Overview
This course is designed to help students with their current and future leadership challenges, with a special focus on executive leadership. The major themes of the course are: 1) personal foundations for leadership, 2) strategic leadership, and 3) leadership of change and innovation. The learning in this course will utilize, build on and extend concepts covered in the following core course:

<table>
<thead>
<tr>
<th>Core Course</th>
<th>Connection with Core</th>
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<tbody>
<tr>
<td>Leadership Development</td>
<td>1) Ethics</td>
</tr>
<tr>
<td></td>
<td>2) Decision making</td>
</tr>
<tr>
<td></td>
<td>3) Influence &amp; Persuasion</td>
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<tr>
<td></td>
<td>4) Teams</td>
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<td></td>
<td>5) Negotiations</td>
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I. Personal Foundations for leadership
We will examine the key personal skills required for leading. Researchers have identified a set of personal skills that are important for executive success, including self awareness, self-management under pressure and stress, empathy, and influencing skills. Some of these skills can be described collectively as emotional intelligence competencies. This course is designed to strengthen students’ skills in these areas, and prepare students to develop these skills in others. Students will increase their self awareness via a variety of assessment tools and exercises. We will relate these personal skills to the specific challenges of negotiations and leading organizational change. We also will examine the dynamics of derailment – the patterns and factors associated with executive careers that stall or fail.

II. Strategic Leadership
Executive leaders must set the direction of their organization and determine how to best deploy their limited resources to create the most value. While the focus of this course is not business strategy, students will obtain a practical framework for “strategic learning” that addresses strategy creation and implementation. This course will also examine a variety of issues related to strategic leadership, including decision-making, leadership communication, and the cognitive and emotional “traps” that can imperil effective decision processes.
III. Leadership of Change & Innovation
How do effective leaders influence organizations, groups, and individuals to move in a particular direction? What are the specific “levers” that managers have at their disposal to mobilize organizations and shape individual behavior? We will study the key activities and skills required for successful leadership of change. We will examine influence strategies from multiple levels—ranging from the interpersonal to organizational and cultural dimensions of change.

Leadership Development Activities
A critical component of this course is personal assessment utilizing a variety of tools, including self-assessment of your behavioral style and leadership practices. Each student will use these tools and data to generate insights and develop a leadership credo.

The tools for this course include:
1) Social Styles (paper and pencil self-assessment)
2) Leadership Practices Inventory (paper and pencil self-assessment)
Detailed instructions will be provided for each of these tools.

Course Format
This is an interactive, “hands on” course emphasizing learning via self-study and personal assessment, small and large group discussion and debate, and personal application projects. One of the risks of a case-based approach is to draw prescriptive conclusions regarding a particular style, approach, or strategy based upon a single case example. We will use cases to illustrate leadership principles that have been supported by research and scholarship. Sessions will be grounded in theory and research findings while providing students with practical frameworks and tools.

Grading & Attendance Policy
Leadership Credo. (50%) You will be given an assignment to create your Leadership Credo which answers the questions:
1. What do I stand for as a leader?
2. What is our organization’s vision and how will we win?
3. What do we stand for as an organization?
During the last session on the topic of Values Based Leadership, the assignment is due. The 4-5 p.m. period (Sunday through Wednesday) is provided for small groups to work on their Leadership Credos (B-group/individual). You must be ready to “stand and deliver” your Leadership Credo in 5 minutes or less on Thursday’s final session.

You are expected to visit our LinkedIn EMBA Executive Leadership group page each day to offer your answers to the following questions.
Day 1: Do the principles that define who you are and guide your approach to leadership come more from the lows or highs of your lifeline story? Why?
Day 2: Does your vision for your organization serve as a unifying goal that engages the hearts and minds of your followers? How?
Day 3: Do the strategic priorities for your organization define those few things your organization will do better or differently than your competitors? How?
Day 4: Do the target values and behaviors that define your organization’s culture form the foundation to drive success? How?
After you receive your final course grade, you are welcome to view your exam in our office. However, the exams themselves will not be returned but will be kept for a full year after the course is over, during which time they will be available for viewing and discussion. Final exams serve multiple goals. First and foremost, they are a means of evaluating how well students have mastered the course material. Second, they can be used as a basis of learning. Of these two goals, it is our department’s view that for final exams, the former is more important than the latter. The construction of reliable, discriminating, and valid exams is a very difficult task. Returning exams precludes the use of those test questions in subsequent exams for many years and thus hinders the evaluation of future students. Given the primary goal of exams - to evaluate students’ knowledge - returning exams would make it more difficult for that goal to be achieved.

Class Participation. (20%) This is subjective; we look for participation that contributes to the flow of the discussion both in class and in virtual interactions with your EMBA Executive Leadership classmates on LinkedIn. In a perfect world, students will use examples from their work experience (“In my company, we did it this way…”) which illustrate the principles under discussion. It doesn’t hurt to show that you did the reading. You probably want to avoid being the person who causes the other students to roll their eyes when you begin speaking.

Note on Class Participation
Participation is an important part of the learning process in this course. The emphasis is on quality participation, as opposed to your quantity of airtime. Your class participation will be evaluated using several criteria, including: 1) offering a unique insight in a class discussion or debate, 2) relating theory to practice by sharing personal experiences that help illuminate the ideas being discussed and 3) demonstrating insights related to assigned readings and cases. In order to participate meaningfully, it’s critical to be prepared via timely completion of readings. Finally, monitor your level of participation to ensure you are contributing and using your “fair” amount of air-time. We’re happy to provide feedback at any time about your level and quality of participation.

This course is tightly designed and students are expected to attend all sessions. If you cannot attend for any reason, please notify the course RA.

Grading & Attendance Policy, continued

Students are permitted one absence from the course, and attendance at all other class sessions (barring a medical or religious conflict) is required for a grade of “H.” Attendance at nine of the ten class meetings is therefore necessary, but not sufficient, to receive a grade of “H.”

A “late penalty” will be applied to a paper that is turned in after the due date by which the late paper will be reduced by one grade (except for medical reasons). For example, if a paper of “H” quality is turned in late, it will be assigned a grade of “HP.”
Text and Readings
Reading assignments are listed under the class session in which they are due. Reading can be found in the course reading book or in the text, The CEO’s Boss: Tough Love in the Boardroom (Columbia Business School Publishing, 2010). Some readings are designated as required for completion before class while others are reference readings whose materials will be covered in the class sessions. In addition, some readings and materials may be handed out in class.

Internet Access & Kill Switch Policy
Because there is no need for students to use the internet during class, the kill switch will be in the off position during class. We will turn it on to enable internet access during the class breaks.

Office Hours with Professor
Please contact us directly to schedule an appointment. We are happy to discuss any aspect of your learning in the course. Also feel free to contact the TA for a meeting or consultation.

Feedback
We welcome dialogue and feedback about any aspect of the course experience.

Class Schedule

Session One

Date/Time: Sunday, November 17th
9:00 AM -- Noon

Topics: Course overview
Leadership vs. management
Key personal skills for leadership

Synopsis: Knowing what you stand for as a leader opens the door to leadership for others. Leadership is about coping with change and strategic leadership is about those few things that make the biggest difference. Knowing your behavioral style is an important first step in knowing yourself.

Required reading: Kotter, John, P., What Leaders Really Do.
Klepper, W. M. & Nakamura, Y. T., Corporate Leadership and the Personal Leadership Credo.

Reference reading: Text: Chapter 3, Why the Right Partnership Matters

Tools: Social Styles self-assessment inventory
Leadership lifeline and Credo Assignment

Session Two

Date/Time: Sunday, November 17th
1:00 – 4:00 PM
**Topic:** Negotiation Skills – Part 1

**Synopsis:** You don’t get what you deserve, you get what you negotiate.

Leaders are constantly confronted with the need to negotiate and resolve conflicts. In this session, we’ll consider the dynamics of “enlarging the pie” and claiming as much as possible from it. We’ll highlight common distortions that lead negotiators to leave value on the table and discuss principles for negotiating effectively. This session will draw upon results of the Rio Copa exercise.

**Required reading:** Thompson, L. Preparation: What to do before negotiation. The mind and heart of the negotiator, 2005.

**Session Three**

**Date/Time:** Monday, November 18th
9:00 PM -- Noon

**Topic:** Negotiation Skills – Part 2

**Synopsis:** The stakes are high, the stress is higher, and some people not only cope but prevail.

How well you learn to negotiate has major implications for your effectiveness as a leader. In today’s class, we will learn tips used by expert negotiators that relate to the circumstances under which various styles of negotiation are the most successful. We will then put ourselves in these situations and develop our own negotiation style, working to incorporate strategies that we may currently lack.

**Session Four**

**Date/Time:** Monday, November 18th
1:00 PM – 4:00 PM

**Topics:** Leadership Style
Dynamics of derailment

**Synopsis:** Your Social Style and your Leadership Practices makeup your Executive Leadership behavior. Emotional Intelligence (EQ) overtakes IQ over time in its importance for executive success. Your Leadership Credo will serve as a capstone assignment and learning experience for this course.

**Required Readings:** Deogun, Nikhil, Lublin, Joanne, & McKay, Betsey, *Tone Deaf*.

Gibson, Richard, *Fast Fall*.

Hogan, Robert. *Trouble at the Top: Causes and Consequences of Managerial Incompetence*.

Reference Readings: Text, Chapter 2: Tough Love in the Boardroom

Goleman, Daniel, What Makes a Leader?

Tools: Leadership Practices Inventory

Session Five

Date/Time: Tuesday, November 19th
9:00 AM -- Noon

Topic: Leadership, Innovation & Culture

Synopsis: David Neeleman, Founding CEO of JetBlue uses innovation and organizational culture as essential drivers of success, but driving operational efficiencies is key in LCCs. The need to flex one’s leadership style in achieving the JetBlue turnaround will be a key factor – more analytical driver! Understand the four timeless categories of innovation and the paths that successful companies take to create great innovations

Required Readings:


Reference Readings: Text: Chapter 5, How the Partnership Can Go Wrong

Jane Edison Stevenson and Bilal Kaafarani - Breaking Away
www.breakingawaythebook.com/buckstartshere.pdf

Session Six

Date/Time: Tuesday, November 19th
1:00 PM – 4:00 PM

Topic: The CEOs Boss: Tough Love in the Boardroom

Synopsis: CEOs requires a partnership with their boss—the Board in order to be effective executives. The Social Contract is a starting point for that partnership—mutual commitment to what matters. Tough love is needed to close any gaps between their capabilities/style and the requirement of the company to address its current challenges. Lessons learned from BP—a lack of alignment between the company strategy, the CEO’s leadership requirements and the levers of its business system

Required reading: Klepper, W. M., BP: A Company in Peril? (A&B)

Text: Chapter 6, What Directors Need to Know Before Committing to a CEO

Special Guest: Peter Meola (Adjunct Professor, Management): Peter was a Group Executive at BP PLC (British Petroleum), and CEO of their Americas Lubricant Division, where he led a cross-cultural and cross-functional employee base with operations in over 20 countries. In 2000, when BP PLC successfully acquired and integrated Burmah Castrol, Peter was an Executive Member of the Global Integration Team and the lead executive in the Americas. He was also an Executive Committee Member of the Global Lubricants business and Chair of their Human Resource Committee.

Session Seven

Date/Time: Wednesday, November 20th
9:00 AM -- Noon

Topic: Strategies for Improving Decision Making

Synopsis: A mind is a terrible thing.

Do you ever find yourself reading the Wall Street Journal and the New York Times and wondering how politicians, respected executives, and analysts could make so many bad decisions? Managers make poor decisions for a variety of reasons. One of the most basic reasons is their reliance on simplifying mental strategies (i.e., heuristics). In this session, you will be encouraged to “think about how you think,” so that you can become more aware of your use of heuristics at the time that (1) you are using them or (2) others are using them on you. Further, we will focus on strategies by which the use of these heuristics can be avoided.


Session Eight

Date/Time: Wednesday, November 20th
1:00 PM – 4:00 PM

Topics: Interpersonal Influence Tactics
Persuasion

Synopsis:
We all know that money is a huge motivator, but what happens when money is taken out of the equation? Leaders must find other ways to persuade and influence others. In this first of two class sessions, we consider various methods of influence that you can and must use to become persuasive leaders. Robert Cialdini has written extensively about six methods of social influence, including those not based on monetary incentives. Our discussion will focus on how to apply these six methods to wield greater influence.


What Shamu Taught Me About a Happy Marriage, Amy Sutherland, New York Times.

Session Nine

Date/Time: Thursday, November 21st
9:00 AM – 12:00 PM

Topic: Change

Synopsis: Getting the clowns to run the circus


Session Ten

Date/Time: Thursday, November 21st
12:00 PM – 1 PM

Topics: Values Based Leadership
Your Leadership Credos
Course Integration and Summary

Synopsis: You are Executive Leadership in action. Your Credos will define your executive leadership (personal, strategic and interpersonal) for your followers. You’re the best of the best – make a difference!


Reference Reading: Text: Chapter 1, The Social Contract

Final Exam
Date/Time: Thursday, November 21st
1:00 PM – 3:00 PM