Leadership is in crisis. In this age of collapsing financial institutions and government bailouts, outsourcing and virtual teams, a border-less economy and free agents, the rules have changed. The days of the big leader—Winston Churchill or John F. Kennedy, even Jack Welch or Maurice Greenberg—may be numbered. The explosion of free markets worldwide, the unparalleled access to knowledge through the Internet, the democratization of regimes, and the flattening of organizational hierarchies give ordinary people the opportunity to express leadership like never before: we can now shape our destinies, and those of our organizations and societies, to an unprecedented extent. Democracy and the cyber age call for a new kind of leadership—but what kind? What does it mean to be a leader in the 21st century?

“Leadership In Action” explores these questions in theory and practice. It aims to prepare students for understanding and exercising executive leadership in business, government, and non-governmental organizations. The course is designed to complement the existing HSG curriculum, and to act as a bridge between technical skills (e.g. finance, marketing, strategy) and human skills (e.g. communication, creativity, culture). The course follows the Global Leader Pyramid™ (see Fig. 1 above) and moves systematically through Self-Awareness, Relationship, Vision, Strategy, and finally Action.

The problem with teaching leadership is that traditional seminars alone may provide insights and even peak experiences, but are not built to last: They fail to give real access to leadership, or to enable participants to incorporate the learning into their real-life leadership challenges.

To maximize sustainable learning, the course emphasizes the three legs of Knowing, Being, and Doing. Readings, discussions, labs, and assignments are designed for learning, self-reflection, and thrusting students—the next generation of leaders—into the experience, attitudes, and action of leading. Each student will design, launch, and deliver a Catalytic Project as a laboratory for challenging, exploring, and testing their leadership competencies in the action of producing real-world results. Each will coach other students in teams to implement their Catalytic Projects. And each will debrief their Catalytic Project and their coaching experience in a final paper to maximize their leadership learning and sustainability.
Requirements and Grading (read carefully the Appendix at the end of this syllabus):

- Understanding of all required readings and attendance of all classes.
- Completion of weekly assignments, and giving feedback to your coaching team partners’ assignments each week (50% of grade).
- In-class team facilitation of a case study and final 5-10-page paper (10% of grade).
- Design and implementation of a Catalytic Project, and written 2-3 page Catalytic Project Debrief that demonstrates your command of the theories and tools covered in the course (20% of grade).
- Coaching team members in their Catalytic Projects, and writing of a 2-3 page Coaching Debrief that demonstrates your command of the coaching theories and tools covered in the course (20% of grade).

Required Readings:
(Required books, except Flaherty, will be available for purchase in class.)

Recommended Readings:

Schedule (subject to change):

1. The Global Leader Pyramid™: From Self-Awareness to Action (September 20)
   Learn:
   Read:
   Course syllabus.
   Leadership in 100 Days. Preface, Days 1-4.
   Communicate or Die. Preface.
   The Rabbi and the CEO. Foreword; Prologue: Leadership Self-Assessment.
   Read (Recommended):
   Do:
   1. Complete and post Leadership in 100 Days Day 4: Self-Assessment and/or the Self-Assessment in The Rabbi and the CEO (xxvii-xxix). Select 3 top priority competencies that you intend to develop during the course.
   2. Complete and post Leadership in 100 Days Day 2: Your Catalytic Project.
   3. Read Appendix 1. Design and post your case model.
   4. Schedule regular check-in calls with your coaching partners (to coach each other on your assignments and Catalytic Projects).

2. Coaching / Co-Leadership (September 27)
Learn:
Trait vs. style vs. skill approach. Co-leaders: “leading with.” What is coaching? What coaching is not. Coaching vs. management. Advocacy vs. Inquiry.

Read:
The Rabbi and the CEO. Foreword; Why 10 Commandments for 21st Century Leaders?
Commandment I: Out of Egypt: Beyond the Limits (ix-30).

Read (recommended):

Do:
1. Have your coaching partners review your Self-Assessment; compare your partners’ assessment with your own Self-Assessment. What are the major differences?
2. Experiment with Advocacy vs. Inquiry in your conversations with colleagues, friends, family.

3. Self-Awareness I: Ethics, Integrity and Power (October 4)
Learn:
Leadership ethics. The 4 ethical dilemmas. Integrity. The 5 types of power. Checking your assumptions and values.

Read:
Leadership in 100 Days. Days 5-10.
The Rabbi and the CEO. Commandment VII: No Adultery: Walk the Talk (147-170).

Read (recommended):

Do:
1. In Leadership in 100 Days Day 10, write down and post at least one ethical dilemma you have had and how you resolved that dilemma. Based on this reflection, what are your core values?
2. In Leadership in 100 Days Day 9, which type of power do you exert over whom, and which type of power do others exert over you? Post your answer.

4. Self-Awareness II: Practices (October 11)
Learn:

**Read:**
*Leadership in 100 Days.* Day 11.
*The Rabbi and the CEO.* Commandment IV: Keep the Sabbath: The Power of No (81-102).
Commandment VI: You Shall Not Kill: Anger Management (121-146).

**Read (recommended):**

**Do:**
1. Identify and schedule regular practices for developing your self-awareness.
2. Identify an experience when you felt/feel an intense emotion (e.g. anger, impatience, loss).
   Report how you regulated/regulate that emotion and channel it into productive energy.

5. **Self-Awareness III: Cross-Cultural Leadership (October 18)**

**Learn:**

**Read:**
*The Rabbi and the CEO.* Commandment X: Don’t Covet: In Their Shoes (211-238).

**Read (recommended):**
Northouse, Peter G. Chapter 5 (Situational Approach), Chapter 6 (Contingency Theory).

**Do:**
1. In *Leadership in 100 Days* Day 12 and Day 13, use the Global Leader Pyramid™, Onion Model and Global Integrator™ models to decode a target culture (e.g. of a country and/or colleague).
2. Make something happen (i.e. produce a result or a change) that requires working with a culture other than your own.

6. **Relationship I: Communication (October 25)**

**Learn:**

**Read:**
Leadership in 100 Days. Days 14-16.

Communicate or Die. Chapter 1: Non-Communication Can Kill; Chapter 2: Communication Can Handle Anything.

Read (recommended):

Do:
1. In Leadership in 100 Days Day 14 and Day 16, build a relationship of trust and/or a coaching relationship with 1+ colleague.
2. In Leadership in 100 Days Day 47, prepare a visual display of your Catalytic Project and present its status and results so far in class.

—Break (November 1, November 8)—

7. Relationship II: Effective Listening (November 15)

Learn:

Read:
Leadership in 100 Days. Days 17-20.
Communicate or Die. Chapter 3: Leading by Listening.
The Rabbi and the CEO. Commandment III: Not In Vain: Leading Through Language (57-80); Commandment V: Respect Your Parents: Appreciation Is Power (103-120).

Read (recommended):
Northouse, Peter G. Chapter 5 (Situational Approach), Chapter 6 (Contingency Theory), Chapter 12 (Women and Leadership).

Do:
1. In Leadership in 100 Days Day 19 and Day 20, experiment with listening for sub-texts and with the Matterhorn of Masterful Listening™.
2. In your coaching conversations (with your buddy and/or a colleague), practice asking questions and listening.

8. Relationship III: Team Leadership / Effective Speaking (November 22)

Learn:

Read:
Leadership in 100 Days. Days 21-23.
Communicate or Die. Chapter 4: Speaking for Results; Backmatter.

Read (recommended):


Northouse, Peter G. Chapter 8 (Leader-Member Exchange Theory), Chapter 10 (Team Leadership Theory).

**Do:**
1. In *Leadership in 100 Days* Day 21, observe the capital sins of speaking around you; where do things go wrong? Turn a capital sin of speaking into a productive conversation (e.g. from complaint to commitment). Post your observations.
2. In *Leadership in 100 Days* Day 22, appreciate a colleague or customer or loved one. Post your observations.
3. In *Leadership in 100 Days* Day 23, give feedback to 1+ person with whom you currently have a conflict or an issue. Post your observations.


**Learn:**

**Read:**
*Coaching: Evoking Excellence in Others.* Chapter Five: Openings (59-68), Chapter Seven: Enrollment (97-104).

*Leadership in 100 Days.* Days 24-30.

*The Rabbi and the CEO.* Commandment II: No Idols: Authentic Vision (31-56).

**Read (recommended):**


Northouse, Peter G. Chapter 9 (Transformational Leadership), Chapter 7 (Path-Goal Theory).


**Do:**
1. Revisit *Leadership in 100 Days* Day 26, review your 7 fundamental life commitments and 70 life goals. Write your own obituary as a leader/coach in your favorite publication.
2. In *Leadership in 100 Days* Day 28, list your unfinished business and schedule by when you will finish each item.
3. In *Leadership in 100 Days* Day 30 Coach a colleague on building or restoring their future, e.g. by articulating his/her Fundamental Life Commitments, his/her 5-Year Vision, and/or his/her obituary.

**10. Strategy: Strategy-In-Action (December 6)**

**Learn:**
Assessment (competencies, behaviors, world view). 5-forces model. The 7 Steps of Strategy-In-Action.

**Read:**


*Leadership in 100 Days.* Days 31-35.


**Read (recommended):**

**Do:**
1. In Leadership in 100 Days Day 2 and/or in The Rabbi and the CEO Preface, revisit your Self-Assessment with your team partners and assess your progress; review and fine-tune your own self-guided leadership development process and practices for the next 3 months.
2. In Leadership in 100 Days Day 33, coach your client on answering their Strategy-In-Action questionnaire.

**11. Action I: Self-Management / From Breakdown to Breakthrough (December 13)**

**Learn:**

**Read:**
Coaching: Evoking Excellence in Others. Chapter Eight: Coaching Conversations (105-146).
Leadership in 100 Days. Days 36-51.
The Rabbi and the CEO. Commandment IX: No False Witness: Breakdown to Breakthrough (189-210).

**Read (recommended):**

**Do:**
1. In Leadership in 100 Days Day 44 and Day 45, set up displays for managing your priority commitments.
2. Set up regular practices to continuously upgrade your leadership and/or coaching game.
3. Coach your team partners on their self-management (e.g. priorities, time management, operating states, etc.).
4. In Leadership in 100 Days Days 39-43, declare a breakdown (reactively or proactively) and manage it into a breakthrough. (Tip: use the Global Leader Pyramid™.)


**Learn:**

**Read:**
Leadership in 100 Days. Days 52-100.
The Rabbi and the CEO. Commandment VIII: Don’t Steal: The Business of Giving Back (171-188).

**Read (recommended):**

**Do:**
Review Appendix 4: Final Paper. Write your Final Paper (5 pages max in toto):
- Appendix 1: Case study
- In *Leadership in 100 Days* Day 100: Catalytic Project Debrief
- Appendix 5: Coaching Debrief
Appendix 1: Your Case Study & Facilitation

Leadership is largely about effective communication. (What would Martin Luther King or Winston Churchill have been without their ability to communicate?) The higher you rise in any organization, the more you need to facilitate others through communication across boundaries. Case presentations give you the opportunity to learn and practice effective communication and facilitation. **HOW you present YOUR argument** is much more important than extensive details.

Teams of 2-4 students each will present a case study each week for approximately 30 minutes (20 minutes max for presentation, 10 minutes for class discussion). This entails

- doing independent research on an assigned case,
- applying the readings and tools for the session and/or the course to the case,
- leading a discussion of the case and theories that encourages all students to participate.

Tips for an effective presentation:

- **Speak without notes.**
- Create an explanatory “puzzle” that is genuinely interesting to you in the context of the course. Be crystal clear on your research question.

<table>
<thead>
<tr>
<th>Case/Puzzle</th>
<th>Dependent (Outcome) Variable</th>
<th>Independent (Input) Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g.: Why did Jill Barad get fired as Mattel’s CEO?</td>
<td>E.g.: Jill Barad was terminated by Mattel’s board of directors.</td>
<td>E.g.: Did Jill Barad lose her job because of (a) her performance, (b) her leadership style, (c) external market conditions, (d) being a woman, or (e) other factors?</td>
</tr>
</tbody>
</table>

- Generate a hypothesis (e.g. “Jill Barad was fired because she is a woman”), and a clear argument to verify or falsify your hypothesis. Back your argument with theories from the readings. Determine the dependent and independent variables each author presents.
- Research through a search engine (www.google.com or ABI/Inform) and/or the library.
- Give the minimum information needed. Tell the audience what your argument is and provoke the audience into discussion and innovative thinking.
- Begin your presentation by introducing the topic and why it is important.
- Visualize your causal model for your case presentation at the start of your case facilitation (e.g. on the 1st or 2nd PowerPoint slide), and show clearly the dependent variable on the right and the possible independent variables on the left, with the one independent variable you will argue for highlighted.
- Your counterfactual should be included in your causal model and should allow you to verify (“prove”) or falsify (“disprove”) an independent variable. E.g., if you want to verify the hypothesis that Walt Disney's teamwork made Mickey Mouse a dominant icon worldwide, your counterfactual could be a similar case where all other independent variables were also given but teamwork was lacking, and they failed. If you want to falsify the hypothesis that teamwork was the key variable, your counterfactual could be a case where all independent variables were also given, including teamwork, but they failed.
- Be creative. Use handouts and/or transparencies to highlight main points and focus attention on areas for discussion. Keep your visuals simple: as a rule, less is more. (You don’t even need slides.) For example, use the above table about Jill Barad as a template for one visual.
- The task is not to be right, but to use theories and get a finding. It is perfectly legitimate to find that “Our hypothesis is wrong.”
- Offer a set of questions aimed at provoking a lively discussion. A visual might help here too. E.g. If you were Barad’s coach, how would you have coached her?
• Have fun with this!
## Appendix 2: Schedule of Case Presentations

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Possible Cases (Options)</th>
<th>Case/Coaching Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Global Leader Pyramid™</td>
<td>No case</td>
<td>n/a</td>
</tr>
<tr>
<td>2</td>
<td>Coaching and Co-Leadership</td>
<td>Barack Obama OR How the U.S. State Department coached local leaders to remove Slobodan Milosevic</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Self-Awareness I: Ethics, Integrity and Power</td>
<td>Sergei Brin and Larry Page at Google: &quot;do no evil&quot; in China?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Self-Awareness II: Practices</td>
<td>Phil Jackson: do you have to be a jerk to win?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Self-Awareness III: Cross-cultural leadership</td>
<td>Jürgen Schrempp at DaimlerChrysler. OR Ayaan Hirsi Ali: illegal immigrant or defender of Western values?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Relationship I: Communication</td>
<td>Joschka Fischer: great communicator? OR Michael Dell’s transformation</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Relationship II: Listening</td>
<td>Angela Merkel: new woman leader? OR How did Anne Mulcahy succeed at Xerox?</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Relationship III: Team Leadership / Effective Speaking</td>
<td>Walt Disney’s team OR Abraham Lincoln: team of rivals</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Vision: Transformational vs. Transformative Leadership</td>
<td>Winston Churchill vs. Mohandas Gandhi OR Martin Luther King, Jr.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Strategy: Strategy-In-Action</td>
<td>How to empower India’s 1 million women panchayat leaders? OR Jorma Ollila at Nokia: The Nokia Way</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Action I: Self-Management / From Breakdown to Breakthrough</td>
<td>Pfizer and Viagra OR 3M and the Post-It</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3: Coaching Catalytic Projects

Select two coaching partners (the same as your co-presenters for your Case Presentation) among your classmates to work with on your Catalytic Project for the whole semester. Rotate the following three functions among yourselves:

1. **The Leader** (the team member in charge of the Catalytic Project who is the coachee);
2. **The Coach** (the team member who is coaching the leader on his/her Catalytic Project); and
3. **The Observer** (the team member who is observing the interactions between the Leader and the Coach and who gives feedback to both on what worked and what didn’t work, with the intention of improving the quality of the coaching interaction).

Communicate with your coaching partners at least once a week to discuss the content of that week’s module and the application of that module’s theories and tools to your own and your coaching partners’ Catalytic Projects. Each Leader goes through the five points below:

- **Declare Catalytic Project status**:  
  - Complete (= Catalytic Project goals are met).
  - On Track (= Catalytic Project goals will be met this semester, no intervention needed).
  - Behind (= Catalytic Project goals will not be met without intervention, but intervention and next steps are known).
  - In Danger (= Catalytic Project goals will not be met with known intervention, and major intervention is needed).
  - Abandoned (= Catalytic Project is out of existence, project leader has given up).

- **Report Catalytic Project results**. Describe your results, not just your activities. Celebrate the highlights and new opportunities that have emerged.

- **Declare breakdowns**. What’s missing for success and for meeting your objectives by the end of the semester?

- **Turn each breakdown into a breakthrough**. On how to do that, see *Leadership in 100 Days*, Day 39-43.

- **Make measurable promises and requests**. What actions will you take by next week to get/keep the Catalytic Project on track?

**Note:** You may want to keep a weekly journal/log of your Catalytic Project activities, i.e. results, meetings, interactions, opportunities, or breakdowns. In particular, how are the themes and readings relevant to your Catalytic Project?
Appendix 4: Final Exam (Take-Home)

Final papers (5-10 page Case Study, double-spaced; 2-3 page Catalytic Project Debrief, double-spaced; 2-3 page Coaching Debrief, double-spaced) must be submitted by email to tdz2@columbia.edu and tdz@swissconsultinggroup.com by the end of the day Friday after the last class. No exceptions.

Your Case Study is based on your case presentation in class. Use the case study format as in the cases you read for the class. Incorporate the feedback you received on your case from the class. Demonstrate your grasp of the theories and tools covered in class and in the readings.
1. Introduction, research question; why this matters
2. Hypothesis
3. Causal model, counterfactual
4. Method
5. Findings
6. Conclusions

Your Catalytic Project debrief (2-3 pages, double-spaced) should demonstrate your application of theories and tools covered in the course. This section should address the following:
1. Your vision for yourself five years from now?
2. Your Catalytic Project and your measurable goals during the project?
3. What did you accomplish?
4. What did you not accomplish?
5. What worked (especially leadership theories and tools from the class that were particularly productive) and you plan to do it again in the future?
6. What did not work and you will not do it again in the future?
7. What new opportunities emerged (i.e. for achieving your 5-year vision)?
8. What new leaders emerged around you? And how did you empower them?
9. What is next, given your answers to questions 1-8?

Your Coaching debrief (2-3 pages, double-spaced) should demonstrate your application of theories and tools covered in the course. This section should address the following:
1. Your team partners’ Catalytic Projects and their measurable goals?
2. Their leadership strengths, weaknesses and challenges when you started?
3. What did you accomplish in your coaching?
4. What did you not accomplish?
5. What worked (especially coaching theories and tools from the class that were particularly productive) and you plan to do it again in the future?
6. What did not work and you will not do it again in the future?
7. What did you learn?
8. Anything else?

Your Final paper will be evaluated and graded based on the following criteria:
- The clarity of your vision, strategy, and Catalytic Project design and goals (visionary, unpredictable, measurable, and inclusive).
- The measurable real-world results you have produced in your Catalytic Project.
- The ability to apply theories and tools from the entire course to your Case Study, to your Catalytic Project, and to coaching your team partners.
- The comprehensiveness and clarity of your final debrief (accomplishments, learnings, application of theories and tools from the course, leadership that emerged, opportunities that emerged, and what’s next).
Appendix 5: Coaching—Debrief Form

Coaching Partners: _____________________ Author: ____________

My team partners’ Catalytic Projects and their measurable goals:

Their leadership strengths, weaknesses and challenges when I started:

What my partners accomplished through my coaching:

What I did not accomplish:

What worked (especially coaching theories and tools from the class that were particularly productive) and I plan to do it again in the future:

What did not work and I will not do again in the future:

What I learned:

Given my answers above, what is next:

Anything else:
## Appendix 6: Leadership Theories

<table>
<thead>
<tr>
<th>Approach</th>
<th>Assumptions</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trait</td>
<td>Leaders are born not made. Leadership consists of a set of traits.</td>
<td>Personality assessment. Fit people and jobs.</td>
<td>Not definitive list.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal development.</td>
<td>Ignores situation as independent variable.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intuitive.</td>
<td>Subjective, not tested.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data available.</td>
<td>Ethnocentric.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Benchmarks for self-evaluation.</td>
<td>Not linked to team performance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Static, not dynamic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Universality of human experience.</td>
<td>Subjective one-person case studies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Need for insight.</td>
<td>Cultural bias (2 parents). Focus on individual leader.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal growth.</td>
<td>Insight not skill.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rejects manipulation.</td>
<td></td>
</tr>
<tr>
<td>Style</td>
<td>What leaders do (tasks and relationships), not who they are.</td>
<td>Behavioral.</td>
<td>Low correlation of leaders’ behaviors and morale, job satisfaction,</td>
</tr>
<tr>
<td></td>
<td>Concern for results=X vs. people=Y: 9/1=authority-compliance, 1/9=country club, 1/1=impoverished, 5/5=middle-of-the-road, 9/9=team management.</td>
<td>Reliable, widely tested.</td>
<td>productivity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 core dimensions: producing and relating.</td>
<td>No universal set of reliable behaviors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Heuristically useful: broad conceptual map.</td>
<td>9/9 implied as best, but not verified.</td>
</tr>
<tr>
<td>Contingency</td>
<td>Leader-match theory: matches leader’s style with demands of situation. Least Preferred Coworker (LPC) Scale: lo=task-, hi=relationship-focused. Leader-member relations, task structure, position power. Low LPCs effective in extremes, high LPCs effective in moderate situations.</td>
<td>Backed by research. First theory to stress impact of situations on leaders. Predictive power. Leaders need not be effective in all situations. Provides useful profile data.</td>
<td>Ambiguous link between styles and situations. Relies heavily on LPC Scale, which may be invalid and unworkable. Not user-friendly in ongoing organizations or situational engineering.</td>
</tr>
<tr>
<td><strong>Approach</strong></td>
<td><strong>Assumptions</strong></td>
<td><strong>Advantages</strong></td>
<td><strong>Disadvantages</strong></td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Path-goal</td>
<td>Contingency approach. Fit between leader behavior and subordinates/task characteristics. Motivation of subordinates by leaders. Expectancy theory (feeling competent, anticipating reward, finding payoff valuable). Leader provides what is missing by directive, supportive, participative, achievement-oriented style.</td>
<td>Theoretical framework for impact of leadership styles on productivity and satisfaction of subordinates. Integrates expectancy theory in leadership theory. Practical model.</td>
<td>Too many assumptions. Not fully supported by findings. Fails to recognize transactional nature of leadership or promote subordinate involvement.</td>
</tr>
</tbody>
</table>