

## *MGMT590 – Frontiers in Leadership: Life in C-Suite*

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### **Instructor**

Dilip Chhajed

Office:

Online Office Hours:

Online Live Work Sessions:

Phone:

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Executive-In-Residence

Jorge Romero-Day

### **Course Description**

This one-credit course is a part of frontiers course series at the Krannert School of Management. The objective of a frontiers course is to expose students to broad range of topics using the expertise in various colleges on campus, alumni, and outside experts.

The “Life in C-Suite” course will familiarize the students to the unique set of decisions a CEO faces in running an organization. Very few people have a good understanding of the range of decisions and challenges a C-Suite executive encounters. This exposure will help graduate business students appreciate the CEO’s challenges and point of view, ease their interaction with C-Suite executives, and improve their readiness to take-on higher levels of leadership roles in the organization.

### **Course Outcomes**

This course prepares you to lead. Specifically, after taking this course:

- Graduate business students will become familiar with the unique set of decisions and issues a CEO faces in running an organization
- Graduate business students will appreciate the CEO’s challenges and point of view, which will ease their interaction with C-Suite executives
- Graduate business students' will be prepared to take-on higher levels of leadership roles in the organization

### **Technical Requirements**

The following information has been provided to assist you in preparing to use technology successfully.

- Internet access/connection: high speed recommended
- Headset/Microphone (if required for synchronous sessions in an online course)

### **Learning Resources & Texts**

**Required Textbook: None**

Optional Book: The Five Dysfunctions of a Team, Patrick Lencioni, Jossey Bass, 2002

Course Pack:

1. How CEO's Manage Time, HBR, July-August 2018
2. The Seasoned Executives Decision Making Style, HBR, February 2006
3. Transforming Corner-office Strategy into Frontline Action, HBR, May 2001
5. Case: Royal DSM (A): Creating a Chief Marketing Officer (CMO) Position in a B2B Firm, IMD780-PDF-ENG, Ulaga, Wolfgang; Kondis, Athanasios
6. Finding and Grooming Breakthrough Innovators, HBR, December 2008
7. Designing Organizations That are Built to Change, MIT Sloan Management Review, Fall 2006
- What Everyone Gets Wrong About Change Management, HBR Nov-Dec 2017
8. The Leadership Team, HBR, April 2007

## Instructor's Online Hours

I will be available and respond to student questions as soon as I am available (generally 48) hours during the M-F work week. Student inquiries made during the weekend may experience a delayed response time. Questions about the course content, assignments, or lectures should be asked in the Q&A forum provided on the discussion boards; email should not be used to ask questions on these topics. Students are encouraged to answer the questions their peers ask on the Q&A forum. Email should only be used for personal questions. When emailing me, please place the course number in the subject line of the email. This will help me tremendously in locating your emails quicker.

## Virtual Office Hours

Virtual Office Hours are a synchronous session (through Zoom) to discuss questions related to the course content. My virtual offices hours will be Monday's 6:00 – 7:00 Eastern Time.

## Virtual Work Sessions

We plan to invite a couple of executives featured in the course for a live Q&A session. Please make sure you watch the interview before attending the live session. For those students who are not able to attend, the sessions will be recorded and be available later. As this is primarily an asynchronous course, these synchronous sessions are limited to no more than one hour per week.

## Assignments

You will have several individual and group assignments throughout the semester. Details on these assignments, along with rubrics to guide evaluation, and guidelines on discussion participation and evaluation will be posted on Brightspace. The due dates for the assignments posted on the course website are in Eastern Standard Time (the local time zone of West Lafayette, Indiana).

Being a Frontiers course, the course objective is to expose you to a variety of experts on a common theme. It also provides you an opportunity to network with your peers, discuss the topics covered in the course, share your experience and learn from others experiences. In this regard, YellowDig is an essential tool and you are expected to participate on YellowDig on a weekly basis throughout the course. Other assignments can be completed prior to the deadline.

Assignments	Points
YellowDig Discussions	14%

<b>Short Papers (three)</b>	<b>60%</b>
<b>Quizzes (four)</b>	<b>26%</b>
<b>Total</b>	<b>100%</b>

## Krannert Grading Policy

The target grade distribution for all *core courses* is 35-40% A/A-, 50-55% B+/B's, 5-10% B-'s, 0-5% C+ or below resulting in approximately an average Grade Point Average (GPA) of 3.35 for each core course where the GPA is calculated as A = 4, A- = 3.70, B+ = 3.30, B = 3.00, B- = 2.70, C+ = 2.30, C = 2.00, C- = 1.70, D = 1.00 and F = 0.00.

## Participation and Assignment policies

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## Netiquette

You are encouraged to comment, question, or critique ideas. However, be mindful that sarcasm and humor can be easily misconstrued in online interactions. Please read the Netiquette rules for this course:

- Give other students the opportunity to join in the discussion.
- Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Think and edit before you share (e.g., post or email).
- Ask for feedback.

## Course Evaluation

During the last two weeks of the course, you will be provided with an opportunity to evaluate this course and your instructor. Purdue now uses an online course evaluation system. You will receive an official email from evaluation administrators with a link to the online evaluation site. You will have up to two weeks to complete this evaluation. Your participation is an integral part of this course, and your feedback is vital to improving education at Purdue University. I strongly urge you to participate in the evaluation system.

## Academic Dishonesty

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

## Emergency Statement

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

## Disability Statement

Students with disabilities must be registered with Disability Resource Center in the Office of the Dean of Students before classroom accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with me as soon as possible to discuss your needs.

## Nondiscrimination

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. Any student who believes they have been discriminated against may visit [www.purdue.edu/report-hate](http://www.purdue.edu/report-hate) to submit a complaint to the Office of Institutional Equity. Information may be reported anonymously.

## Academic Guidance in the Event a Student is Quarantined/Isolated

If you become quarantined or isolated at any point in time during the semester you will have access to an Academic Case Manager who can provide you academic support. Your Academic Case Manager can be reached at [acmq@purdue.edu](mailto:acmq@purdue.edu) and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation. The Office of the Dean of Students ([odos@purdue.edu](mailto:odos@purdue.edu)) is also available to support you should this situation occur.

## Course Schedule

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| ○ Module 1- Daily Running the Business (Rich Freeland)            | Quiz  |
| ○ Module 2- Decision Making 101 (John Krenicki)                   | Paper |
| ○ Module 3- Defining and Cascading Strategy (Marshall Larsen)     | Quiz  |
| ○ Module 4- The Power of Communication (Kevin Sullivan)           | Paper |
| ○ Module 5- Stakeholder Management (Mauricio Adade)               | Quiz  |
| ○ Module 6- Promoting Innovation and Transformation (Tim Coleman) | Paper |
| ○ Imposed Change Management (Patrick Neils)                       |       |
| ○ Module 7- Leadership Team Development (Jane Brock-Wilson)       | Quiz  |

## Live Sessions (6:00 pm – 6:45 pm)

September 5: Rich Freeland

October 3: Tim Coleman