UCI Paul Merage School of Business

EMBA 290 Fall 2021

Executive Leadership MODULE C

Professor Jone Pearce

Contact Information

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Class meetings: October 2 & 3: 8:30-4:20pm
Office Hours: Before and After class and by appointment

Professor

Jone L. Pearce is Distinguished Professor Emerita of Organization and Management at the Paul Merage School of Business. She conducts research on workplace interpersonal processes, such as trust and status, and how these processes may be affected by political structures, economic conditions and organizational policies and practices. Her work has appeared in well over 100 scholarly publications such as the *Academy of Management Journal, Academy of Management Review, Administrative Science Quarterly, Journal of Applied Psychology, Organization Science*; she has edited several volumes and written numerous books such as, *Volunteers: The Organizational Behavior of Unpaid Workers* (Routledge, 1993), *Organization and Management in the Embrace of Government* (Erlbaum, 2001), and *Organizational Behavior Real Research for Real Managers* (Melvin & Leigh, 2006, most recent revision 2021), and *Status in Management and Organizations* (Cambridge University Press, 2010). She currently serves on the editorial boards of several scholarly journals.

She is a Fellow of the Academy of Management, the International Association of Applied Psychology, the American Psychological Association (Division 14, SIOP), the Association for Psychological Science, and the British Academy of Management. Her honors include research grants from the National Science Foundation; a Fulbright Fellowship to the International Management Center, Hungary; and several scholarly contribution awards, several teaching excellence awards; and an invitation to testify on legislation pending before the United States House of Representatives. She was a member of the Scientific Council for Tilburg University (The Netherlands), and a Fellow of the Sunningdale Institute (United Kingdom), a member of panel the European Commission's Advanced Research Grants, the Social Science Panel of the United Kingdom's Research Excellence Framework, and the Irish Research Council. Professor Pearce has been active in the Academy of Management, most prominently as President in 2002-03. More information can be found at sites.uci.edu/jlpearce.

Course Overview

This is a course in leadership focusing on **executive leadership** with an emphasis on large and entrepreneurial organizations. It is intended to provide Information about who becomes a CEO and why, the role and challenges of chief executives and some of the issues they uniquely face: board, public, and governmental relations, the ways the job of chief executive differs from that of other managers and concluding with a discussion of what we know about who becomes a chief executive and development opportunities for this job.

Although this course meets on one weekend (October 2 and 3), the readings and assigned pre-class analyses must be completed before the start of class on October 2 with the final report due Sunday October 17 at 11:59PM, to be uploaded into the course Canvas page.

Class Preparation and Guidelines

Pre-class Work: Prior to the first class meeting you will need to complete:

- the readings for the course,

- the one-page Effective Vision Description,

- your Case Analysis Report (no more than 5 pages).

Classroom Etiquette and Policies:

- **Electronic Devices:** Please check emails and messages during breaks, or leave the class to do this work if necessary. **If you need an electronic device for learning purposes, please let the instructor know in advance.**

- **Academic Integrity:** By enrolling in this course, you agree to be bound by the University of California, Irvine's policy on academic integrity (www.aisc.uci.edu).

- **Diversity & Inclusiveness Policy:** The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition, ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment.

Grading

Readings-informed Participation in Class and Group Discussions	40%
Completion of One-page Vision Exercise	20%
Completion of Five-page Airbnb Case Analysis	20%
Your Analysis of Your Own Ability to Persuade and Read Others	20%
TOTAL	**100%**

Readings-informed Participation in Class Discussions (40%): All articles for the course can be found in the course reader distributed before Fall Quarter 2021. Please complete all of the assigned reading in advance of the weekend course. As instructors, we present ideas based on empirical research (when available) however, this is not intended to substitute for your own experience-based knowledge. Organizations and workplace situations differ such that the available empirical research may not apply in your own situations. The readings are intended to elicit thoughtful analyses of your own situations which we will discuss in class; your own experiences and views are important to everyone's learning. Your participation grade will be based on whether you are mentally present in discussions and move the conversation forward. It takes into account the quality (not the frequency) of your contributions and insights.

Completion of One-page Vision Exercise (20%): One of the least well-understood tasks of chief executives is to develop an effective vision statement for their organizations; such staements are also useful for managers at lower organizational levels. This short exercise is intended to expose you to several different organizational visions, and to your colleagues' own sense of what makes an effective organizational vision statement. A description of the One-page Vision Exercise is appended to this syllabus and posted on the Canvas Class Page. Please don't forget to **post your Vision Exercise to the Class Canvas Page before the start of class on October 2** and bring a hard copy to class with you.

Completion of Airbnb Case Analysis (20%): In class we will discuss *Racial Discrimination on Airbnb: The Role of Platform Design* (Harvard Business School Case 9-920-051). This case provides an opportunity understand how the public and government can "surprise" executives, and some of the strengths and risks of platform-based business models as part of the school's mission to prepare you to lead in a digitally driven world. You are to prepare a no-more-than-five-page analysis of this case addressing the case questions appended to this syllabus and posted on the Canvas Class page. Come to class prepared to discuss the case, and your written analysis needs to be **posted to the Canvas Course page by 8:30AM October 2**.

Analysis of Your Ability to Persuade and Read Others (20%): As you move into increasingly responsible positions you will find that you must learn to persuade and read the reactions of others who will be quite different from you. We will end the class with an exercise that will challenge these skills. After the course you will prepare a no-more-than-five-page evaluation of what this exercise did (or did not) reveal to you about your abilities to persuade and read others. Your analysis needs to be **posted to the Canvas Course Page by 11:59PM October 17**.

Readings

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The Chief Executive Job

Porter, M. E & Nohira, N, (2010) What is leadership? The CEO's role in large, complex organizations. In N. Nohira & R. Khurana (Eds) *Handbook of Leadership Theory and Practice*: 433-473. Boston, MA: Harvard Business Press.

Working with Boards, the Public, and Political Officials

Zwilling, M. (2015) Mistakes to Avoid with a Startup Board of Directors. *Forbes*. June 30. https://www.forbes.com/sites/martinzwilling/2015/06/30/mistakes-to-avoid-with-a-startup-board-of-directors/#4eb4204f56fd

Gregory, H. J. (2019) Board Oversight of Corporate Political Activity and CEO Activism. *Practice Law*, August/September. https://www.sidley.com/-/media/publications/hjg-column_board-oversight-of-corporate-political-activity-and-ceo-activism.pdf

Chatterji, A. K. & Toffel, M. W. (2018) The new CEO activists. *Harvard Business Review*, January-February. https://hbr.org/2018/01/the-new-ceo-activists .

CEOs, Politics and the Law: Guidelines for a Corporate Social Speech. PerkinsCoie. https://www.perkinscoie.com/en/news-insights/ceos-politics-and-the-law-guidelines-for-a-new-era-in-corporate.html

Who Becomes a CEO and Why

Stadler, C. (2015) How to become a CEO: These are the steps you should take. *Forbes*. March 12, 2015. https://www.forbes.com/sites/christianstadler/2015/03/12/how-to-become-a-ceo-these-are-the-steps-you-should-take/#78698cf51217

McCall, M. W., Jr. (2010) The experience conundrum. In N. Nohira & R. Khurana (Eds) *Handbook of Leadership Theory and Practice*: 679-707. Boston, MA: Harvard Business Press.

Krakovsky, M. (2016) What middle managers can learn from agents, brokers, and other middlemen. *Harvard Business Review*, May 6, **Reprint H02VLY**.

Tabrizi, B. (2013) New research: What sets effective middle managers apart. *Harvard Business Review*, May 8, **Reprint H00ALC**.

Diagnose Effective Vision Statements Exercise

This exercise to intended to provide experience diagnosing the quality of organizational vision statements so that you are better able to develop your own vision statements.

An effective vision is…

- Brief

- Clear

- Abstract

- Challenging

- Oriented toward the future

- Stable

- Able to inspire followers

- Employees and partners must have confidence that the vision can be achieved

- Effective visions build a sense of community and common fate.

Online you can find many examples of corporate, health care, government, and non-profit vision statements.

Your assignment for this exercise is to go to select and print the vision statement you think is the most effective. Then, append it to your own no-more-than-one page explanation of why you think it is an effective vision statement. Be sure to write your name on your page.

Upload your Vision Statement and explanation onto the **Class Canvas page before 8:30AM October 2,** and bring a hard copy to class, and be prepared to explain why you thought your choice was effective.

Preparing Your Case for Classroom Discussion and Report

Racial Discrimination on Airbnb: The Role of Platform Design
(Harvard Business School Case 9-920-051).

Classroom cases are intended to provide practice in diagnosing complex executive leadership problems in situations and industries likely to be outside your personal experience. Cases present a lot of information that must be sifted for what is relevant to the presenting problem. Each case also is an opportunity to apply the readings, and so the situation will be analyzed using readings as well.

Prior to the start of class, you need to prepare your own analysis of no-more-than-five pages and upload it onto the **Canvas Course Page by 8:30AM on October 2**. These guidelines are intended to help you analyze the case:

1. Analyze of the situation (the environment, the industry, the company and its financial status, and its key external communities). What is the context at the time of the case?

2. Analyze the events that led up to the situation that presents itself in the case, paying particular attention to any assumptions the key parties may have made.

3. Why exactly has Airbnb overtaken the other existing and new room and home rental businesses? In what ways has that competitive advantage led to the challenge presented in the case?

4. What changes would you recommend resolving the challenge presented in the case? Why? How would you assess whether your changes have worked or not?

5. Has Airbnb been in a better or worse position than competitors, such as hotels, to profitably weather the economic effects of Covid-19? Why?