

LEADERS AND LEADERSHIP SEMINAR
Syllabus MORS – 933 – Winter Quarter 2008-09

Section 81-21 - Mondays 6:30 – 9:30 p.m. (Class 3 will be 1/23 instead of 1/19 because of MLK day)

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COURSE DESCRIPTION:

This course will explore in a seminar format leaders and leadership situations as described in a variety of mostly biographies. The intent is to extract lessons and insights which can be applied to students' own approaches to leadership. The readings cover leaders from business and other fields as they led in a variety of contexts. It is an eclectic group who face diverse challenges. The key elements of leadership will be discussed and a framework for thinking about leadership created to provide focus for discussions. This should facilitate the development of a coherent and consistent perspective on leadership. The impact of context on the requirements of leadership will receive considerable attention. How leaders develop 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. Two students will be responsible for facilitating each class discussion after the first week. The professor will support the student leaders to help extract key lessons from each discussion and will also add perspectives based on his experience and understanding. The class will be limited to 18 students to maximize opportunities for interaction and leadership.

READINGS:

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

Titan: The Life of John D. Rockefeller, Sr., Chernow, Random House, 1998

A.P. Giannini: Banker of America, Bonadio, Univ. of California Press, 1994

The Turnaround Kid, Miller, Collins, 2008

The Power Broker: Robert Moses and the Fall of New York, Caro, Knopf, 1974

Sony: The Private Life, Nathan, Mariner Books, 1999

My American Journey, Powell and Persico, Ballantine, 1996

The Rise and Fall of the Third Reich: A History of Nazi Germany, Shirer,
Simon and Schuster, 1960

Tough Choices (A Memoir), Fiorina, Portfolio, 2006

Endurance: Shackleton's Incredible Voyage, Lansing, McGraw-Hill, 1959

Banker to the Poor, Yunus, Public Affairs, 2003

Readings in the biographies average about 250 pages a week with the specific assignments described below. In addition, the case packet includes several required readings, including a chapter of Leadership: Enhancing the Lessons of Experience which describes key factors and approaches to leadership and provides a framework for considering the subject. The other required readings complement the assigned book. The case packet also includes supplemental readings that, while optional, provide useful insights into specific dimensions of leadership. You are encouraged to read them although I recognize that the reading load is heavy. We will try to highlight some takeaways from them each week. While some parts of the assigned biographies can be skimmed and all of them are interesting and quite readable, **it is a lot of reading so be prepared and committed before you sign up for this course.** Students are encouraged to **do advance reading** (*Titan*, *The Power Broker*, A. P. Giannini, and *The Rise and Fall of the Third Reich* would be good candidates since they are probably the most challenging). Past experience suggests that reading the assigned pages will make the entire books irresistible – although finishing them can be deferred until a more leisurely time exists – retirement?

The object of the discussions will be to extract perspectives on leadership, both successful and unsuccessful, in a wide variety of settings and circumstances. While questions are listed for each assignment, these are only starting points. They are intended to highlight important issues and emphases. The degree to which students gain insights, extract lessons and modify their approaches to leadership based on the lives and events discussed will determine the success of the course. **The overriding question to be asked is what can this person teach me that I can apply in my own leadership.** Some books can be found on audio tapes if that is the 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 libraries. **The books will not be stocked by the University bookstore.** The Giannini book may be hard to find so go after it early (Amazon, Barnes & Noble on-line, abebooks.com, and libraries have copies, as do other used book sellers). I have a number of copies that I am happy to lend to students.

During the quarter I may distribute additional materials which are especially relevant or provide perspectives on the assigned books/leaders/topics. 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 so since it is critical to have full student participation in all class discussions, because the readings are substantial students can waive one of them during the quarter but must let me and the discussion leaders 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. **Not doing the reading without waiving the book will result in a failing grade for participation in that class and is unfair to the leaders.**

As you read the assigned books questions that you might consider include the following:

- How was the leader shaped/grown? How did he/she evolve/change as her/his life unfolded? Were there particular experiences that had a major impact on the leader he/she became? Can these be replicated?
- What would a SWOT analysis of the leader look like? Was she/he lucky, good or both? Did she/he create luck? If so, how?
- What were the most important characteristics (traits, skills) that contributed to his/her success or failure and can these be developed or moderated? How did the leader develop them and how might you?
- Were courage and integrity critical? Are these inherent or learned?
- What were the leader's priorities? What did he/she worry about? What motivated him/her? How did he/she spend his/her time? What was his/her scorecard for measuring success? How does this relate to yours?
- How did the leader gain and exercise power? How important was power to the leader's success? Was it exercised benignly or autocratically? Could her/his methods be applied by you effectively?
- What was the relationship of the leader to followers? Why did people follow? Would he/she be a good follower? Does it matter?
- What was the individual's style(s) of leadership? How adaptable is that style(s) and in what kinds of situations/organizations would it be most effective?
- Did the leader have a vision of what she/he sought for the organization? Was that important to her/his success? How was it communicated to the organization and what impact did it have? Was passion critical?
- How was direction established and alignment behind it achieved?
- Was the leader an effective communicator? In all media? What can you learn from the leader's skills?
- Did the individual shape the organization or the organization shape the individual? Was there a good cultural fit between them? How important is it to have a good cultural fit?
- What was the context in which the leader led and what were its particular demands and characteristics? In what other situations would she/he most likely have succeeded or failed? In what cultures, including national?
- Was or would she/he be an effective team leader?
- What were the central values (including ethical) of the leader and what impact did they have? How were they impressed on the organization? Was the leader confronted with ethical challenges and, if so, how did he/she address them?
- Would you like to emulate this leader? Work in her/his organization? Why?
- Was the leader successful in developing successors? Why yes or why no?
- How did he/she handle adversity? What do you learn from this?
- What was the legacy of the leader and would you judge him/her successful or unsuccessful in the long run?
- Contrast and compare each leader with the others considered during the quarter.
- What can you learn from this leader that you can apply to your leadership?

CLASS PARTICIPATION AND LEADERSHIP:

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 books. Individual contributions will be assessed based on their relevance, logic, originality, insights and the degree to which they advance the discussion. If a student must miss a class and that book is not waived, a brief paper should be submitted summarizing the key take-aways from the reading and addressing the questions listed on the syllabus assignment. These will not be graded individually but will be considered in term grades with regard to class participation – although full credit will not be given.

Two students will lead each class session after the first one. Students moderating a class will be expected to raise questions, articulate conclusions (where warranted), highlight critical insights, summarize take-aways, and keep the discussions energized, engaged, focused, challenging and pertinent. Leaders may send out additional materials for consideration before their classes and should shape the discussion in ways that best serve their objectives. Creative approaches are encouraged so long as they contribute to the learning process. Promptly after each class the leaders should send out a summary of the key take-aways from the discussion. After they have developed their initial thoughts on their approach to the class the facilitators should meet with me before their class to discuss it. The key take-aways should be run by me before being sent out.

BREAKOUT SESSION:

Early in the quarter two small breakout sessions (about 1 ½ hour each) will be scheduled. These will each include up to 10 students. Students will be able to sign up for whichever one best 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 papers and a final paper must be submitted. While the short papers 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 in hard copy rather than e-mailed.

Journal observations and short paper due fourth week: During the quarter you should note and possibly record, the most interesting things you have observed about leadership outside class each week. This is an important element of the course. The intent is to increase your observational skills and sensitivity to learning opportunities that are available to you. Think in terms of specific **current** observations of people or events that provided special insights into effective or ineffective leadership and how they might shape or reinforce your thinking and/or approach to leadership. Try to relate them to

issues explored in class. Observations can 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, learn in class or view on television unless something there was especially compelling. In the fourth week you should submit a brief (a page or two) description of your entry for that week in note form and typewritten. It should provide a personal insight into leadership and demonstrate attentiveness to learning opportunities. Describe what happened, why it was meaningful, and how you might apply the insights gained in your own life. **At the start of most class sessions several students will be called on to describe their most significant observations during the previous week, covering the same points as the paper asks for.**

Short paper due eighth week: In connection with the reading on Carly Fiorina, write a short description of key factors the HP board should consider in selecting her successor. This should provide a starting point for the board (despite the fact they already made the decision without your input). List 1) key characteristics of the industry and the company which define the context in which the executive will be performing, 2) specific challenges and job priorities she will be facing, and 3) the skills, experience and style the person should possess. The paper should be typewritten and no longer than two pages.

Final paper due Monday, March 16 by 12:00: The final paper should not exceed 15 pages at the very most (the best papers in the past have been shorter) and should provide

- 1) a description of the leadership requirements of four specific contexts
- 2) a self assessment
- 3) a definition of career and life aspirations
- 4) a ten year program to develop yourself as a leader capable of realizing your aspirations.

How much of the paper is devoted to each of these sections is up to the student although the third and fourth sections are the most important and will weigh most heavily in the paper's grade. The objective is to deepen your insights into your own leadership development needs and provide a thoughtful and implementable program which will help you realize your dreams – recognizing that life unfolds in unexpected ways and dreams may evolve.

In the first section discuss the specific characteristics needed to lead in four different contexts/situations such as a crisis, government, a large company, a start-up, consulting, serving on a nonprofit board, a Japanese company, etc. What are the leadership demands of the context (skills, capabilities, behaviors, experience) and why are those particular skills, etc. required? Try to have the four reflect organizations or situations that are likely to be in your future. These should be generalized comments, however, unrelated to your personal fit which will be considered in subsequent sections of this paper.

The second section should provide a realistic assessment of your leadership strengths and weaknesses, focusing most importantly on attributes that might significantly influence your leadership success – especially in the contexts in which you are most likely to find yourself. One of the inputs for this effort could be the 360 degree assessment which full

time students put together on entering Kellogg. You should get additional perspectives from at least three individuals (possibly classmates or summer internship associates or bosses) who can provide insights subsequent to your arrival at Kellogg – and please list their relationships with you if not their names. For students who did not do a 360 degree assessment on entering Kellogg, you should talk to 6-8 individuals with varying perspectives to provide these outside perspectives.

In the third section describe your aspirations in a way that is comfortable and fits your thinking today. Cover how you would like to be perceived as a leader and the organizational level you hope to achieve. Define what success in life looks and feels like for you? What is your scorecard? What are the underlying values that drive your definition of success? Where do these values come from? Do you see them guiding every dimension of your life? Do they provide a basis for facing the ups and downs of life, including the moral challenges that will inevitably surface (if they don't, that is an acceptable answer since this is about you). Weave into this some sense of what your non-job and life priorities are since those will have an important impact on your leadership and, of course, are critical to your definition of success. In 100 words or less write what you would like a summary of your life and career to look like on your eventual retirement. Since most likely your thoughts on this are developing, indicate how it looks to you now and what you see as possibilities for the future. Think about how you create a life of WOW! I want to see some depth of reflection in this – especially on your definition of success and on your values. Understand, however, I am not asking you to reflect back to me what you think my values are – what I want is your thinking deeply about what you are all about. Remember, leadership is importantly about self discovery.

Building on the first three sections, the last section of the paper should outline a program to develop the leadership skills required to achieve your aspirations over the next ten years and beyond. This personal development program should be designed to bridge the gap between your present capabilities, strengths and weaknesses and your goals. In other words, what will you do to make your career/life dream a reality? The program should identify 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 job experiences and assignments, coaching, 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 your capacity to lead and to live successfully. The program should be one which you can use to hold yourself accountable. Comment on **steps you might take to ensure implementation** of your plan and **checkpoints to assess progress**. Students will be required to report to me in ten years on how successfully they implemented the program.

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 e-mail me a resume before the first class. This will help me get to know you and make it possible to consider specific relevant backgrounds in discussions and class leadership assignments. You can find my bio on the Kellogg web site. If you would like to ask questions on my background, please feel free to do so – but don't ask why I have never been able to hold a job. I would like to distribute all resumes to the entire class so we can get to know each other better. If any of you prefer that I not do so, please let me know immediately after the first class.

Be sure to use your name plate in class.

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 a stamp (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, oral journal entries, attendance, etc.	35%
Leading class discussion	15
Short papers (5% for each)	10
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 central dimension of leadership. No leader is successful in the long run without it! While you are encouraged to discuss the readings, etc. with your classmates, written work should be demonstrably your own.

Since this is a small class, courtesy is particularly important. The Kellogg Code of Classroom Etiquette is a starting point not an ending point. Be on time and ensure that your behaviors contribute to rather than detract from class discussions. Laptop use is prohibited except for taking notes.

CLASS SESSIONS:

(The subjects highlighted for each week warrant special focus since they represent important aspects of leadership inherent in the reading)

Class 1 - Introduction – a framework for considering leadership – entrepreneurial and moral leadership – vision – people selection and development
1/5/09

Bring your date book 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 (253 pgs)

Optional – Chapters 1, 2 and 26 – and the rest of the book

Optional:

“What Titans Can Teach Us,” Tedlow, *HBR*, Dec 2001 (lessons of the “greats”)

Questions on readings:

What experiences shaped Rockefeller? Can or should you try to replicate them?

What made him successful as a leader? Can those characteristics be developed?

Was he a visionary? What can one do to become a visionary – or does it matter?

And what has to be done to make a vision a reality?

Was he a product of his time or would he be successful in the 21st century? In what contexts and why? What are limiting and empowering capacities for adapting to differing environments?

Was he a moral leader? Would his company have been as successful if he had operated under different moral standards? What is the appropriate scorecard – the reasonable standard of judgment?

Reflect on his style of leadership and how and why it evolved. Can one adapt one’s style and should one even try to adapt, or is that hypocritical?

Was he a manager or a leader? Which is more important in achieving success?

How did he select people? Interact with them? Lead them? Develop them?

Motivate them? What can you learn from this? Why were his people so successful after he stepped down?

Class 2 – Vision – passion – the banking context - cultural dimensions of leadership – style - followers - crises
1/12/09

Readings:

A.P. Giannini: Banker of America, Bonadio, (all except Chapters 16-18), University of California Press, 1994 (241 pgs)

Optional – Chapters 16-18

“Crucibles of Leadership,” Bennis and Thomas, *HBR*, Sep 2002 (challenges create leaders)

Questions on readings:

- Does the leadership of Giannini reflect his cultural and ethnic roots? How and in what ways? Does your leadership reflect your roots? Do you want to modify or build on this?
- Are the leadership qualities required in a start-up different from those needed in a large organization? What made Giannini successful in both? How was he similar to and/or different from Rockefeller?
- What qualities helped him overcome crises and adversity? Can these be learned? In what ways is leadership in banking different from leadership in an industrial or consumer products company? What non-market strategies are especially critical in banking?
- What role did vision play in the success of Bank of America? How did his vision come about? What did he do to imprint it on the organization?
- Did Giannini prepare the bank for life after Giannini? What might he have done differently to make the transition smoother?
- Why doesn't anybody remember him despite the fact that *Time Magazine* named him one of the 100 Most Influential Persons of the 20th Century? What do you learn from this?

Class 3 – Growing as a leader – turnaround leadership – gaining control - trust -
1/23/09 managing diverse stakeholders – crisis management

Readings:

The Turnaround Kid, Miller, Collins, 2008 (245 pgs)

“The Enemies of Trust,” Galford and Drapeau, *HBR*, Feb 2003 (how to lose and gain it)

Questions on readings:

- What characteristics and skills are critical for an effective turnaround manager?
Can they be developed? How?
- What motivated Miller to get involved in turnarounds? How did he go about assessing new situations before committing to the challenges?
- Was he successful and how do you define success?
- Are there common characteristics that lead to the need for a turnaround? And what are the early warning signals of trouble ahead?
- What can be done to avoid the need for a turnaround?
- What are the first steps a leader should take when she/he comes on board? Are these unique in every situation?
- What are the pluses and minuses of hiring a leader from outside the organization?
How does a new person generate trust from the multiple stakeholders?
- How do you put together an effective team? How do you attract new people?

Class 4 - Power (how it is obtained, exercised and corrupts) – the political context -
1/26/09 media management - ethics - scorecards

FIRST PAPER DUE

Readings:

The Power Broker: Robert Moses and the Fall of New York, Caro, Introduction, Chapters 6, 8, 9 (pgs 169-171), 10, 13, 14 (pgs 256-259), 15, 17, 19 (pgs 362-367), 20 (368-372), 21 (423-425), 23 (463-467), 24, 25 (pgs 499-515 and 565-575), 27, 28, 29 (676-677), 33 (753-754), 35 (pgs 828-836), Knopf, 1974 (220 pgs)

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

Optional:

“If You Want Honesty, Break Some Rules,” Graham, *HBR*, Apr 2002
(importance of integrity in communications)

Questions on readings:

How did Moses accumulate power? Could his methods be effective in a business setting? Be specific. Have you experienced his methods in your working life? How did you respond to them?

What are the risks of power corrupting and how would you avoid them?

How did he motivate people? What would work in business and what would not?

What is unique, if anything, about leadership in a political environment? Would Moses have succeeded in a non-political context?

Trace his evolution as a leader and the reasons it unfolded as it did. Should he have been led differently? What steps would you have taken to ensure that you did not become as isolated as he did?

Was he a moral leader? Did the ends justify the means?

Was he a success or a failure? What is the appropriate scorecard?

What skills of his do you admire and what could you do to possess them?

Class 5 – Implications of national culture and multicultural leadership – entrepreneurship
2/2/09 - creativity – complementary skills in the management team - succession

Readings:

Sony: The Private Life, Nathan, Chapters 1-7, 10 (skim), 11, Mariner Books, 1999 (263 pgs) – **focus primarily on Morita and Ibuku**

Optional: Chapters 8 and 9

Case packet: Sony long term objectives at the time of incorporation

“Cultural Intelligence,” Earley and Mosakowski, *HBR*, Oct 2004 (being sensitive to differences)

Optional:

Sony background from website

“The Hokum of Cultural Sensitivity,” Khan, The Conference Board Review, Nov/Dec 2006 (maintaining authenticity)

Questions on readings:

Are there unique challenges and skills required in founding an organization? A high-tech organization?

What made the two founders so effective? What were their particular strengths?

How important is it to develop a management team possessing varied skills and approaches?

How did they unleash creativity and innovation in the organization?

In what ways was the culture of Sony uniquely Japanese? A reflection of the two founders?

Evaluate Sony's expansion into the United States and their selection of leaders and partners there. What mistakes did they make? How could those have been avoided?

What are the keys to successful multicultural/global leadership? How would you go about gaining an understanding of a new culture? What steps would you take to lead or be led by people of a different nationality. Does style matter and can it be adapted?

Reflect on the succession process at Sony. Was it effective? What characteristics should they look for in a CEO today? What would be a more sensible process, if there is one? Sony now has a Welchman as CEO. Is that a good idea? What special challenges does he face and how should he address them?

Talk to at least one Kellogg student from a different country (preferably Japan) and delineate the key differences between his or her country's culture and your home country's culture. What would that mean in terms of leading and following?

Class 6 – The military and political contexts – how the Army develops leaders -
2/9/09 transactional/transformational leadership – adapting to other contexts

Readings:

My American Journey, Powell and Persico, Chapters 1 (skim), 2, 4-11, pages 597-603, Ballantine, 1996 (253 pgs)

Optional: Chapters 3, 12 and 15

"A Leadership Primer," Colin Powell, 1998

"The Shame of Colin Powell," Steinberger, *The American Prospect*, Apr 2004 (a contrarian view)

"Leadership That Gets Results," Goleman, *HBR*, Mar-Apr 2000 (emotional intelligence and styles of leadership)

Questions on readings:

- What made Powell successful? Would he have succeeded in other arenas?
- Was he political and, if so, was that important to his success? Does that matter in the private sector as well? How do you manage it with integrity?
- Define the military context and its particular demands. In what ways does the character of followers matter?
- What was the military looking for in leaders and was that unique to the military – and in what ways was it similar to a corporation?
- How does the Army develop leaders? What are the strengths and weaknesses of their approach? What can be applied usefully in a civilian organization?
- What are the particular demands of a political context? Did Powell's military upbringing prepare him well for life in this arena? And how should a Kellogg graduate prepare himself for political and non-market environment effectiveness?
- Did the fact that Powell was black have a bearing on his success? Should he have been a more active advocate for minorities?

Class 7 - Charisma - moral leadership – cultural and political contexts - communications
2/16/09 - passion - failure

Readings:

The Rise and Fall of the Third Reich: A History of Nazi Germany, Shirer,
Chapters 1, 2, 4, 6, 7, and pages 62-80, 117-129, 135-149 and 231-234,
Simon and Schuster, 1960 (214 pgs)

Optional – Chapters 9, 27 and 31, pages 129-135 and 234-276

Hitler overview and key characters in the plot

Optional:

“Leadership – Warts and All,” Kellerman, *HBR*, Jan 2004 (the rest of the story)

“Guess What? You’re Not Perfect,” Waldroop and Butler, *Fortune*, Oct 16, 2000
(recognizing and addressing weaknesses)

“When Bad Things Happen to Good CEOs,” Prince, *CEO Magazine*, Oct-Nov
2006 (dodging hubris)

Questions on readings:

- What personal qualities accounted for Hitler's rise to power? In what contexts would these be important? How might they be developed?
- How critical were Hitler's communications skills? How did he hone them?
Which are of greatest importance in differing contexts? How does one develop them?
- What impact, if any, did Germany culture have on his success and his later failure? If you were leading a German organization, what can you learn?
- In what ways did his leadership change/evolve? Were the seeds of ultimate failure visible early? What caused this failure (to the extent you can identify the causes without reading the entire book) and what do the causes have in common with notable business failures? What might have been done to avoid the traps he fell into?
- What would you have done as a citizen of Germany in Hitler's times? What are your non-negotiables?

Class 8 – Leading in a high-tech context – style – creating an organizational culture – fit
2/23/09 of style to the organization – creating change – gaining alignment

SECOND WRITTEN PAPER DUE

Readings:

Tough Choices (A Memoir), Fiorina, Chapters 5-30 and pages 320-326 (285 pgs)

“The Un-Carly,” Malone, Wall Street Journal, April 14-15, 2007

“Wonder Woman with an MBA,” Perkins, Business Week, October 23, 2006

Optional:

“The CEO’s role in leading transformation,” Aiken and Keller, The McKinsey Quarterly, Third Quarter 2007 (how to make it happen)

“In Praise of the Incomplete Leader,” Ancona, Malone, Orlikowski and Senge, HBR, Feb 2007

Questions on readings:

What were the key developmental experiences of Fiorina and how did they shape her approach to leadership? What can you learn from her early career that you can apply to your career? What role did mentors play?

What are the keys to effective change leadership as you can identify them in the Fiorina saga and as you have learned at Kellogg? Was she an effective leader of change? Does the Leadership Framework (pgs. 220, 221) capture the critical questions for the 21st century?

How would you have approached and dealt with the HP Way and culture? How do you transform an imbedded culture?

In what ways was the Compaq acquisition handled well and/or badly?

Was Fiorina a good choice for HP? Should she have been fired? If she had led differently, would the outcome have been the same? What kind of job is she best suited for?

Contrast leadership in a high-tech Japanese company (Sony) with that in a high-tech American company (HP)? What if anything would have to be approached differently? Would Morita have been an effective CEO of HP? Fiorina of Sony?

What role did gender issues play in the Fiorina story and should she have handled them differently?

What is the most profound thing she says in the book?

How do you assess the comments in the two readings on Fiorina and her successor?

Class 9 – Crisis leadership – charisma – followers – teams – focus - symbols
3/2/09

Bring in any questions you would like addressed in final class

Readings:

Endurance: Shackleton's Incredible Voyage, Lansing, McGraw-Hill, 1959 (274 pgs)

"What Your Leader Expects of You – And what you should expect in return," Bossidy, *HBR*, Apr 2007, (requisites of a management team)

Optional:

Nova background on Shackleton

"How to Think With Your Gut," Stewart, *Business 2.0*, Nov 2000 (valuing the inner voices)

"Don't Trust Your Gut," Bonabeau, *HBR*, May 2003 (but not too much)

Questions on readings:

Why did the expedition founder? Did Shackleton's leadership style contribute to the disaster? Were some of the same dimensions important to survival of the crew?

What accounts for the crew's survival? Was it Shackleton, the character of the crew, British culture, luck or what? How relevant might those factors in a business environment?

Does a continuing crisis require different skills and leadership than a short term crisis? Define the demands of crisis management.

Critique Shackleton's process for selecting his crew. What aspects of it would be useful in a different context? How would you have managed it?

What led people to follow Shackleton? In what other contexts would those factors be important and could you see yourself applying them? How might you develop strengths similar to Shackleton's that would fit business situations?

What are the obligations of followers to leaders? And leaders to followers? And do these apply in all contexts or are some more important on teams or in high stress situations?

Was this a team? Dissect the group - what roles did the different people play?

Class 10 – Charisma - vision – the nonprofit context - creativity – dealing with
3/9/09 governments and NGOs – the importance of culture – focus

**The Yunus discussion will take place in the first half of the class with a sum
up of the course in the last half**

**THE TERM PAPER WILL BE DUE BY 12:00 A.M. MONDAY 3/16/09 IN
MY MAILBOX IN THE M&S DEPT. OR IN MY OFFICE**

Readings:

Banker to the Poor, Yunus, Public Affairs, 2003 (261 pgs)

Optional:

“The Uncompromising Leader,” Eisenstat, Beer, Foote, Fredberg and Fleming,
HBR, Jul-Aug 2008 (reconciling people and profits)

“Chutes and Ladders: Growing the General Manager,” Bonoma and Lawler,
Sloan Management Review, Spring 1989 (growing managers)

“Managing Oneself,” Drucker, *HRB*, Mar-Apr 1999 (you are in charge)

“Success That Lasts,” Nash and Stevenson, *HBR*, Feb 2004 (perspectives)

“Balancing Your Life,” Clawson, Darden case, 2001 (the elusive search)

“Parables of Leadership,” Kim and Mauborgne, *HBR*, Jul-Aug 1992
(reflections on leadership)

Questions on readings:

In what ways is leadership of a nonprofit different from leadership of a for-profit
organization? Similar?

What leadership skills of Yunus were critical in the creation and realization of
Grameen? How were they developed?

Would you characterize Yunus as an entrepreneur? Why?

What were the principal challenges and obstacles in building Grameen? How did
Yunus address them?

Are there other leaders we have studied during the quarter who might have been
successful in leading Grameen? Could Yunus have led a for-profit
organization successfully?

Were there characteristics of the Bangladesh culture that made it fertile ground for
creation of Grameen?

What role did the media play in the success of Grameen? How did Yunus interact
with and manage that relationship?

How did he gain government support for Grameen?