

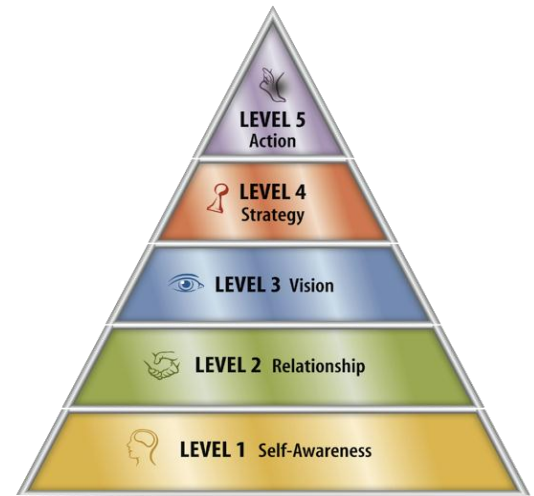
3,606,1.00: Leadership In Action

Professor: Dr. Thomas D. Zweifel
thomasd.zweifel@unisg.ch or
tdz@swissconsultinggroup.com

Classes: Mondays 415pm-6pm, Room 01-102
September 20—October 25;
November 15—December 20

Office Hours: By email or appointment

Language: English; written work accepted in English or German



*I have no theory. I only show something. I show reality...
I take those who listen to me by the hand and lead them to the window.
I push open the window and point outside. –
I have no theory, but I lead a conversation.
– Martin Buber*

*We shall never learn what “is called” swimming, for example,
or what it “calls for,” by reading a treatise on swimming.
Only the leap into the river tells us what is called swimming.
– Martin Heidegger*

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:

- Flaherty, James. 1999. *Coaching: Evoking Excellence in Others*. Boston: Butterworth-Heinemann.
- Zweifel, Thomas D. 2003. *Communicate or Die: Getting Results Through Speaking and Listening*. New York: SelectBooks.
- _____. 2009. *Leadership in 100 Days: A Systematic Self-Coaching Workbook*. New York: iHorizon.
- _____ and Aaron L. Raskin. 2008. *The Rabbi & the CEO: The Ten Commandments for 21st-Century Managers*. New York: SelectBooks.

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

Recommended Readings:

- Northouse, Peter G. 1997. *Leadership: Theory and Practice*. Thousand Oaks CA: Sage.
- Zweifel, Thomas D. 2003. *Culture Clash: Managing the Global High-Performance Team*. New York: SelectBooks.

Schedule (subject to change):

1. The Global Leader Pyramid™: From Self-Awareness to Action (September 20)

Learn:

What is leadership? The Global Leader Pyramid™. Syllabus. Cases. The Catalytic Project. Coaching teams.

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):

Drucker, Peter F. 1988. "The Coming of the New Organization." *Harvard Business Review*, January-February. 45-53.

Goleman, Daniel. 1995. *Emotional Intelligence*. New York: Bantam Books.

_____. 2004. "What Makes a Leader?" *Harvard Business Review*, January 2004.

Gardner, Howard. 1995. *Leading Minds: An Anatomy of Leadership*. New York: Basic Books.

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:

Coaching: Evoking Excellence in Others. Chapter 1: The Foundation for Coaching; Chapter 2: Basic Principles; Chapter 3: The Flow of Coaching (1-44).

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):

Bossidy, Lawrence A. 1995. "The CEO as Coach: An Interview with AlliedSignal's Lawrence A. Bossidy," *Harvard Business Review*, April.

Morgan, Howard. 2004. *The Art and Practice of Leadership Coaching: 50 Top Executive Coaches Reveal Their Secrets*. New York: John Wiley & Sons.

Northouse, Peter G. 1997. *Leadership: Theory and Practice*. Chapters 1 (Introduction), 2 (Trait Approach), 3 (Skill Approach), 4 (Style Approach).

Rapaport, Richard. 1993. "To Build a Winning Team: An Interview with Head Coach Bill Walsh," *Harvard Business Review* Reprint #93108.

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. Complete and post *Leadership in 100 Days* Day 26: Life Commitments.
4. Complete and post *Leadership in 100 Days* Day 27: *Economist* Article.

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):

Berne, Eric. [1964] 2004. *Games People Play: The Basic Handbook of Transactional Analysis*. New York: Random House.

Block, Peter. 1993. *Stewardship: Choosing Service Over Self-interest*. San Francisco: Berrett-Koehler.

Covey, Stephen R. 1991. *Principle-Centered Leadership*. New York: Summit Books.

Erhard, Werner, Jensen, Michael C. and Zaffron, Steve, "Integrity: a Positive Model that Incorporates the Normative Phenomena of Morality, Ethics and Legality" (04/08/2007). Harvard NOM Working Paper No. 06-11 Available at <http://ssrn.com/abstract=920625>

Greyser, Stephen A. 1992. "Johnson & Johnson: The Tylenol Tragedy," Harvard Business School Case 583043.

Machiavelli, Niccoló. 1961. *The Prince*. London: Penguin Classics. Available at <http://www.constitution.org/mac/prince00.htm>

Messick, David M. and Max H. Bazerman. 1996. "Ethical Leadership and the Psychology of Decision Making," *Sloan Management Review*, Winter, 9-22.

Northouse, Peter G. 1997. *Leadership: Theory and Practice*. Chapter 13 (Leadership Ethics).

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.
3. Complete *Leadership in 100 Days* Day 32: Your Strategy-In-Action.

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

Psychodynamic approach. Practices for self-knowledge. Stillness, the compass of leaders. Self-regulation.

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):

Argyris, Chris. 1991. "Teaching Smart People How to Learn," *Harvard Business Review*,
May/June. 99-109.

Freud, Sigmund. 1938. *The Basic Writings of Sigmund Freud*. A.A. Brill, ed. New York: Modern
Library.

Gandhi, Mohandas K. [1927] 1992. *An Autobiography, OR The Story of my experiments with
truth*. Ahmedabad: The Navajivan Trust.

Jung, Carl G. 1923. *Psychological Types*. New York: Harcourt and Brace.

Northouse, Peter G. 1997. *Leadership: Theory and Practice*. Chapter 11 (Psychodynamic
Approach).

Senge, Peter. 1990. "The Leader's New Work: Building Learning Organizations," *Sloan
Management Review* (Fall), Reprint #3211.

Tolle, Eckhart. 1999. "Mind Strategies for Avoiding the Now," *The Power of Now*. Novato, CA:
New World Library.

Weick, Karl E. 1996. "Drop Your Tools: An Allegory for Organizational Studies," *Administrative
Science Quarterly*, 301-313.

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:

Situational approach. Contingency theory. Culture Clash. Decoding culture: the Onion Model, the
Global Integrator™. Managing global high-performance teams.

Read:

Leadership in 100 Days. Days 12-13.

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

Read (recommended):

Hofstede, Geert. 2001. *Culture's Consequences: Comparing Values, Behaviors, Institutions and
Organizations Across Nations*. (2nd ed.) Thousand Oaks, CA: Sage Publications.

Northouse, Peter G. Chapter 5 (Situational Approach), Chapter 6 (Contingency Theory).

Prahalad, C.K. and Lieberthal. 1997. "The End of Corporate Imperialism," *Harvard Business
Review* reprint 98408.

Schell, Michael and Charlene M. Solomon. 1997. *Capitalizing on the Global Workforce*. New
York: McGraw-Hill.

Trompenaars, Alfons. 1998. *Riding the Waves of Culture*. London: Economist Books.

Zweifel, Thomas D. 2003. *Culture Clash: Managing the Global High-Performance Team*. New
York: SelectBooks.

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:

Building trust. Building a safe environment. Openings for coaching. Building demand for
coaching.

Read:

Coaching: Evoking Excellence in Others. Chapter Four: The Coaching Relationship (45-58).
Leadership in 100 Days. Days 14-16.
Communicate or Die. Chapter 1: Non-Communication Can Kill; Chapter 2: Communication Can Handle Anything.

Read (recommended):

Handy, Charles. 1995. "Trust and the Virtual Organization," *Harvard Business Review*, May-June. 40-50.

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:

Situational approach. Contingency theory. The Matterhorn of Masterful Listening™. Active listening: listening *for* vs. listening *to*. Text and sub-text. "Male" vs. "female" leadership.

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):

Fiedler, F.E. 1964. "A Contingency Model of Leadership Effectiveness," in Berkowitz, L. (ed.), *Advances in Experimental Social Psychology*. New York: Academic Press. Vol. 1, 149-190.

Ibarra, Herminia and Kristin M. Daly. 1995. "Gender Differences in Managerial Behavior: The Ongoing Debate," HBS Case 495038.

Mainiero, Lisa A. 1994. "Getting Anointed for Advancement: The Case of Executive Women." *Academy of Management Executive* 8:2. 53-64.

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

Rosener, Judy B. 1990. "Ways Women Lead." *Harvard Business Review*, November-December. 119-125.

Solomon, Robert C. and Fernando Flores. 2001. *Building Trust: In Business, Politics, Relationships, and Life*. Oxford: Oxford University Press.

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:

Team leadership. Leader-Member Exchange Theory (LMX). The Capital Sins of Speaking. Productive vs. unproductive communication. Appreciation. Effective vs. Ineffective feedback.

Read:

Leadership in 100 Days. Days 21-23.

Communicate or Die. Chapter 4: Speaking for Results; Backmatter.

Read (recommended):

Barge, J.K. 1994. *Leadership: Communication skills for organizations and groups*. New York: St. Martin's.

Buber, Martin. 1970. *I and Thou*. New York: Charles Scribners Sons.

Clampitt, Philip G. 2001. *Communicating for Managerial Effectiveness*. (2nd ed.) Thousand Oaks CA: Sage.
Katzbach, J.R. and Smith, D.K. 1993. *The Wisdom of Teams*. Ch.7 (130-149) and Ch.12 (239-259). Cambridge MA: Harvard Business School.
Levi, Daniel. 2001. *Group Dynamics for Teams*. Thousand Oaks CA: Sage.
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.

9. Vision: Transformational vs. Transformative Leadership (November 29)

Learn:

The transformational leader. The transformative leader. Leadership vs. management. Vision vs. dream vs. prediction. Restoring vision. Unfinished business.

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):

Barnard, Chester I. 1938. *The Functions of the Executive*. Cambridge: Harvard University Press.

Freire, Paulo. 2000. *Pedagogy of the Oppressed*. New York: Continuum.

House, R.J. 1971. "A Path-Goal Theory of Leader Effectiveness." *Administrative Science Quarterly* 16. 321-328.

Kotter, John P. 1990. *A Force for Change: How Leadership Differs from Management*. New York: Free Press.

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

Sellers, Patricia. 1999. "CEOs in Denial," *Fortune*, 21 June. 80-82.

Zaleznik, Abraham. 1992. "Managers and Leaders, Are They Different?" *Harvard Business Review* 3-92, Reprint # 92211, 126-138.

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:

Coaching: Evoking Excellence in Others. Chapter Six: Assessment Models (69-98).

The Hunger Project. 1991. "Planning-in-Action: an innovative approach to human development." New York: The Hunger Project. <http://www.thp.org/reports/spia391.htm>

Leadership in 100 Days. Days 31-35.

Zweifel, Thomas D. and Tapas K. Sen. 1999. "Strategy-In-Action" (unpublished manuscript).

Read (recommended):

Beers, Michael C. 1996. "The Strategy That Wouldn't Travel," *HBR Reprint #96602*.
 Hamel, Gary. 1996. "Strategy as Revolution," *Harvard Business Review* (Jul-Aug), 69-82.
 _____ and C.K. Prahalad. 1989. "Strategic Intent," *HBR Reprint #89308* (May-Jun), 63-76.
 Hinterhuber and Popp. 1992. "Are You a Strategist or Just a Manager?" *HBR Reprint # 92104*, 105-113.
 Prahalad, C.K. 2004. *The Fortune at the Bottom of the Pyramid*. Philadelphia: Wharton School Publishing.
 Rahman, MD Anisur. 1993. *People's Self-Development: Perspectives on Participatory Action Research*. London: Zed Books.
 Sun Tzu. 1963 [500 BCE]. *The Art of War*. Translated and with an introduction by Samuel B. Griffith. London: Oxford University Press.

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:

Conversations for action. Managing from priorities. Saying No. Time management. Operating states. Displays. Turning breakdowns into breakthroughs.

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):

Charan, Ram. 1999. "Why CEOs Fail," *Fortune*, 21 June. 69.
 Drucker, Peter. 1999. "Managing Oneself," *Harvard Business Review*, March-April 1999. 65-74.
 Scherr, Allan L. 2005. "Managing for Breakthroughs in Productivity," Barbados Group Working Paper No. 1-05. <http://ssrn.com/abstract=655822>

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™.)

12. Action II: Business vs. Government vs. Nonprofit Leadership / Outlook (December 20)

Learn:

Leadership in multiple sectors. Bureaucratic leadership. Accountability and independence (the principal-agent dilemma). Nonprofit leadership and management. Outlook.

Read:

Drucker, Peter F. 1989. "What Business Can Learn from Nonprofits," *Harvard Business Review*, July-August.
 The Hunger Project. 1996. "Unleashing the Human Spirit: Principles and Methodology of The Hunger Project." New York: www.thp.org/reports/prin496.htm
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):

Allison, Graham and Phillip Zelikow. 1999. *Essence of Decision: Explaining The Cuban Missile Crisis* (2nd ed.). New York: Longman.

- Brands, H.W. 1999. *Masters of Enterprise*. New York: Free Press.
- Charan, Ram. 2001. *What the CEO Wants You to Know*. New York: Crown Business.
- Caro, Robert A. 2003. *Master of the Senate: The Years of Lyndon B. Johnson*, Vol. III. New York: Vintage.
- Drucker, Peter F. 2001. *The Essential Drucker*. New York: Harper Business.
- _____. 1990. *Managing the Nonprofit Sector: Principles and Practices*. New York, NY: HarperCollins Publishers.
- Jick, Todd D. 1995. "Lyndon Baines Johnson," Harvard Business School Case 1-995-008.
- Neustadt, Richard. 1990. *Presidential Power and the Modern Presidents*.
- Slater, Robert. 1999. *Jack Welch and the GE Way: Management Insights and Leadership Secrets of the Legendary CEO*. New York: McGraw-Hill.]
- Weber, Max. "Bureaucracy" in *From Max Weber: Essays in Sociology*, H. H. Gerth and C. Wright Mills, eds. Oxford: Oxford University Press, 1946. Paper ed., 1958, pp. 196-244.
- Wilson, Woodrow. "The Study of Administration," *Political Science Quarterly* 2 (June 1887): 197-222.
- Zweifel, Thomas D. 2005. *International Organizations and Democracy: Accountability, Politics, and Power*. Boulder CO: Lynne Rienner Publishers.

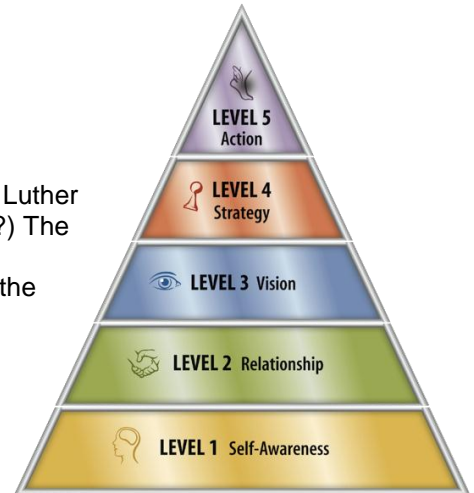
Do:

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.

| Case/Puzzle | Dependent (Outcome) Variable | Independent (Input) Variables |
|---|---|--|
| E.g.: Why did Jill Barad get fired as Mattel's CEO? | E.g.: Jill Barad was terminated by Mattel's board of directors. | 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? |

- 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

| Week | Topic | Possible Cases (Options) | Case/Coaching Team |
|-------------|---|--|---------------------------|
| 1 | Global Leader Pyramid™ | No case | n/a |
| 2 | Coaching and Co-Leadership | Barack Obama OR How the U.S. State Department coached local leaders to remove Slobodan Milosevic | |
| 3 | Self-Awareness I: Ethics, Integrity and Power | Sergei Brin and Larry Page at Google: “do no evil” in China? | |
| 4 | Self-Awareness II: Practices | Phil Jackson: do you have to be a jerk to win? | |
| 5 | Self-Awareness III: Cross-cultural leadership | Jürgen Schrempp at DaimlerChrysler. OR Ayaan Hirsi Ali: illegal immigrant or defender of Western values? | |
| 6 | Relationship I: Communication | Joschka Fischer: great communicator? OR Michael Dell’s transformation | |
| 7 | Relationship II: Listening | Angela Merkel: new woman leader? OR How did Anne Mulcahy succeed at Xerox? | |
| 8 | Relationship III: Team Leadership / Effective Speaking | Walt Disney’s team OR Abraham Lincoln: team of rivals | |
| 9 | Vision: Transformational vs. Transformative Leadership | Winston Churchill vs. Mohandas Gandhi OR Martin Luther King, Jr. | |
| 10 | Strategy: Strategy-In-Action | How to empower India’s 1 million women panchayat leaders? OR Jorma Ollila at Nokia: The Nokia Way | |
| 11 | Action I: Self-Management / From Breakdown to Breakthrough | Pfizer and Viagra OR 3M and the Post-It | |
| 12 | Action II: Business vs. Government vs. Nonprofit Leadership / Outlook | How did Salam Fayyad kill corruption in the PA? OR Did Lawrence Summers fail at Harvard? OR Alan Greenspan | |

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

| Approach | Assumptions | Advantages | Disadvantages |
|----------------------------------|--|--|---|
| Trait | Leaders are born not made. Leadership consists of a set of traits. | Personality assessment. Fit people and jobs. Personal development. Intuitive. Data available. Benchmarks for self-evaluation. | Not definitive list. Ignores situation as independent variable. Subjective, not tested. Ethnocentric. Not linked to team performance. Static, not dynamic. |
| Psychodynamic | Psychology. Transactional analysis. Change behaviors and feelings through understanding your past. Myers-Briggs Type Indicator: 16 types: extravert/introvert, sensor/intuitor, thinker/feeler, judger/perceiver. | Focus on personal relationships. Universality of human experience. Need for insight. Personal growth. Rejects manipulation. | Theory based on pathologies or crises. Subjective one-person case studies. Cultural bias (2 parents). Focus on individual leader. Insight not skill. |
| Style | What leaders do (tasks and relationships), not who they are. 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. | Behavioral. Reliable, widely tested. 2 core dimensions: producing and relating. Heuristically useful: broad conceptual map. | Low correlation of leaders' behaviors and morale, job satisfaction, productivity. No universal set of reliable behaviors. 9/9 implied as best, but not verified. |
| Situational | Context matters for leadership. Nurture not nature. Directive=X vs. supportive=Y: S1=hi/lo, S2=hi/hi, S3=lo/hi, S4=lo/lo. Situational model SLII: competence=X vs. commitment=Y: D1=lo/hi, D2=med/lo, D3=hi/lo, D4=hi/hi. | Recognized training standard. Practical. Prescriptions for effectiveness. Not one fits all, but flexible criteria depending on situation. | Ambiguous research findings. Unclear how you move from low to high development (D1-D4). Unclear how commitment changes. Validity of prescriptions questionable. No guidelines for group vs. 1-on-1. |
| Contingency (Contingency) | 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. | 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. | 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. |

| Approach | Assumptions | Advantages | Disadvantages |
|----------------------------|--|---|---|
| Path-goal | 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. | Theoretical framework for impact of leadership styles on productivity and satisfaction of subordinates. Integrates expectancy theory in leadership theory. Practical model. | Too many assumptions. Not fully supported by findings. Fails to recognize transactional nature of leadership or promote subordinate involvement. |
| Transformation | Change agent as role model. Empathy, vision, trust, meaning, empowerment. The 4 I's: idealized influence, inspirational motivation, intellectual stimulation, individual consideration. Continuum: laissez-faire / transactional / transformational. Multifactor Leadership Questionnaire (MLQ). | Intuitive appeal. Emphasizes growth of followers. Morals and values. | Lacks conceptual clarity. Too simplistic. Trait-like. Elitist/undemocratic. Biased to senior leaders. Potential for abuse. |
| Leader-member exchange LMX | Interaction leaders-followers. In-group (expanded role relationships) vs. out-group (formal). Leadership making: stranger / acquaintance/ partner phase. | Strong descriptive approach. Focus on relationship. Effective communication. Tested link LMX to positive outcomes. | Perceived inequalities disempower out-group. Unclear how to create high-quality exchanges. Insufficiently refined for complexities of leadership. |
| Teams | Leader monitors/diagnoses group, takes action. Systems model: inputs, process, outputs. 8 criteria of highly effective teams. | Focus on real work groups. Shared leadership. Diagnostic & action-taking skills. Cognitive, complex model. | New, not well researched. Needs more development. Too long-term. |