

**Case Western Reserve University
Weatherhead School of Management**

**ORBH 450 - Executive Leadership
Fall 2011**

Saturdays 8/20, 9/17, 10/8, & 10/29
9:00a.m. - 4:30 p.m.
Location: 02 PBLB
Office Hours: By appointment

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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 a thorough understanding of the basic 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. Further your development of the interpersonal, leadership, and analytic competencies necessary to effectively lead in an increasingly complex, diverse, and global organizational landscape.
3. Fortify 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 the development of professionalism, integrity, and responsibility.

Course Methods

Learnings from the course will occur from the following methods:

(a) Class attendance and participation.

(b) Assigned, required readings.

(c) Team Presentation of a CEO's Vision, Values, Philosophy and Style. Student teams are required to make an in-class presentation, studying a current CEO from a distance (using as readings, the Internet, corporate materials, etc. as sources of information). More details of this presentation are provided in the description of course requirements below.

(d) Personal Leadership Paper. Students are required to turn in a 10-12 page paper describing their learnings about themselves and their future leadership vision from interviews that they conduct with significant individuals in their lives. More details of this individual paper are provided in the description of course requirements below.

(e) Executive Leader Term Project. Student teams will conduct a term project that culminates in a term paper. Each team will identify and analyze a living executive leader. This should be someone within the Cleveland metropolitan area (i.e., someone who can be interviewed face-to-face). The team will be responsible for collecting information about this leader from a variety of sources (including interviews with people in his/her 360 degree circle), analyzing it, and preparing a detailed written report (see the more detailed description of course requirements below). The paper will discuss and analyze the person's leadership vision, values, style and abilities, his/her developmental path, the situation in which he/she came to power, his/her relationship with the board of directors, an assessment of his/her 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 meet with the executive leader following the completion of the course to give appropriate inputs.

Grading

The final grade will comprise of the following.

(1) <i>CEO-At-A-Distance Presentation (Team)</i>	20%
(2) <i>Personal Leadership Paper (Individual)</i>	20%
(3) <i>Executive Leader Term Project (Team)</i>	
Progress Reports 1 and 2	5%
Final Report	30%
(4) <i>Team Member Contribution (Individual)</i>	15%
(5) <i>Class Participation (Individual)</i>	10%

A brief elaboration of each of these requirements follows. More detailed guidelines will be provided in class as the due dates approach.

Detailed Description of Course Requirements and Assignments

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) Two texts, available for new or used purchase online:
 - Positive Leadership: Strategies for Extraordinary Performance by Kim Cameron, San Francisco, CA: Berrett-Koehler Publishing, 2008.
 - Working With Emotional Intelligence by Daniel Goleman, New York: Bantam Books, 1998.

(2) To minimize the cost to students, there will not be a course packet of readings. Instead, all required readings can be found through CWRU digital library's Research Resources (<http://library.case.edu/databases/rdbindex.aspx>) - Business Source Complete (EBSCO Host) database. A CWRU ID is required to access these resources. CWRU students may download and/or print these readings at no cost. 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/> (scroll down until you reach the download buttons compatible with your computer's operating system). Once you've downloaded the VPN client, sign on to VPN and then access CWRU's digital library resources to download the readings. If you have any trouble accessing the readings, please contact the instructor or TA. Additional readings and case studies may be handed out in class or uploaded to Blackboard, as appropriate.

Presentation of a CEO's Vision, Values, Philosophy and Style from a Distance (Team)

Student teams will choose a current CEO and investigate his/her behavior and effect on others through readings, the Internet, and other sources. Your objective will be to determine his/her vision, fundamental truth, key values, philosophy, leadership style, career effectiveness, and organizational outcomes. You should only select a CEO on whom enough material has been written to evaluate their behavior, values, and effect on others. This will often require at least one book having been written about the person, and possibly an autobiography. The latter is only sufficient if there are other sources of information (i.e., other books and articles in the business press) to corroborate or refute statements the person makes about him/herself.

Each team will make an in-class, 30-minute presentation (including a 10-minute Q&A) about your CEO and your conclusions. At that time, your team should make available to all class members copies of your presentation, including a detailed listing of the sources of information (i.e., bibliographic references to books and articles, web sites, etc.)

Presentations will be evaluated by all audience members. Criteria for evaluation will be posted on Blackboard and discussed in class.

Personal Leadership Paper (Individual)

You are required to turn in a 10-12 page paper applying your learnings from the course to your personal leadership behaviors and practices and to your leadership enhancement plan.

The document should consist of three sections. The first section is a 5-6 page analysis of your individual leadership philosophy and practices. You are required to seek out 360 degree 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 phone or email) to gain this information. The topics to be discussed should pertain to your leadership approach and behaviors, specifically examples and stories of your:

- Overall leadership impact.
- Leadership approach, philosophy, values, and vision.
- Core leadership strengths.
- Inspirational actions, including evocative language, symbols, feedback, and other motivational devices.
- Leadership integrity and courage.
- Leadership presence and style.
- Leadership competencies, especially emotional intelligence competencies.
- Development and coaching/mentoring of others.
- Demonstration and sharing of leadership power, authority, and influence.

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? I would urge you not to narrow down your future vision to a specific job, or position, or organization, or even career in the future – 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.

The third section (about 3-4 pages) addresses the future leadership development required to advance your vision. In this section you develop a leadership development plan by addressing the following areas.

- 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 significant mentor?
- How will you build a leadership development culture around you that leverages your vision through others?

More details on this assignment will be provided in class. Criteria for evaluation will be posted on Blackboard and discussed in class.

Executive Leader Term Project Paper, Up Close and Personal (Team)

The objective of the course term paper 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 term paper will constitute an integrated case study of an executive leader.

The term project requires the team to collect information from at least six people 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. The following people should be interviewed:

- (1) The executive leader himself/herself at least once, or possibly twice. It is recommended that the team make an appointment to meet with the executive leader an additional time, after the end of the course, to debrief the project with the executive leader and to give appropriate closing inputs.
- (2) Someone to whom he/she reports (if possible), such as the Chair of the board of directors.

(3) 2-3 subordinates.

(4) Someone on a peer level to the executive leader such as another member of the board of directors.

(5) The executive leader's spouse or significant other, if possible.

The Executive Leader Team Paper should be approximately 20 pages and should include (approximate recommended page lengths are indicated):

1. A brief biography of the executive leader using a framework to describe his/her 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, simply attach a resume as an appendix (1-2 pages)
2. A list of whom you talked with and their relationship to the executive leader (1/2 page)
3. Your assessment of the leader's vision and fundamental truth of the organization, and a discussion of the leader's values, with evidence. (2-3 pages)

Values: What are his/her key values?

Vision: What is the vision he or she has of the organization? Is it different from a statement of strategy or tactics? How does the leader communicate the vision? Does he/she act as a symbol of this vision? How does the vision reflect the executive leader's values?

Fundamental Truth: What is his/her understanding of the organization's fundamental truth? How does he/she communicate this? How does the fundamental truth reflect the executive leader's values? How does the leader balance the tensions between the vision and the fundamental truth?

4. Your assessment of the executive leader's inspirational impact on others, with evidence. Do the people around him/her feel inspired to achieve? What specifically does the leader do? What character traits are evident that inspire others? What stories did you hear from others about the leader's inspirational impact? What can be said about the leader's overall integrity and presence? (2-3 pages)

5. Your assessment of his/her leadership style and organizational fit, with evidence and discussion of anomalies. What is the leader's style? What are the task, function, or role responsibilities that the executive leader is particularly good at fulfilling, and what are the ones he/she does not appear able to fulfill or does not choose to fulfill? What are the situational factors that enable this person to lead? Does he/she fit with the organization's culture? Does he/she act consistent with the organization's structure and systems? Are his/her actions consistent with the organization's maturity and its strategic position in its industry or arena of

activities? Is the leader's style consistent with the larger context outside the organization? What is needed to improve the fit between the leader's style and the organization? (2-3 pages)

6. Your assessment of the executive leader's competencies, with examples as evidence and discussion of anomalies. Draw on the competency sets discussed in your MBA program's first semester course, Management Assessment and Development, as well as on the leadership competencies discussed in the present course. (2-3 pages)

7. Your analysis of how the leader developed the specific competencies. How did he/she become an executive leader? What or who helped him/her through life and career transitions? What were the effects of life and career crises, socialization, coaching and counseling, mentors, successes and failures, education or training, projects or job experiences? (2-3 pages)

8. Your assessment of how the executive leader displays and shares power. How is the leader's power manifested physically and symbolically? (1-2 pages)

9. Your assessment of the personal costs the executive leader has experienced, or anomalies suggesting personal costs that will be recognized at some later point in time. (1-2 pages)

10. Your overall assessment of his/her effectiveness as an executive leader. Discuss patterns in your overall analysis and identify anomalies. (3-4 pages)

Executive Leader Term Project Progress Reports

Report 1

In this 1 page email report, indicate who the Executive Leader is that your team will study. Provide evidence of a commitment from him/her to participate in this project (a confirming email from his/her office will suffice). If possible, provide a preliminary listing of the others you will be interviewing for this project. Also answer the following questions regarding your team's group process so far:

- How will team roles and responsibilities be divided? Specify exactly which tasks each team member will contribute to?
- How will coordination and integration be done?
- What are your team norms?
- What kinds of leadership do you see emerging?
- How will each team members' expectations be met?
- How will conflicts (e.g., unmet expectations) be handled?

Report 2

In this 1 page email report, provide an update about the project including the final list of persons interviewed/to be interviewed for the project, and by whom. Also, provide a summary of your team's process so far by answering the following questions:

- What is going well in terms of the team's process and performance to this point?
- What has not gone well?
- What needs to be done at this point to successfully finish the project?

Team Member Contribution to Course Projects

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). Criteria for evaluation will be posted on Blackboard and discussed in class.

Class Attendance and Participation

Since the entire course will be completed over four Saturday class meetings (each equivalent to about 3 or 4 weekly class meetings in a regular semester), class attendance at these sessions is important. 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 let the instructor know in advance, and we will email you instructions for the make-up assignment for any missed session on or around the date of the missed session. Make-up assignments will be due on the date of the following class session – please email this or bring a hard copy to class. 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.

Class participation refers to the quality of your contribution to class activities (e.g., quality of in-class 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).

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 2011
Course Outline**

Saturday 20 August (9:00-4:30)
Developing a Higher Purpose

Required Readings:

- (1) “What to Ask the Person in the Mirror” by Robert S. Kaplan, Harvard Business Review, January 2007, pp. 86-95.
- (2) “Turning Goals into Results: The Power of Catalytic Mechanisms” by James C. Collins, Harvard Business Review, July-August 1999, pp. 70-82.
- (3) “Leadership That Gets Results” by Daniel Goleman, Harvard Business Review, March-April 2000, pp. 78-90.

What We Will Do in Class:

Course Overview and Introduction
What is Outstanding Leadership?
Leadership Vision, Values, and Philosophy
Illustrative Case Studies of Leadership Vision and Values
Inspirational Style
Team Assignments

Additional Recommended Readings (Not Required):

- (1) “Building Your Company’s Vision” by James C. Collins and Jerry I. Porras, Harvard Business Review, September 1996.
- (2) “Managing Oneself” by Peter Drucker, Harvard Business Review, March-April 1999.
- (3) “Leading Change: Why Transformation Efforts Fail” by John P. Kotter, Harvard Business Review, March-April 1995, 2000.

Interim Due Dates:

- (1) Email me the name of your In Depth CEO no later than by **Tuesday 30 August**

Saturday 17 September (9:00-4:30)
Developing an Authentic and Compelling Leadership Presence

Required Readings:

- (1) Positive Leadership: Strategies for Extraordinary Performance by Kim Cameron, San Francisco, CA: Berrett-Koehler Publishing, 2008.
- (2) Level 5 Leadership: The Triumph of Humility and Fierce Resolve by Jim Collins, Harvard Business Review, July-August 2005, pp. 136-146.

Assignment Due Today:

- (1) *CEO at a Distance Team Presentation*. All Power Point presentations should be emailed to me and your TA by 9 a.m. today whether your team is presenting today or in our next class session.

What We Will Do in Class:

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

Additional Recommended Readings (Not Required):

- (1) Encouraging the Heart by James M. Kouzes and Barry Z. Posner, Jossey-Bass, 1999.
- (2) "Inspiring others: The Language of Leadership", Jay A. Conger, Academy of Management Executive, 1991.
- (3) The Story Factor: Secrets of Influence from the Art of Storytelling by Annette Simmons, Perseus Press, 2000.

Interim Due Dates:

- (2) Email **Progress Report 1** no later than by **Tuesday 27 September** to your T.A. and me

Saturday 8 October (9:00-4:30)
Developing Emotional Intelligence

Required Readings:

- (1) Working With Emotional Intelligence by Daniel Goleman, New York: Bantam Books, 1998.
- (2) The Uncompromising Leader by Russell A. Eisenstat, Michael Beer, Nathaniel Foote, Tobias Fredberg, and Flemming Norrgren, Harvard Business Review, July-August 2008, pp 51-57.

Assignment Due Today:

- (1) *Personal Leadership Paper* – please upload through Blackboard or email it to your TA.

What We Will Do in Class:

CEO at a Distance Presentations (continued)
Learnings from Leadership Assessment & Development Paper
What is Emotional Intelligence?
Amygdala Hijacking Exercise
Attentiveness to Relationships
Developing Emotional Intelligence
Executive Leadership Speaker

Additional Recommended Readings (Not Required):

- (1) Primal Leadership: Realizing the Power of Emotional Intelligence by Daniel Goleman, Richard Boyatzis and Annie McKee, HBS Press, 2002.
- (2) "What Makes a Leader?" Daniel Goleman, Harvard Business Review, November-December 1998.
- (3) Managing from the Heart by Hyler Bracey, Jack Rosenblum, Aubrey Sanford, & Roy Trueblood. New York: Dell, 1990.
- (4) "Why Executives Derail", John Ramos, Across the Board, Nov/Dec 1994

Interim Due Dates:

- (1) Email **Progress Report 2** no later than by **Tuesday 18 October** to your T.A. and me.

Saturday 29 October (9:00-4:30)
Developing Leadership Responsibility and the Positive Use of Power

Required Preparation:

- (1) Rent and 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
- (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.

Assignments Due Today:

- (1) *Executive Leader Term Project Report* – please email it to me or bring a hardcopy to class
- (2) *Team Member Contribution Evaluation Form* (one per team) – please attach as the front page of your Report

What We Will Do in Class:

Debriefing of Executive Leader Team Project
Discussion of Leadership and Followership
The Meaning of Power in Today’s World
Managerial Risk Taking and Courage
The personal costs of leadership
Executive Leadership Speaker
Closing Celebration!

Additional Recommended Readings (Not Required):

- (1) Leadership Without Easy Answers by Ronald A. Heifetz, The Bellknop Press, 1994.
- (2) “The Great Intimidators” by Roderick M. Kramer, Harvard Business Review, February 2006, pp. 88-96.
- (3) "The Dark Side of Leadership", Jay A. Conger, Organizational Dynamics, Fall, 1990
- (4) “Managing your Boss” by J. Gabarro and John P. Kotter, Harvard Business Review, 1993.