LEADERS AND LEADERSHIP SEMINAR
Syllabus MGMT - 933
Section 81-22 - Tuesdays 6:30 – 9:30 p.m. (Class 10 runs from 4:30 until 9:30 although alternative times can be arranged to view the video if there is a class or work conflict)
Spring Quarter 2003-04

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Meetings by appointment

COURSE DESCRIPTION:

This course will explore in a seminar format leaders and leadership situations as described in a variety of books, most of which are biographies. The intent is to extract lessons and insights which can then be applied to students’ own approaches to and understanding of leadership. The readings cover leaders from business and other fields as they have led in a variety of contexts. It is an eclectic group selected to explore leaders facing diverse challenges. The key elements of leadership will be discussed and a framework for thinking about leadership developed to provide focus for interactive discussions. This should facilitate the development of a coherent and consistent perspective and perception of leadership. The impact of context on the requirements of leadership will receive considerable attention. How leaders are developed and the common characteristics they share will be explored. The overriding goal will be to enhance students’ understanding of and openness to growth as leaders. It is not to teach students to lead. It is to help them think more insightfully about the subject and gain an understanding of what they can do to become more effective leaders. Three students will be responsible for facilitating each class session after the first week. The professor will support the student leaders to help derive the key lessons from each discussion and will also add perspectives based on his own experiences and understanding. The class will be limited to no more then 24 students to maximize opportunities for interaction and leadership.

READINGS:

The readings are substantial, consisting of all or a part of the following books:

My American Journey, Powell and Persico, Ballantine, 1996
The Power Broker: Robert Moses and the Fall of New York, Caro, Knopf, 1974
Personal History, Graham, Vintage, 1998
Endurance: Shackleton’s Incredible Voyage, Lansing, McGraw-Hill, 1959
The Rise and Fall of the Third Reich: A History of Nazi Germany, Shirer, Simon and Schuster, 1960
The Long Walk of Nelson Mandela, PBS Frontline video
These readings average about 250 pages a week with the specific assignments described below. The case packet will also include supplemental readings that, while optional, provide useful insights into specific dimensions of leadership. While some parts of the biographies can be skimmed and all them are interesting and quite readable, it is a lot of reading so be prepared and committed. Past experience suggests that the assigned excerpts will make reading the entire books irresistible but that may not be possible nor is it expected.

The intent in the discussions will be to extract perspectives on leadership as it is developed and applied, both successfully and unsuccessfully, in a wide variety of settings and circumstances. While questions are listed for each assignment, these are only a starting point. They are intended to highlight important issues that should be considered. The degree to which students gain insights and extract lessons from the lives and events discussed will determine the success of the course. Most books can be rented or purchased from Books-on-Tape if that is a preferred way to absorb them. Also, it may be possible to find books, including used ones, through Amazon.com and other internet sites as well as in bookstores and at libraries. They will not be stocked in the University bookstore.

During the quarter I will distribute additional background materials which I believe are particularly interesting or provide perspectives on the assigned books/leaders. Some of these may be part of the basic assignments while others can be read at your leisure.

While I would discourage you from doing it since class discussions are enhanced by everybody participating and contributing, because the readings are substantial students can waive one of them during the quarter but must let me know in advance. If a class is missed for any reason, it will be assumed that this is the waived reading unless the paper mentioned in the next section is completed.

**CLASS PARTICIPATION:**

While it is important for students to attend all classes, the first and final classes are mandatory. Don’t sign up if you can’t make either of those. Active participation in discussions will be critical to gaining value from the course. Participation should reflect thoughtful reading of the assigned book. If a student must miss a class, a brief paper should be submitted summarizing the key take-aways from the reading and addressing the questions that are raised in the syllabus assignment relating to the book.

Three students will lead each class session after the first one. Students moderating a class will be expected to raise questions, articulate conclusions (where feasible), highlight critical insights, summarize take-aways, and keep the discussions moving, focused and pertinent. Leaders may send out additional questions for consideration before their classes and should shape the discussion in ways that best serve their objectives. I will be happy to meet with facilitators before their class to discuss the appropriate approach.
BREAKOUT SESSION:

Early in the quarter small breakout sessions (about one hour each) will be scheduled. These will each include up to 10 students. Students will be able to sign up for one that fits their schedules, within limits. This will provide an opportunity to discuss leadership in a less formal environment and help us get to know each other. Some other optional opportunities to explore leadership will also be developed if students have an interest.

WRITTEN ASSIGNMENTS:

During the quarter two short journal entries and a final paper must be submitted. While the journal entries can be written in note form, I expect both assignments to be well thought out, insightful and well written. They should be typed and double-spaced and not have binders or folders on them. I prefer them to be submitted in hard copy rather than e-mailed but if that is not possible you can use e-mail.

Journal entries due the fourth and seventh weeks: During the quarter you should note and possibly record, the most interesting things you have observed about leadership outside class each week. The intent is to increase your observational skills and sensitivity to the lessons that are everywhere. Think in terms of specific current observations of people or events that provided special insights into effective or ineffective leadership and how they could shape or reinforce your thinking and/or approach to leadership. Observations could be from student activities, conversations with other students, your job, other classes, friends, family, etc. Focus on events or ideas that resonated with you. Don’t base these on what you read in a newspaper or viewed on television unless something there is especially compelling. In the fourth and seventh weeks you should submit a brief (a page or two) description of an entry for that week in note form and typewritten. It should provide a personal insight into leadership and demonstrate attentiveness to learning opportunities. At the start of each class session, except the fourth and seventh, two or three students will be called on to describe their observation(s) from the previous week.

Final paper due Tuesday, June 8 The final paper should not exceed 14 pages and should cover 1) your views of the most personally important take-aways from the class, 2) a description of the leadership requirements of selected specific contexts, 3) a self-assessment and definition of career aspirations, and 4) what you intend to do over the next ten years to develop yourself as a leader capable of achieving your aspirations. How much of the paper is devoted to each of these sections is up to the student although the fourth section is particularly important. The objective of this paper is to deepen your insights into your own leadership needs and approach.

The first part of the paper should summarize the most meaningful (to you) ideas and insights into leadership that were developed in the discussions, readings and journaling. Highlight especially those you feel could importantly shape your approach to leadership. There is no need to comment on the specific leaders considered during the quarter unless it brings home key relevant issues.
In the second section discuss the specific qualities needed to lead in several different contexts/situations – e.g. crisis, political, large company, start-up, consulting, nonprofit, foreign company, etc. Of special interest would be those types of organizations, industries, and situations in which you might find yourself in the future.

The third section should provide a realistic and candid assessment of your leadership strengths and weaknesses (a SWOT type analysis perhaps), focusing most importantly on those attributes which may significantly influence your leadership potential and success. Discuss these with at least five friends or present or former business associates to gain insights (a 360 degree assessment could be helpful). Then describe your aspirations in a way that is comfortable and fits where you are today, recognizing that there may not be great clarity. You may wish to cover how you would like to be perceived as a leader and the organizational level you hope to achieve. For example, what would you like to see in a summary of your career after your eventual retirement. If your thoughts on this are not well developed at this time, just indicate how it looks to you now and what you see as possible options for the future.

Building on the first three sections, the last part of the paper should outline a program to develop your leadership skills and move toward achieving your aspirations over the next ten years. This development program should be designed to bridge the gap between your present capabilities, strengths and weaknesses and your aspirations. In other words, what will you do over the next ten years to make your career/life dream a reality? The program should enumerate and address those skills, competencies, knowledge, etc. that you feel can and must be strengthened. The program should encompass specific short and long-term actions you expect or hope to take over the next ten years. It should be as definitive as possible (especially for the first few years) recognizing that unfolding events and experiences will dictate much of what actually transpires and inspires. Steps you might take could include important work experiences, outside activities, readings, courses, etc. - anything that will move you toward your goals. Don’t focus on functional skills (e.g. finance, marketing, etc.) since the emphasis should be on developing the requisite capacity to lead in the context of choice. The program should be one which you can use to hold yourself accountable.

This paper will be assessed against its insights; its realism; its thoughtfulness; its comprehensiveness; and the specificity and usefulness of the development program.

**BACKGROUND INFORMATION:**

Please provide a resume at the beginning of the first class session. This will help me get to know you and make it possible to consider specific backgrounds in the discussions or class leadership assignments. You can find my brief bio on the Kellogg web site. If you would like to raise specific questions with respect to my background, please feel free to do so. I have been fortunate enough to have had a number of different work experiences and hopefully have learned from them and I am delighted to share them with you.
COURSE GRADE:

There will be no final exam. Anyone wishing to have his/her term paper and final grade mailed out at the end of the quarter should provide me with a stamped (with proper postage) addressed envelope at the last class or with the paper. Otherwise the final paper will be returned to your Kellogg mailbox in Evanston or downtown.

Grades will be based approximately as follows:

- Participation in discussions, attendance, etc. 30%
- Leading class discussion 15
- Journal activities 15
- Final paper 40

HONOR CODE:

You should read and understand the Kellogg Honor Code. A high level of integrity will serve you well at Kellogg and throughout your life. It is a critical aspect of successful leadership as will be discussed in many of the class sessions. While you are encouraged to discuss the readings, etc. with your classmates, written work should be demonstrably your own. While you are allowed to waive the reading for one class (but must notify the prof. in advance), failing to read the assignments for other classes is an honor code violation.
**CLASS SESSIONS:**
(The subjects highlighted for each week warrant special focus since they represent important dimensions of leadership which are significant in the readings)

**Class 1** - Introduction – a framework for considering leadership – entrepreneurial and moral leadership – manager/leader - vision

*Bring resume and calendar to class*

**Readings:**
- Case packet: Leadership: Enhancing the Lessons of Experience, Hughes, Ginnett, Curphy, chapter 2, McGraw-Hill Irwin, 2002 (provides a framework for considering leadership)
- Titan: The Life of John D. Rockefeller, Sr., Chernow, Chapters 3-10, 12-14, 16, and 35, pages 532-535 (in both hard cover and paperback), Random House, 1998
  - Optional – Chapters 1, 2 and 26 – and the rest of the book

**Questions on readings:**
- What experiences shaped Rockefeller?
- What made him successful as a leader?
- Was he a product of his time or would he be successful in the 21st century? In what contexts?
- Was he moral as a manager/leader? Would his company have been as successful if he had operated under different moral standards?
- Was he more of a manager or a leader? Reflect on his style of leadership.
- How did he select people? Interact with them? Lead them?
- What accounted for the continued success of his company after he retired?

**Class 2** – Situational context (military, political) – development program of the Army – transactional/transformational leadership

*Readings:*
- *My American Journey*, Powell and Persico, Chapters 1 (skim), 2, 4-11, pages 597-603, Ballantine, 1996
  - Optional – Chapters 3, 12 and 15

**Questions on readings:**
- Was/is Powell a leader? If so, what accounted for his success?
- Why was he singled out for so many important assignments?
- What was the military looking for in leaders and was that unique to the military?
- Did the characteristics of his followers have any impact on his approach to leadership?
- What are the strengths and weaknesses of how the Army developed leaders?
- In what other fields and situations might Powell have succeeded? Where might he have been less successful? Would he be a good President?
- Was he political and, if so, was that important to his success?
- Did the fact that he was black have a bearing on his career success?
Class 3 – Vision – differing contexts - cultural dimensions of leadership – style
4/13/04

Readings:
Jack: Straight From The Gut Welch (except Ch. 10,12,15-17, 20,22-23, 25-End), Warner Business Books 2001 (261 pgs)
“29 Leadership Secrets from Jack Welch,” Robert Slater, McGraw-Hill

Questions on readings:
How did Welch’s early childhood affect his leadership abilities?
What overriding characteristics did Welch have which helped him as a leader?
How did Welch balance managing current business needs and growth into new areas?
How effective do you believe his approach to personnel issues was?
What traits of Welch do you admire?
What practices of Welch do you disagree with?
How important was strategic planning and vision in the growth of GE during Welch’s tenure?

Class 4 – Contexts (turnaround, consulting) – change management - creativity
4/20/04

FIRST WRITTEN JOURNAL ENTRY DUE

Readings:
Optional: “Tipping Point Leadership,” Kim and Mauorgne, HBR, Apr 2003
(change and turnaround in a political context)

Questions on readings:
In what way were the skills that made Gerstner successful as a consultant similar to the skills required as leader of IBM? Different?
Is consulting a good place to learn leadership?
Reflect on the importance of “vision” in the turnaround of IBM.
What are the specific demands of leading a turnaround? Changing an organization?
How did he achieve alignment of IBM people and gain followers?
How would you describe his style and in what contexts would it be most effective?
Was he a transformational or transactional leader?
Critique his “principles” of a new IBM culture, his “leadership competencies” and his lessons learned.
Class 5 – Implications of culture – entrepreneurship - creativity – succession - 4/27/04
global requirements

Readings:
Sony: The Private Life, Nathan, Chapters 1-7, 10 (skim), 11, Mariner Books, 1999

Optional: Chapters 8 and 9

Questions on readings:
Was the culture of Sony based on Japanese culture or the leadership of its CEOs? Compare it with Matsushita.
Why did they take the approach they followed in expanding to the United States and in selecting leaders and partners there? Are there unique demands in leading a global enterprise?
Was Sony’s success a result of the post-war economic recovery, the effectiveness of its leadership, or is there some other explanation?
How did they unleash creativity and innovation in the organization?
Contrast the leadership and styles of Ibuka, Morita, Ohga and Idei.
Would any of them have succeeded in a U.S. or European company? Why?
What characteristics would you look for in a successor to Idei?

Class 6 - Power (how it is obtained, exercised and corrupts) – situational context 5/4/04
(policy) – ethics - scorecards

Readings:

Optional – Chapters 4, 5, 25, 30, 32, 36 and pages 515-565.

Optional: “If You Want Honesty, Break Some Rules,” Graham, HBR, Apr 2002 (keeping channels of communications open)

Questions on readings:
How did Moses accumulate power? Could his methods be effective in a business setting?
How did he motivate people?
What is unique, if anything, about leadership in a political environment?
Would he have succeeded in a non-political context?
Trace his evolution as a leader and the reasons it unfolded as it did.
Was he a moral leader? Did the ends justify the means?
Was he a success or a failure? What is the appropriate scorecard?
Class 7 – Growth as a leader - women as leaders – situational context (media) – moral
5/11/04 leadership – crisis management

SECOND WRITTEN JOURNAL ENTRY DUE

Readings:
Personal History, Graham, Chapters 19-28 (can skim 27 and 28),
Optional – Chapter 18 and pages 30-54 (growing up), 353-370 (social life)
Optional: “The Enemies of Trust,” Galford and Drapeau, HBR, Feb 2003 (how to
lose and gain it)

Questions on readings:
What accounts for Graham’s success as a leader? What did she do well and less
well?
What steps did she take to become an effective leader?
Is there anything unique about leading a publishing enterprise?
Would she have been successful in other contexts?
How did she handle the ethical issues with which the Post was confronted?
What, if any, are the unique demands of crisis management? How effective was
she as a crisis manager?
What impact, if any, did gender have on her success?

Class 8 - Crisis leadership – charisma – followers – teams - symbols
5/18/04

Readings:
Endurance: Shackleton’s Incredible Voyage, Lansing, McGraw-Hill, 1959
Optional: “When to Trust Your Gut,” Hayashi, HBR, Feb 2002
“Don’t Trust Your Gut,” Bonabeau, HBR, May 2003

Questions on readings:
Why did the expedition founder? What qualities of Shackleton may have
contributed?
What accounts for its survival? Was Shackleton the solution? British culture?
What leadership characteristics were critical to survival?
Why did people follow him?
What are the obligations of followers to leaders? And leaders to followers?
Was this a team? Does it make any difference?
How effective would Shackleton have been in other settings?
Class 9 – Charisma – communications - moral leadership - situational context (cultural
5/25/04 and political)

Bring in any questions which you would like addressed in the final class
Readings:
The Rise and Fall of the Third Reich: A History of Nazi Germany, Shirer,
Chapters 1, 2, 4, 6, 7, and pages 62-90, 109-113, 117-129, 135-149 and
231-234, Simon and Schuster, 1960
Optional – Chapters 9, 27 and 31, pages 90-109, 129-135 and 234-276
Optional: “Chutes and Ladders: Growing the General Manager,” Bonoma and
Lawler, Sloan Management Review, Spring 1989 (growing
managers)
“Guess What? You’re Not Perfect,” Waldroop and Butler, Fortune, Oct
16, 2000 (recognizing and addressing weaknesses)

Questions on readings:
What qualities accounted for Hitler’s rise to power?
Was he an effective leader? Was he successful based on the segment of the book
which was read?
In what ways did his leadership evolve?
If he had not lived in Germany during a time of extraordinary turmoil would he
have emerged as a leader? If so, in what contexts?
What, if any, impact did the culture of Germany have on his leadership
effectiveness?
Were the seeds of ultimate failure visible early? What caused it (to the extent that
you can identify the causes without reading the entire book)?

Class 10 – Charisma - change leadership – context (political, revolutionary) – morality -
6/1/04 importance of culture

THE TERM PAPER WILL BE DUE TUESDAY6/8/04 IN MY
MAILBOX IN THE M&S DEPT. BY 4:00 P.M.
This class will start at 4:30 on 6/1/04 and end at 9:30 (If students have class
or
work conflicts, an alternative time can be arranged for viewing the
video – but arrange it early!)

Video:
The Long Walk of Nelson Mandela, PBS Frontline
“Parables of Leadership,” Kim and Mauborgne, HBR, Jul-Aug 1992
(reflections on leadership)

Questions on video:
What characteristics of Mandela were critical to his success as a revolutionary?
As a peace maker and healer? As a prisoner?
In what ways did Mandela evolve as a leader?
Was he an ethical leader throughout his life?
What did he do that helped him obtain and employ power successfully?
How did he bring people together?
What impact did the culture of South Africa have on Mandela’s story?
Could he have successfully led in other contexts? Countries?