ORBH 450 - Executive Leadership
Fall 2021

Saturdays 8/21, 9/11, 9/25, 10/9 & 10/23   Professor Diana Bilimoria
9:00am-5:00pm   Email: diana.bilimoria@case.edu
Zoom   Office Hours: By appointment

Course Objectives

The purpose of this course is to help you understand the current theories and effective practices of executive leadership, and through this understanding, to help you enhance your own leadership practices and capabilities. We will examine the methods, challenges, trade-offs, and frontiers of executive leadership through application of leadership concepts to actual case studies. Student teams will identify and conduct at-a-distance and in-depth projects studying executive leaders.

The course aims at answering questions such as: Who are leaders? Are leaders different from managers? How do the most effective leaders think and act? What are the recent trends in the practices of executive leadership? What competencies do leaders need to lead in a complex, global, and interdependent world? What situations create leaders or foster their emergence? How are leaders developed? What makes us want to follow leaders? How can CEOs most effectively relate with their boards of directors? What are the personal costs of being a leader?

The objectives of the course are to:
1. Gain insights about the principles, tenets, and practices of executive leadership in organizations, in order to prepare you to be a leader, team contributor, and a consultant to leaders.
2. Develop the interpersonal and analytic competencies necessary to effectively lead in an increasingly complex, diverse, and global organizational landscape.
3. Advance your knowledge about the dynamics of effective followership so as to further enhance your actions as a follower, team member, and team builder.
4. Develop first-hand familiarity with the methods, challenges, dilemmas, and frontiers of executive leadership through the study of a CEO from a distance and an in depth analysis of a current executive leader, up close and personal.
5. Facilitate integration of your personal experiences and thoughts as well as current research about leaders into a useful framework that guides your personal actions and enhances your development of professionalism, integrity, and responsibility.

Degree Program Goals

In addition to the course-specific objectives above, the course advances the following goals of the MBA (Full-Time and Part-Time) program: (1) Students function effectively in teams, and (2) Students possess self-knowledge and the awareness necessary to lead responsibly, as well as the following goal of the MAcc program: (1) Students are effective communicators.

Course Methods

(a) Class Attendance and Participation, including Team Remote Synchronous Meetings

Since the entire course will be completed in an intensive format, attendance at remote synchronous class sessions and participation in remote synchronous teamwork via Zoom is required. In-class sessions will occur in a remote synchronous format via Zoom on each class session date. Time will be scheduled during each of the class sessions for team remote synchronous work on required assignments.

Participation in team remote synchronous and asynchronous work is required. Activities for this work are provided in the course outline. Prior to each class session, teams are required to submit five 2-page *Team Remote Synchronous Meeting Reports* summarizing the outcomes achieved during the team remote synchronous meeting(s). Each report should be uploaded to Canvas (one report per team) prior to the next class session. Details about the required content of each Team Meeting Report are provided in the course outline.

If for some reason you have to miss any one of the class sessions, you have the choice of (a) completing an extra assignment addressing the materials and topics covered during the missed session, or (b) having your final grade lowered by one letter grade. Please inform the instructor about any absence and instructions for the make-up assignment will be emailed to you on or around the date of the missed session. Make-up assignments will be due by email by the date specified.

Attendance at the first class session is required for all students taking this course; the instructor's permission is needed to miss this session. If you miss two or more class sessions during the semester your final grade will be dropped by one or more letter grades as appropriate.

Participation refers to the quality of your contribution to course activities (e.g., quality of comments, active participation in small group work) and to the demonstration of behaviors likely to enhance our class as a learning community (e.g., collaboration, initiative, developmental assistance to other students).

(b) Required Readings

You are expected to complete all the required reading assignments for each class meeting as per the course outline attached. Readings will be drawn from the following:

(1) A textbook, available new, used or audiobook for purchase online:
- Positive Leadership: Strategies for Extraordinary Performance by Kim Cameron, San Francisco, CA: Berrett-Koehler Publishing, 2012.

(2) Required Readings and Videos: To minimize the cost to students, there will not be a course packet of readings. Instead, all required readings and videos will be found on Canvas except for readings from *Harvard Business Review* which can be found for your private, individual use through CWRU digital library's Research Resources (http://researchguides.case.edu/databases). A CWRU ID is required to access these resources. CWRU students may download and/or print these readings at no cost for their private, individual use only. In order to access these readings off-campus, you will first need to download and install the Virtual Private Network (VPN) Client

available at https://vpnsetup.case.edu/. Once you've downloaded the VPN client, sign on to VPN and then access CWRU's digital library resources to download the readings (guidance provided in more detail on Canvas). If you have any trouble accessing the readings, please contact the instructor. Links to online versions of the *Harvard Business Review* readings are provided in the course outline. Additional readings and case studies may be handed out in class or uploaded to Canvas, as appropriate.

(c) CEO at a Distance Presentation (Team)
Teams of approximately 4-5 students each are required to give a class presentation, studying a CEO from a distance. Teams will choose a current or recent CEO and study their leadership through readings, the Internet, and other sources. Your objective will be to present your CEO's:
- Personal and childhood background, current family background
- Career history
- Core values and principles by which they lead their life
- Leadership philosophy and approach
- Leadership vision
- Core principles of the business
- Leadership presence and style
- Leadership integrity and courage
- Organizational outcomes
- Career effectiveness and personal legacy
- Overall conclusions about the CEO's leadership
- Other relevant items

Please include a slide listing the sources of information (i.e., books, articles, web sites, etc.) You should only select a CEO on whom enough material is available to evaluate their leadership behaviors, values, and impact on others. This may include a book written about the person, or possibly an autobiography. Please include multiple sources of information (i.e., videos, interviews, TED talks, or other books and articles in the business press) in your presentation.

Each team will give a 25-30 minute presentation (including a 5-10-minute Q&A) about your CEO during Class 2 or 3. Presentations are due to be uploaded to Canvas on Class 2, whether your team presents on Class 2 or 3. All team members are expected to participate in the presentation. The instructor will email each team its grade for the team presentation soon after the class session.

(d) Personal Leadership Paper (Individual)
Students are required to turn in an 8-9 page (double-spaced) paper describing their learnings from the course about themselves and their future leadership development plan from interviews that they conduct with significant individuals in their lives.

The document should consist of three sections. The first section is a 2-3 page analysis of your individual leadership philosophy, approach, and behaviors. You are required to seek out 360 degree interview feedback from about 5-7 others, at different levels around you. Interviewees might include work colleagues, bosses, direct reports, family members, friends, class members, teachers, coaches, and anyone else who knows you reasonably well. Please indicate whom you

interviewed (in person, or by video, phone or email) to gain this information. The topics to be discussed should pertain to your leadership philosophy, approach and behaviors, specifically examples and stories of your:

- Leadership values, approach, philosophy, and vision.
- Core leadership strengths and gaps.
- Inspirational actions demonstrating leadership integrity and courage.
- Leadership presence and style.
- Leadership competencies, especially emotional intelligence competencies.
- Change management and crisis leadership skills.
- Demonstration and sharing of leadership power and influence.
- Mentoring and coaching of others.
- Overall leadership impact.

The second section of the paper is a 2-3 page plan of your future leadership vision. First, extend 7-10 years into your future to create a vision of your contributions that draws on your leadership strengths. Extrapolate your vision of yourself as a leader, creator, and contributor – what, how, whom, and why will you create, contribute, impact, and serve? How can you best leverage your leadership to create, contribute, influence, and serve? What kind of workplace would be most energizing to you? Try not to narrow down your future vision to a specific job, or position, or organization, or even career in the future (since all of these are subject to change, sometimes beyond your control) – rather, visualize how you will extend and leverage your leadership approach and strengths into the future - regardless of the specifics of your job, position, organization or career. This section should include:

- What is your passion, calling, or sense of purpose?
- Describe the values, attitude, behaviors, and styles of the leader you see yourself becoming in the future.
- What contributions as a leader do you hope to make in the future, and to whom?
- Describe the kind of workplace in which you want to belong and which you would find inspiring and engaging.
- What kind of daily world are you eager to create around yourself in the future? How are family, personal relationships, community, and self (physical, mental, emotional, and spiritual care) integrated into your vision?

The third section (about 2-3 pages) addresses the leadership development required to advance your vision. In this section you develop a leadership development plan by addressing the following areas.

- What are the most important competencies you will need to move closer to your leadership vision?
- What specific experiences and development opportunities do you plan that will enable you to develop the necessary leadership skills?
- What specific work or community project can you identify in order to demonstrate improved leadership within the next year?
- What needs to be done to grow your strategic network and alliances?
- What needs to be done to gain continuous feedback about your leadership?
- What specific steps will gain you significant mentorship and championing?

- What needs to be done for you to become a sought-after coach and mentor?

More details on this assignment will be provided in class. Criteria for evaluation of this assignment are posted on Canvas.

(e) Executive Leader (CEO in Depth) Term Project Report (Team).
Student teams (same as for the CEO at a Distance Presentation) will conduct a term project that culminates in a report. The objective of this course term project is for you to apply course concepts in a real life, executive leadership setting. You will accomplish this through observation of and interaction with an executive leader and his/her circle of key relationships, as well as by analysis and synthesis of multiple kinds of information about the executive leader. The report will constitute an integrated case study of an executive leader.

Each team will identify and analyze a living executive leader. Preferably, this should be someone within the local/regional area (i.e., someone who can be interviewed face-to-face online or in-person, and whose 360-degree circle members you can meet online or in-person). The team will be responsible for collecting information about this leader from a variety of sources (including interviews with people in their 360-degree circle), analyzing it, and preparing a report. The report will discuss and analyze the executive leader's vision, values, style and abilities, their developmental path, the situation in which they came to power, their relationship with the board of directors, an assessment of their effectiveness, and other such issues.

Because of the sensitive nature of this case study analysis, all information collected must be kept confidential, with only the team members, the instructor and the executive leader having access to the reports and supplementary materials. The executive leader should be asked for permission to interview others and asked for specific names of those to be interviewed. It is also expected that team members follow up with the executive leader (by email or in person) following the completion of the course to thank them for their participation in this project and share the final report.

The term project requires the team to collect information from at least 3-4 people (including the executive leader) through interviews, as well as use other sources of available information (e.g., newspaper stories, company literature or website) for writing the paper. While it is expected that the whole team will interview the executive leader, interviews with other persons may be divided among team members for efficiency and effectiveness in collecting as much interview data as possible. In addition to the executive leader, the following people may be interviewed:
- Direct reports.
- Administrative support staff.
- Someone to whom the executive leader reports (if possible), such as a board member or the chair of the board of directors.
- Someone on a peer level to the executive leader such as a member of another board (potentially a nonprofit board) on which the executive leader serves.
- The executive leader's spouse or partner, if possible.

The Executive Leader Term Project Report should be approximately 10-12 double-spaced pages and should include (recommended page lengths are indicated as a guideline):

1. A brief biography of the executive leader using a framework to describe their life and career stages, cycles, anchors, or models of growth and adaptation. Instead of describing the executive leader's detailed career history in this section, you may simply attach a resume as an appendix. (1 page)

2. A list of whom you talked with and their relationship to the executive leader. (Half page)

3. Discuss the executive leader's vision and values, with evidence. (1-2 pages)
   - Values: What appear to be their key values?
   - Vision: What vision do they have of the organization? How does they communicate the vision? How does the vision reflect the executive leader's values?

4. Discuss the executive leader's positive impact on others, with evidence. Do the people around them feel inspired to achieve? What specifically does the leader do? What can be said about the leader's overall integrity and presence? (1-2 pages)

5. Discuss and assess their leadership style and organizational fit. What is the leader's style? How do they shape the organization's culture? What are the task, function, or role responsibilities that the executive leader is particularly good at fulfilling, and what are the ones they do not appear able to fulfill or do not choose to fulfill? What are the situational and contextual factors that enable this person to lead? What may be needed to improve the fit between the leader's style and the organization and its environment? (1 page)

6. Assess the executive leader's competencies, with examples as evidence and discussion of anomalies. Draw on the emotional intelligence competency clusters (self-awareness, self-management, social awareness and relationship management) discussed in our course. (2 pages).

7. Discuss the executive leader's skills in change management and crisis leadership. What stories demonstrate their strengths and experiences in these areas? (1-2 pages).

8. Discuss how the executive leader empowers, coaches and develops others. (1-2 pages).

9. Discuss any personal costs or challenges the executive leader has experienced. (Half page)

10. Overall summary assessment of their effectiveness as an executive leader. (1 page)

Team Member Contribution to Course Projects (Team)
Each team member's contribution to the course's team projects will be evaluated toward the end of the semester by the whole team (all members acting together, one form per team). Criteria for evaluation are posted on Canvas and will be discussed in class.

Team (Remote Synchronous) Meeting Reports 1 to 5 (Team).
Each 2-page report should specify:

(1) Team name.
(2) Date and time duration of remote synchronous team meeting(s).
(3) Meeting attendee names.
(4) Summary of main learnings from team discussion of readings, answering the three questions: What resonated with you as a team? What surprised you as a team? What new behaviors can team members try based on these readings?
(5) Progress made on both team projects in completing the specific tasks described in the course outline for each class session.

Grading

(1) ***CEO at a Distance Presentation*** *(Team)*	20%
(2) ***Personal Leadership Paper*** *(Individual)*	20%
(3) ***Executive Leader (CEO in Depth) Project Report*** *(Team)*	20%
(4) ***Team Member Contribution Form*** *(Team)*	15%
(5) ***Team Remote Synchronous Meeting (5) Reports*** *(Team)*	15%
(6) ***Class Participation*** *(Individual)*	10%

Academic Integrity

All students in this course are expected to adhere to university standards of academic integrity. Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated. This includes, but is not limited to: claiming others' work as your own in a presentation, turning in written work that was prepared by someone other than you, and making minor modifications to the work of someone else and turning it in as your own. Ignorance will not be permitted as an excuse. If you are not sure whether something you plan to submit would be considered either cheating or plagiarism, it is your responsibility to ask for clarification. When your name appears on a group product for a class, you are responsible for the integrity of the work, even if you did not personally write the offending material. Information on citations and plagiarism can be found on the following web sites: http://library.case.edu/ksl/researchtools/citation/index.html and http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml.   The Weatherhead Academic Integrity policy can be found at http://intranet.weatherhead.case.edu/academics/policies/integrity.cfm.

ORBH 450 – Fall 2021
Course Outline

Class 1 – Saturday 21 August
Developing a Higher Purpose

Required Readings
(1) Examples of Transactional and Transformational Vision Statements [Posted on Canvas].

(2) "From Purpose to Impact" by Nick Craig and Scott Snook, <u>Harvard Business Review</u>, May 2014, pp. 2-9. <u>https://hbr.org/2014/05/from-purpose-to-impact</u>.

(3) "What to Ask the Person in the Mirror" by Robert S. Kaplan, <u>Harvard Business Review</u>, January 2007, pp. 86-95. <u>https://hbr.org/2007/01/what-to-ask-the-person-in-the-mirror</u>.

(4) "How Managers Become Leaders" by Michael D. Watkins, <u>Harvard Business Review</u>, June 2012, pp. 65-72. <u>https://hbr.org/2012/06/how-managers-become-leaders</u>.

(5) "Leadership That Gets Results" by Daniel Goleman, <u>Harvard Business Review</u>, March-April 2000, pp. 78-90. <u>https://hbr.org/2000/03/leadership-that-gets-results</u>

Additional Recommended Readings (Not Required)
(1) "Building Your Company's Vision" by James C. Collins and Jerry I. Porras, <u>Harvard Business Review</u>, September 1996. <u>https://hbr.org/1996/09/building-your-companys-vision</u>.

(2) "Turning Goals into Results: The Power of Catalytic Mechanisms" by James C. Collins, <u>Harvard Business Review</u>, July-August 1999, pp. 70-82. <u>https://hbr.org/1999/07/turning-goals-into-results-the-power-of-catalytic-mechanisms</u>.

(3) "Managing Oneself" by Peter Drucker, <u>Harvard Business Review</u>, March-April 1999. <u>https://hbr.org/2005/01/managing-oneself</u>.

In Class Activities
   Course Overview and Introduction
   What is Inspiring Leadership?
   Case Studies of Leadership Vision and Values
   Inspirational Style
   Team Assignments and CEO at a Distance Presentation Schedule
   Executive Leadership Speaker

In Class Teamwork Leading to *Team Meeting Report 1*
(1) Discuss the following questions regarding the required readings: (a) What resonated with you? (b) What surprised you? and (c) What new behaviors can you try based on these readings?

(2) Finalize whom your team will study for the CEO at a Distance presentation. Identify readings and other Internet sources for the presentation due on Class 2 or 3. Plan and allocate team tasks. Outline, plan, research, prepare, and finalize the presentation.
(3) Identify and contact Executive Leader for CEO in Depth project. Plan and allocate team tasks. Gain evidence of commitment to participate in the project (e.g., a confirming email) from the Executive Leader. Plan and preliminarily outline report due on Class 5.

Interim Assignments
(1) Upload to Canvas your Team Name as well as the final CEO at a Distance name and 2-3 names of potential Executive Leaders that you would like to study (one document per team) by **Wednesday 25 August**.

(2) Upload to Canvas *Team Meeting Report 1* (one report per team) by **Thursday 9 September.**

<p style="text-align:center">Class 2 – Saturday 11 September
Positive Leadership Presence</p>

Required Readings

(1) LeBron James—Leadership in Action Case Study [Posted on Canvas].

(2) <u>Positive Leadership: Strategies for Extraordinary Performance</u> by Kim Cameron, San Francisco, CA: Berrett-Koehler Publishing, 2008.

(3) "Level 5 Leadership: The Triumph of Humility and Fierce Resolve" by Jim Collins, <u>Harvard Business Review</u>, July-August 2005, pp. 136-146.
https://www.stevezuieback.com/pdf_leadership/level5.pdf.

Additional Recommended Readings (Not Required)

(1) <u>Encouraging the Heart</u> by James M. Kouzes and Barry Z. Posner, Jossey-Bass, 1999.

(2) "Inspiring others: The Language of Leadership" by Jay A. Conger, <u>Academy of Management Executive</u>, 1991.
http://homepages.se.edu/cvonbergen/files/2012/12/Inspiring-Others_The-Language-of-Leadership.pdf

(3) <u>The Story Factor: Secrets of Influence from the Art of Storytelling</u> by Annette Simmons, Perseus Press, 2000.

In Class Activities

CEO at a Distance Presentations
Leading with Integrity
A Compelling Leadership Presence
The Power of Language, Metaphors and Storytelling
Video case studies
Executive Leadership Speaker

In Class Teamwork Leading to *Team Meeting Report 2*

(1) Discuss the following questions regarding the required readings: (a) What resonated with you? (b) What surprised you? and (c) What new behaviors can you try based on these readings?

(2) Discuss your CEO at a Distance Presentation. If your team presented in Class 2 about your CEO at a Distance, review your presentation completed today. What went well (content and style)? What could be improved? Each individual team member should come up with 2-3 behaviors that would make you even more effective when presenting, potentially to senior leaders in your workplace.

If your team presents about your CEO at a Distance in Class 3, continue to research the CEO, and prepare, coordinate, and finalize the presentation.

(3) Discuss your Executive Leader (CEO in Depth) Term Project Report. Finalize team assignment of tasks, including whom you plan to interview in the Executive Leader's 360 degree circle, and when. Prepare questions to ask in interviews with the Executive Leader and members of their 360 degree circle. Outline and begin preparing report due Class 5.

Assignment Due Today
(1) Upload to Canvas *CEO at a Distance Team Presentation* (one per team) whether your team is presenting today or in our next class session.

(2) If scheduled for Class 2, present *CEO at a Distance Team Presentation* in class.

Interim Assignment
(1) Upload to Canvas *Team Meeting Report 2* (one report per team) by **Thursday 23 September.**

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Class 3 – Saturday 25 September
Leading with Emotional Intelligence

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Required Readings
    (1) Commander Michael Abrashoff—Leadership in Action Case Study [Posted on Canvas].

    (2) "What Makes a Leader?" by Daniel Goleman, <u>Harvard Business Review</u>, 2004.
        https://hbr.org/2004/01/what-makes-a-leader.

    (3) "The Uncompromising Leader" by Russell A. Eisenstat, Michael Beer, Nathaniel Foote, Tobias Fredberg, and Flemming Norrgren, <u>Harvard Business Review</u>, July-August 2008, pp 51-57. https://hbr.org/2008/07/the-uncompromising-leader

Additional Recommended Readings (Not Required)
    (1) <u>Primal Leadership: Realizing the Power of Emotional Intelligence</u> by Daniel Goleman, Richard Boyatzis and Annie Mckee, HBS Press, 2002.

    (2) <u>Working With Emotional Intelligence</u> by Daniel Goleman, NY: Bantam Books, 1998.

    (3) <u>Managing from the Heart</u> by Hyler Bracey, Jack Rosenblum, Aubrey Sanford & Roy Trueblood. New York: Dell, 1990.

In Class Activities
        CEO at a Distance Presentations (continued)
        What is emotional intelligence?
        The connection between leadership and emotional intelligence
        Developing emotionally intelligent leadership
        Executive Leadership Speaker

In Class Teamwork Leading to *Team Meeting Report 3*
    (1) Discuss the following questions regarding the required readings: (a) What resonated with you? (b) What surprised you? and (c) What new behaviors can you try based on these readings?
    (2) Discuss your CEO at a Distance Presentation if your team presented in Class 3. Review your presentation completed today. What went well (content and style)? What could be improved? Each individual team member should come up with 2-3 behaviors that would make you even more effective when presenting, potentially to senior leaders in your workplace).
    (3) Discuss your Executive Leader (CEO in Depth) Term Project Report. Share progress on individual activities accomplished. Prepare to conduct interviews and report out on interviews already conducted. Continue to plan, coordinate sections, and prepare the report which is due on Class 5.

Assignment Due Today
    (1) If scheduled for Class 3, present ***CEO at a Distance Team Presentation*** in class.

Interim Assignment

    (1) Upload to Canvas *Team Meeting Report 3* (one per team) by **Thursday 7 October.**

Required Readings

(1) Uber's Need for Culture Change—Leadership in Action Case Study [Posted on Canvas].

(2) "Leading change: Why transformation efforts fail" by John Kotter, <u>Harvard Business Review</u>, January 2007.
https://www.academia.edu/13726263/Leading_Change_Why_Transformation_Efforts_Fail

(3) "The Leader's Guide to Corporate Culture: How to Manage the Eight Critical Elements of Organizational Life by Boris Groysberg, Jeremiah Lee, Jesse Price & Yo-Jud Cheng. Harvard Business Review, January February 2018.
http://thebusinessleadership.academy/wp-content/uploads/2019/08/The-Leader%E2%80%99s-Guide-to-Corporate-Culture.pdf

(4) "What Good Leadership Looks Like During This Pandemic" by Michaela J. Kerrissey & Amy C. Edmondson. <u>Harvard Business Review</u>, April 13, 2020.
https://hbr.org/2020/04/what-good-leadership-looks-like-during-this-pandemic

Additional Recommended Readings (Not Required)

(1) "The Psychology behind Effective Crisis Leadership" by Gianpiero Petriglieri. Harvard Business Review, April 20, 2020. https://hbr.org/2020/04/the-psychology-behind-effective-crisis-leadership

(2) "4 Behaviors that Help Leaders Manage a Crisis" by Chris Nichols, Shoma Chatterjee Hayden & Chris Trendler. Harvard Business Review, April 20, 2020.
https://hbr.org/2020/04/4-behaviors-that-help-leaders-manage-a-crisis

(3) <u>Leading Change</u> by John Kotter, Harvard Business Review Press, 2012.

(4) <u>Switch: How to Change Things When Change is Hard</u> by Heath, C. & Heath, D. Random House, 2010.

(5) <u>The Heart of Change: Real life stories of how people change their organizations</u> by Kotter, J. & Cohen, D. Harvard Business School Publishing, 2012.

(6) "Changing Company Culture Requires a Movement, Not a Mandate" by Bryan Walker & Sarah A. Soule. <u>Harvard Business Review</u>, June 2017.
https://files.transtutors.com/cdn/uploadassignments/2647679_2_untitled.pdf

(7) "Cracking the Code of Change" by Michael Beer and Nitin Nohria, Harvard Business Review, May-June 2000. https://hbr.org/2000/05/cracking-the-code-of-change

In Class Activities

       Why companies fail at executing change
       The organizational change process
       Case studies of change leadership and crisis leadership
       Crisis leadership
       Executive Leadership Speaker

In Class Teamwork Leading to *Team Meeting Report 4*

(1) Discuss the following questions regarding the required readings: (a) What resonated with you? (b) What surprised you? and (c) What new behaviors can you try based on these readings?

(2) Discuss your Executive Leader (CEO in Depth) Term Project Report. Share progress on individual activities accomplished. Finalize interviews and write-ups from interviews. Prepare, coordinate sections, edit, and finalize report due on Class 5.

(3) Review and complete Team Member Contribution Evaluation Form due on Class 5.

Assignment Due Today:

(1) Upload to Canvas ***Personal Leadership Paper***.

Interim Assignment

(1) Upload to Canvas ***Team Meeting Report 4*** (one per team) by **Thursday 21 October.**

Class 5 – Saturday 23 October
Leadership Responsibility and the Positive Use of Power

Required Preparation
    (1) Watch the film "*Enron: The Smartest Guys in the Room*" (available on the Internet).

    (2) "What Every Leader Needs to Know About Followers" by Barbara Kellerman, Harvard Business Review, December 2007, pp. 84-91. https://hbr.org/2007/12/what-every-leader-needs-to-know-about-followers.

    (3) "Leadership Run Amok: The Destructive Potential of Overachievers" by Scott W. Spreier, Mary H. Fontaine, and Ruth L. Malloy, Harvard Business Review, June 2006, pp. 72-82. https://hbr.org/2006/06/leadership-run-amok-the-destructive-potential-of-overachievers.

Additional Recommended Readings (Not Required)
    (1) "The Great Intimidators" by Roderick M. Kramer, Harvard Business Review, February 2006, pp. 88-96. https://hbr.org/2006/02/the-great-intimidators.

    (2) "The Dark Side of Leadership" by Jay A. Conger, Organizational Dynamics, Fall 1990. http://truthu.com/wp-content/uploads/2014/02/The-Dark-Side-Of-Leadership-Article.pdf.

    (3) "Managing your Boss" by J. Gabarro and John P. Kotter, Harvard Business Review, 1993. http://www.csun.edu/~to18470/articles/Managing_your_boss.pdf.

In Class Activities
    Leadership and followership
    Leadership power and empowerment
    The personal costs of leadership
    Executive Leadership Speaker
    Course closing celebration!

In Class Teamwork Leading to *Team Meeting Report 5*
    (1) Discuss the following questions regarding the required readings and film: (a) What resonated with you? (b) What surprised you? and (c) What new behaviors can you try based on these readings?
    (2) Review your Executive Leader (CEO in Depth) Term Project. Discuss (a) What went well? (b) What could have been improved?, and (c) What were your overall learnings from this term project? Send a thank you note to your Executive Leader.
    (3) Reflect on your course learnings. Each individual team member should share their top 3 takeaways/insights gleaned from the course and their top 3 action items going forward.

Assignments Due Today
    (1) Upload to Canvas *Executive Leader Term Project Report* (one report per team).
    (2) Upload to Canvas *Team Member Contribution Evaluation Form* (one form per team).

Interim Assignment
    (1) Upload to Canvas *Team Meeting Report 5* (one per team) by **Thursday 28 October.**