insights. The analysis should consider the following questions (but may focus in detail on just one or several):

(a) Facts: Provide a brief overview of key events surrounding the exercise and key learnings from the lecture/reading.

(b) Tools/Concepts: What did you learn about the specific class exercise, Collins topic and/or leadership DNA concept and how did the concepts presented in the lectures or readings enrich your understanding of your own leadership DNA?

(c) Insights: What did you learn about yourself from this experience? What did you learn from the behavior of others in this experience?

(d) Emotions: How did you feel prior, during and after the exercise? How did you feel about your exercise partner/team/opponent? How did your feelings influence your actions?

(f) Goals: What would you do the same or differently in the future, or how would you like to behave in order to perform more effectively?
(3) Final Goal Statement: 1 single-spaced page goal statement that reviews your accomplishments and sets goals for continued improvement of your leadership skills. Review your class notes, class exercises, and your initial goal statement before writing this paper. **The final goal statement is due at the final class, session #10.** This statement should:

(a) Discuss accomplishment in terms of your initial goals.
(b) Analyze valuable learning points from exercises, class, and readings.
(c) Set future goals.

**Logistics for handing in Learning Journal Assignments**

We will be using SmartSite’s assignment tool for handing in and grading assignments. For the Learning Journals, you will post your assignment each week before class in the **inline format**.

The page limit on the journal assignments is 1 single-spaced page in Word, which is the equivalent of about 450 words. It will be easier to read and grade online in a single spaced format (with a space between paragraphs), so please format your submissions this way. (I recommend saving these assignments in Word, converting them into a PDF and then just copying and pasting that into the form.)
GROUP POSITION PAPER GUIDELINES

1. Purpose of the Papers:
   1) To analyze a situation and answer case discussion questions.
   2) To argue for a given position in a class presentation that may motivate discussion about the case.

2. Written paper guidelines:
   1. Organization The paper should have three parts:
      1) Brief overview of the topic and major issues it as you see them. (1/2 page)
      2) Description of the specific leadership DNA concepts and Collins 10X characteristics that are relevant to the case. (1/2 to 1 page)
      3) Discussion of your position and and how your position is superior to the alternative. Here you must support your assigned position by grounding it in the reading and other course concepts. (1-2 pages)

   2. Requirements:
      1) No more than 3 pages, double-spaced, 12-point font.
      2) Organize into the three parts described above.
      3) Advocate your assigned position.

3. Managing the Papers:
   1) Meet as a group to hammer out key concepts. Discuss your take on the major issues and the positions before you start writing.

   2) Divide and conquer: You may find it efficient to divide up the work, but make sure everyone has an important job. Don't just make one person the "typist".

   3) Make sure that one person edits the final draft for style and organization.

   4) Dealing with group problems: See me as early as possible.

4. Notes for writing a "10" paper:
   1) Answer all of the questions clearly and directly - don't make me hunt for the answers
   2) Back up all assertions with: a) logical arguments, b) theory from readings, and c) illustrations and facts from the case.
   3) Cite the readings properly
Logistics for handing in the group position papers

We will be using SmartSite’s assignment tool for handing in and grading assignments. For the Position Papers, you will post your assignment before class time on the day it is due in the attachment format.

Also, to avoid group grading confusion, please appoint just one person in your group to be the official “poster” of the paper and hand in both assignments. Include your team number and the names of all group members on the assignment.
GROUP PROJECT: ANALYSIS OF A CONTEMPORARY 10X COMPANY AND ITS COMPARISON COMPANY

An integral part of understanding the concepts in this course is to apply them to an analysis of contemporary companies. To this end, your group will do an analysis of a “10X-like company” and its “comparison company” based on the key course concepts. The result of this analysis will be an 8-10 page paper.

Ideally, you will do your analysis on companies which are well known, have lots of public data available, and have been reported on liberally in the media. The companies should be widely reported, with a lot of archival documents for you to draw on. The source materials that you use for your case analysis should be referenced in your paper.

This project should be completed in your assigned teams. You will be required to write a final team paper that examines a “10X-like” company and compare and contrast it with a “comparison” company. Each group will choose a real and contemporary 10X-like company and analyze its performance vis a vis a comparison company using the concepts learned in the course. You should use publicly available information from several sources and personal experiences with the company or its employees to obtain information for your analysis. An 8-10 page paper on your analysis is due at the end of the quarter. Be sure to cite appropriately. I will approve each team’s target companies by Session 5.

In analyzing your companies, you should examine several of the course concepts (leadership DNA or 10X characteristics) in detail, but NOT ALL OF THEM. This will allow you to provide an in depth analysis, rather than broadly covering every single topic we’ve discussed in class. Thus, you might choose to point out the strong influence of the CEO’s perseverance and ethics, and use of the “fire bullets, then cannonballs” concepts OR you might decide to point out some other strong characteristics that drive the 10X or comparison company you analyze. There are at least a couple dozen key course concepts you can choose from, not just the ones mentioned above. You should not try to cover too many concepts.

You CANNOT select Apple as a company to analyze. Inform me of your choice of companies and specific topic by Session 5.