**SYLLABUS FOR FULL-TIME MOR 571 (16707)**

**LEADERSHIP AND EXECUTIVE DEVELOPMENT**

**Fall 2013**

*Draft July, 2013*

Monday/Wednesday, 2:00-3:20

JKP 210

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Office Hours: Monday 4:00-5:00 and by appointment

**ABOUT THE COURSE**

*You learn about it. You read about it. But until you come face to face with the impact of leadership…you don’t fully appreciate it. Poor leadership can do damage overnight. It’s amazing the extraordinary damage poor leadership can do. Really good leadership can move mountains over a longer period of time.*

Anne Mulcahy

Retired CEO of Xerox

Which kind of leader do you want to be? Will you move mountains or do damage overnight?

There are many different paths that lead to leadership success or failure, but there is no magic formula or specific genetic sequence that explains it. All effective leaders do not have the same personalities, or the same styles, or even the same skills and abilities. But while leaders are not all wired the same, they do face similar demands. We know a lot about the various ways leaders meet those demands, and how the ability to meet those demands can be developed. That’s what this course is about. Most of all, it’s about what you can do to develop your own leadership ability.

The course is organized around the fundamental challenge of leadership: creating a context so that other people will be successful in achieving the organization’s mission. Context is created by how leaders handle the five demands in any leadership role**:**

* setting and communicating direction,
* aligning key constituencies with that direction,
* developing an executive temperament,
* setting and living values, and
* growing themselves and others**.**

How you respond to those demands will determine how effective you will be as a leader.

If you have chosen this elective I assume you fall into one of two categories: either you aspire to a future leadership role and want to know what’s involved, or you aspire to get better in your current leadership role. My primary purpose in teaching this course is to help you understand the demands of a leadership role and, in that context, help you develop as a leader. After examining how different leaders have approached the leadership demands, the last part of this course will focus on you. You will learn how leadership talent can be developed and think about how that may affect your life and career.

In short, by the end of this course you should 1) understand how effective leaders create a context for the success of others, 2) have examined in some depth the five leadership demands, and 3) have reflected on your own experience and leadership skills in light of these demands.

Before you commit to taking the course, please keep in mind the following. First, because the outside speakers are well known and very busy, we may have unexpected schedule or topic changes. You will need to adjust accordingly. Second, because the course is highly interactive, your level of engagement with the material, each other, and the guest speakers will determine a hefty portion of your grade. Third, you will be asked to share with your classmates aspects of your background, career experiences, and strengths and weaknesses, and to be a receptive and trustworthy listener when your classmates share theirs. Finally, I have designed this course as I would an executive development program, meaning that the emphasis is on practical application and that you will exposed to current leaders who will talk about their challenges and experiences. It is extremely difficult to make up a missed session, so I put a premium on your showing up, being prepared, and fully engaging with the class, the guests, the issues, and me.

**If you are unwilling or unable to accept these conditions, I ask that you not take the course.**

EXPECTATIONS AND EVALUATION

***During class please put cell phones on stun, and turn off laptops, iPhones, things that beep, iPads, and any other distractions!***

Grading will be based on three components: how actively you engage the course, a team project at the mid-term, and a final paper.

1. ENGAGEMENT (1/3):

There are several components that combine to determine the engagement portion of your grade—

* Showing up

Have you attended class regularly, arrived on time ready to work, stayed to the bitter end, and appeared to be with us in both body and spirit? As is done in the EMBA program, a sign-in sheet will be passed around in every class (please note, it is an honor violation to sign in for another student!) Attendance is especially critical on days we have executive guests and on **November 20** (for sharing of life maps), and will count extra on those days.

* Contribution to the class

Have you been a part of creating a constructive and lively classroom atmosphere? Have you added to the conversation by contributing your ideas, building on the ideas of others, and constructively challenging assumptions? Is it clear from your comments that you have read and understood the material? Did you encourage participation by your classmates and respect their ideas? Did you ask thoughtful questions of our guests and take advantage of your time with them?

The opposite behaviors, or distracting the class by grandstanding, repetition, talking for its own sake, etc., will count against you.

* Contribution to the team

 Have you contributed fully to the team assignment (as reflected in a peer rating)?

Were you a good listener and respectful colleague in the small group discussions?

* Have you done the assignments along the way and turned them in on time and in acceptable form? These include:

-Background form, due 8/28

-Chris Connolly reflections, due 9/16\*

-Todd Richmond reflections, due 10/16\*

-Blake Nordstrom reflections, due 11/4

-Glenn Ault reflections, due 11/6\*

-Self-assessment of strengths and weaknesses, due 11/11

-Moheet Nagrath reflections, due 11/20\*

-Life map, due 11/20\*\*

\*One of the most important factors in learning from experience is taking time for *reflection*. After each of our guest speakers, we ask you to reflect on what was said, identify two things you learned that were important to you, explain why these things were important to you, and draw some implications for your future actions. These reflections must be typed, cannot exceed one page, and will be collected at the beginning of the class following the guest speaker.

\*\*This experience cannot be made up or easily understood second hand, therefore it is weighted heavily: failure to complete it and attend the class will have serious impact on the engagement portion of your grade! Please plan accordingly.

* I reserve the right to give unannounced quizzes on assigned material if I feel that people are not coming to class prepared. If given, these will count as part of the engagement grade.

2. MID-TERM TEAM PROJECT (1/3):

Your mid-term is a team project in which each member of the team will select and interview at least one leader. After the interviews are completed, the team will integrate the interviews and relevant course material into a six page essay on leadership or its development.

The Team

A team should consist of no fewer than four or more than six members (I strongly recommend 5 or 6 members). Each member of the team must identify and interview at least one leader; teams of less than five members still must conduct interviews with at least five leaders. You should send me a list of your team members no later than **September 9.**

The Interview

The interview should focus on one of the demands leadership. Your team has considerable latitude in choosing what specific questions to ask, but the result should give you enough information to address in some depth one of the five demands of leadership, for example how these leaders set direction for their organizations, or how they grow themselves and others.

You do not need to ask all the same questions in every interview, but your team should ask enough of the same questions for you to compare results across the interviews. Keep in mind that the people you are talking to will be more engaged if the questions you ask are thought- provoking to them. It is your job to draw them out. Do not ask so many questions that you cannot cover them in the time you are given—it is much better to have a conversation with some depth than to take a superficial cut at a long list of questions!

While it is okay to conduct the interviews singly, I strongly recommend that you interview in pairs when you can. Not only does it make the interview more interesting, it usually results in better integration in the final paper.

Whom to Interview

The people you interview should be senior managers or executives whom you believe to be very effective. One purpose of the project is to give you an opportunity to learn from veteran managers whom you admire, so be intentional in whom you choose to interview. This can be an opportunity for you to get to know someone you haven’t worked with before, to understand someone better with whom you have worked, or to meet someone in an area of expertise or part of the organization other than your own.

Do not wait until the last minute to do this assignment. It takes time to set up and conduct interviews, and only after those are completed can you integrate what you have learned and write the paper.

The Paper

This is a team project because much of the value in the exercise comes from sharing with each other what you have learned from the interviews and in figuring out the implications for your own growth and development. The paper should address one (or at most two) of the leadership demands we cover in the course, use relevant course material to clarify, support, or build on the interview results, and conclude with some specific implications forwhat this might mean **for your own development as leaders**.

The paper itself should 1) begin with a brief discussion of your chosen topic, why you chose these people to interview, and why you picked the questions you chose to ask them (note that the details are supposed to be in the appendices, so this is the general rationale), 2) discuss what the interviews have revealed about the topic you have chosen, and 3) draw conclusions about the implications of what you learned for your own development as leaders.  Not only should the topic you choose be based on one of the demands of leadership, but you should use relevant course material as to clarify, support, or build on the interview results

Papers can be no more than six double-spaced pages (1 inch margins all around, Times New Roman, 12 point font).

Three appendices should be included with your paper: 1) the interview questions asked; 2) a list of the people interviewed, their organizations and titles, the reason each was chosen, and who conducted the interview; and 3) a summary of each interview (no more than two double-spaced pages for each person interviewed). Failure to follow these guidelines will be taken into account in the grading.  The six page limit for the body of the paper is exclusive of tables and charts you may choose to add, and of the required appendices.

**Two complete copies of your paper are due at the beginning of Class on October 14.**

Each paper will be read and scored according to the same criteria by two independent readers, who will determine your grade. The three criteria are:

1) Quality of the rationale for the project

How effectively are the goals of the interview project presented and the rationale for the interview questions explained and linked to the course? How appropriate are the people interviewed for the purposes of the project?

2) Presentation of results

How effectively are the interview results presented in the context of the leadership demand selected and how well are they integrated with course material? (Note: selected quotations from the interviews can be very effective ways to summarize and clarify your central themes.) How well done are the synopses of the individual interviews in the appendix?

3) Implications of findings

How effectively does the paper develop meaningful implications for people like yourselves—either for developing your leadership capacity or for behaving more effectively in a leadership role? How logically do the implications follow from the results presented?

This is a lot to do in 6 double-spaced pages. Do not short-change the team part of the process where ideas are brought together and the themes/conclusions identified. In the past I have had papers that contained fantastic interviews, both in terms of the people interviewed and what they said (as I could tell from the synopses), but they received mediocre grades because they did a poor job integrating the results and drawing out the implications.

3. FINAL PAPER (1/3):

The final paper in this course will be a case analysis. The case materials will be distributed in class on 12/4 and you will have one week to complete your analysis. **Two complete copies** of your paper are due in the M&O Office, 306 Bridge Hall, by 2:00pm on **December 11**. This paper will draw on material from the entire course.

Cruel experience has taught me that I need to set **guidelines for both the mid-term and the final paper**. They must be done in 12-point font, Times Roman or equivalent, double-spaced, with 1-inch margins all around. In other words, please don’t try to defeat the page limits through chicanery.

I do not accept papers submitted on Blackboard or sent by email or fax. Plan accordingly!

## **GENERAL MARSHALL SCHOOL POLICIES**

All students are expected to adhere to the highest standards of academic integrity as spelled out in SCAMPUS.

It is University policy to grant students excused absences from class for the observance of religious holy days. Students are expected to make arrangements well in advance of the absence.

*Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. The telephone number for DSP is (213) 740-0776.*

*Assignments, papers, quizzes, or other material unclaimed by a student will be discarded after six (6) weeks, and hence will not be available should a grade appeal be pursued following receipt of course grades.*

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| --- | --- | --- | --- | --- |
| 1) Monday, 8/26 | 2) Wednesday, 8/28 | Monday, 9/2 | 3) Wednesday, 9/4 | 4) Monday, 9/9 |
| *Leadership* | *Leaders Create Context:**The Five Demands of Leadership* | **No Class****Labor Day Holiday** | *The Perils of Bureaucracy* Case: The M-16 | *Setting and Communicating Direction: Leading a Turnaround* Case: Gerstner at IBM |
| 5) Wednesday, 9/11 | 6) Monday, 9/16 | 7) Wednesday, 9/18 | 8) Monday, 9/23 | 9) Wednesday, 9/25 |
| *Setting and Communicating Direction: Taking Charge*Case: Iger at Disney**Chris Connolly**SVP, Disney Princess & Fairies Licensing | *Setting and Communicating Direction: Leading through Metrics*Case: Mullaly at Ford | *Setting and Communicating Direction: Leading through Cross-Functional Teams*Case: Carlos Ghosn at Nissan | *Setting and Communicating Direction: Leading Transformation*Case: Ginni Rometty at IBM | *Setting and Communicating Direction: What went Wrong?*Case: Howard Stringer at Sony |
| 10) Monday, 9/30 | 11) Wednesday, 10/2 | 12) Monday, 10/7 | 13) Wednesday, 10/9 | 14) Monday, 10/14 |
| *Aligning Critical Constituencies: Masters of Persuasion*Case: Anne Mulcahy at Xerox | *Aligning Critical Constituencies: Masters of Persuasion (cont’d)***Rick Caruso**Founder and CEOCaruso Affiliated | *Aligning Critical Constituencies: Leading Teams and Individuals* | *Aligning Critical Constituencies: Seeing Through Others’ Eyes*Case: The Jenner Situation | *Aligning Critical Constituencies: Seeing Through Others’ Eyes***Todd Richmond**Institute for Creative Technologies, USC**Mid-Term Paper Due**  |
| 15) Wed., 10/16 | 16) Monday, 10/21 | 17) Wed., 10/23 | 18) Monday, 10/28 | 19) Wed., 10/30 |
| *Developing an Executive Temperament*Case: Apollo 13 | *Setting and living Values: Leaders and Values*Case: Crimson Tide | *Setting and living Values: Embedding Values*Cases: Gerstner at IBM; Ed Catmull at Pixar | *Setting and living Values: Restoring Values*Case: Howard Schultz at Starbucks | *Setting and living Values:**Leading Corporate Culture* **Blake Nordstrom**PresidentNordstrom |
| 20) Monday, 11/4 | 21) Wednesday, 11/6 | 22) Monday, 11/11 | 23) Wednesday, 11/13 | 24) Monday, 11/18 |
| *Setting and living Values:**Servant Leadership***Glenn Ault, MD,** Assoc. Dean and Assoc. Prof., Keck School of Medicine, USC | *Growth of Self and Others: When Things Go Wrong*Case: Schroeder at Kellogg | *Growth of Self and Others: When Things Go Wrong (cont’d)* | *Growth of Self and Others: Developing Leadership Talent* | *Growth of Self and Others: Developing Leadership Talent-- a Practical Application*Case: Procter & Gamble**Moheet Nagrath**Chief Human Resources OfficerProcter & Gamble(retired) |
| 25)Wednesday, 11/20 | 26) Monday, 11/25 | Wednesday, 11/27 | 27) Monday, 12/2 | 28) Wednesday, 12/4 |
| *Growth of Self and Others: Sharing Life Maps and Aspirations***Life Maps Due** | *Growth of Self and Others: Your Role in Developing Others*  | **No Class** **Thanksgiving Holiday** | *Growth of Self and Others: Finding Your Path to Mastery* | *Overview and Summary***Final Paper due 12/11 by 2pm** |

**MOR 571—Full-Time MBA**

**Fall 2013**

**DAILY ASSIGNMENTS**

Note: Unless otherwise indicated, all readings, the life map and instructions, and other materials assigned in the course should be in the course packet, which is available at the USC bookstore. Selections of slides used in class and other relevant materials will be posted in the “content” section of Blackboard as the course progresses.

**1) Monday, August 26** *Leadership*

**2) Wednesday, August 28** *Leaders Create Context: The Five Demands of Leadership*

Readings Due: Bennis, “Learning Some Basic Truisms about Leadership (1976, 1996)”

McCall, “The Five Demands of Leadership” (one page)

Assignments Due: Review the “Five Demands of Leadership.” How is a demand different from a personality trait? A style of leadership?

 Read the Bennis article and begin thinking about what it means for a leader to set the direction-- establish a vision-- for an organization.

Complete the **“MOR571 Background Sheet”** and bring it to class.

Read David Oldfield’s letter to you and the material in his “Drawing the Map of your Life,”look over the life map,and come with any questions about the assignment (which is due November 20).

DO NOT COMPLETE YOUR LIFE MAP AT THIS TIME!!

**Monday, September 2, Labor Day—No Class**

**3) Wednesday, September 4**  *The Perils of Bureaucracy*

Readings Due: Fallows, “Two Weapons: The M-16”

Assignments Due: Prepare to discuss the following issues raised by the M-16 case:

* + - 1. What are the bureaucratic pathologies revealed in the story of the M-16?
			2. In your opinion, what causes the pathologies you have listed?
			3. In what ways and at what points might leadership have made a difference in the outcome?
			4. Do any of the pathologies you have identified in the case exist in your current or former organization? If so, how do you contribute to the dysfunctional patterns?
			5. How does one acquire the skills and abilities required to lead in the face of these common organizational pathologies?

**4) Monday, September 9** *Setting and Communicating Direction: Leading a Turnaround*

Reading Due: IBM Corporation Turnaround

Assignments Due: After reading the IBM case come prepared to discuss the following questions:

1. How did Gerstner “get on the balcony” to see what was needed at IBM?
2. What was the leadership challenge for Gerstner at IBM?
3. Gerstner was famous for saying that the last thing IBM needed was a vision. Do you agree? Explain.
4. How did Gerstner “create a context” for change at IBM?
5. How would you describe Gerstner as a leader? What would it be like to work for him? What could you learn from him? What would it be like to work for him? What could you learn from him?

**Names of mid-term team members must be submitted by today.**

**5) Wednesday, September 11** *Setting and Communicating Direction: Taking Charge*

Special Guest:

**Chris Connolly**

Senior Vice President

Disney Princess & Fairies Licensing

Disney Consumer Products

The Walt Disney Company

Readings Due: Siklos, “Bob Iger Rocks Disney”

Iger, “Technology, Tradition & the Mouse” (interview with Bob Iger)

Assignments Due: The two articles about Disney are quite revealing in terms of Iger’s strategic perspective, values, and expectations.

1. How has Iger changed the culture of the Walt Disney Company?
2. What are his priorities moving forward and what does that imply about his expectations for leaders at Disney?

Disney Princess is the leading girls’ lifestyle brand generating $5 Billion in retail sales globally for The Walt Disney Company. It is found within every conceivable category in every Region of the world for its core target audience - Girls ages 2-5. Product categories range from backpacks to footwear to fashion dolls to sleepwear to juice and snacks. How does one drive meaningful growth for this franchise and Disney shareholders in the coming 2-3 years knowing you compete against older, hipper brands such as Hello Kitty in the world of fashion and Monster High in the world of dolls, both brands of which are very popular with older girls ages 5-9. Please come prepared to discuss further how to strategically grow the business globally.

Read Chris Connolly’s bio at the back of the syllabus and come prepared to take advantage of his time with us

**6) Monday, September 16**  *Setting and Communicating Direction: Leading Change through Metrics*

Readings Due: Taylor, “Fixing Up Ford”

Assignments Due: Mulally was not a car guy and had no experience with mass marketing or with dealers. He took charge of Ford at a time when other automobile makers were declaring bankruptcy. Come prepared to talk about…

1. How did he “get on the balcony” to learn what was needed to change Ford? What was his vision?
2. What actions did he take to change the direction at Ford?
3. How did Mulally get commitment to the changes that were necessary?
4. How would you describe Mulally as a leader? What would it be like to work for him? What could you learn from him?

**REFLECTIONS DUE:** Identify two things you learned from the presentation by Chris Connolly that were important to you, explain why these things were important to you, and draw some implications for your future actions. No more than one page, typed. This will be collected at the beginning of class.

**7) Wednesday, September 18** *Setting and Communicating Direction: Leading Change through Cross-Functional Teams*

Readings Due: Implementing the Nissan Renewal Plan

Assignments Due: Come prepared to discuss the following questions about Ghosn and the Nissan case:

1. Ghosn, a non-Japanese, was hardly an expert in repairing Japanese automobile companies. How did he learn what was needed to successfully turn Nissan around?
2. Why did people at Nissan resist change when the problems were so evident? How did Ghosn get their commitment to the radical changes that were necessary?
3. Ghosn’s use of cross-functional teams was crucial to the success of the turnaround. What made them so effective? What did they accomplish in addition to solving some significant business problems?
4. How would you describe Ghosn as a leader? What would it be like to work for him? What could you learn from him?

**8) Monday, September 23** *Setting and Communicating Direction: Leading Transformation*

Readings Due: Hempel, “IBM’s New CEO Looks Ahead”⁪

Assignments Due: Read the article about Ginni Rometty and review the Gerstner/IBM case (9/9) and come prepared to discuss the following questions:

1. What challenges does Ginni Rommetty face as the new leader of IBM?
2. Are the challenges she faces in moving IBM to the next level easier or harder than the challenges Gerstner faced in saving IBM? Why?
3. How does Rometty attempt to communicate her vision, and to whom?
4. Compare and contrast Gerstner and Rometty as leaders.

**9) Wednesday, September 25** *Setting and Communicating Direction: What Went Wrong?*

Readings Due: Gunther, “The Welshman, the Walkman, and the Salarymen”

Siklos, “Sony: Lost in Translation”

Assignments Due: The verdict is in on Sir Howard Stringer’s efforts to turn Sony around. Even though this non-Japanese, non-engineer chief executive was ultimately not successful, his attempt to set, communicate, and embed a new direction for Sony offers a useful perspective on leadership in action. The two articles, one written about a year after Stringer became CEO and the other three years later, allow us to follow the outcome of his first round of changes and then see what he does next. When reading the two articles consider the following questions:

1. What were the challenges Stringer faced when he accepted the board’s offer to become CEO of Sony?
2. What was Stringer’s vision for Sony? How did he try to communicate it?
3. Some would argue that visions, mission statements and the like are only hot air until concrete action embeds them in the organization. What organizational changes did Stringer make in his effort to set the new direction?
4. Why was the first round of changes seemingly so ineffective? If the problems were so obvious and the need to change so urgent, why did people resist?
5. How would you assess Stringer as a leader? Was his failure to turn Sony around the result of his actions, or was the situation such that no one could have turned it around? Explain.

**10) Monday, September 30** *Aligning Critical Constituencies: Masters of Persuasion*

Readings Due: Morris, “The Accidental CEO”

Assignments Due: After reading about Anne Mulcahy’s turnaround of Xerox (“The Accidental CEO”) come prepared to discuss the following questions:

1. What constituencies did Anne Mulcahy have to align?
2. How did she manage to gain the respect and trust of so many different constituencies?
3. How could people judge whether she was serious about the changes she was trying to make?

**11) Wednesday, October 2** *Aligning Critical Constituencies: Masters of Persuasion (cont’d.)*

Special Guest:

**Rick J. Caruso**

Founder and Chief Executive Officer

Caruso Affiliated

Readings due: TBD

Assignments Due: Read **Rick Caruso’s**’s bio (at the back of this syllabus) and come prepared to take advantage of his experience.

**12) Monday, October 7** *Aligning Critical Constituencies: Leading Teams and Individuals*

Readings due: Coutu, “Why Teams don’t Work” (an interview with Richard

Hackman)

Gabarro & Kotter, “Managing Your Boss”

Lombardo & McCall, “Coping with an Intolerable Boss”

Assignments Due:  What brings out the best in you? Come to class prepared to give an example of a time when you did your best and what it was that motivated you.

Read the interview with Richard Hackman and come prepared to discuss what a leader can do to make a well-designed team perform even more effectively.

Given that Gabarro and Kotter’s advice on how to manage your boss is so obvious, why don’t people do a better job of managing their bosses?

**REFLECTIONS DUE:** Identify two things you learned from Rick Caruso’s presentation that were important to you, explain why these things were important to you, and draw some implications for your future actions. No more than one page, typed. This will be collected at the beginning of class.

**13) Wednesday,** **October 9** *Aligning Critical Constituencies: Seeing Through Others’ Eyes*

Readings Due: The Jenner Situation

Assignments Due: Read the Jenner case, and put yourself first in Dr. Lemont’s shoes.

1. What is he feeling about the situation he finds himself in regarding Dr. Jenner?
2. What are his options for handling the “Jenner Situation” and what are the potential outcomes for each?

⁪Now put yourself in Dr. Jenner’s shoes.

1. How does he see himself and why does he act the way he does with other people?
2. How does he feel about administrators like Dr. Jenner?
3. What approach is most likely to reach him? Which would turn him off the most?

**14) Monday,** **October 14** *Aligning Critical Constituencies: Seeing Through Others’ Eyes*

Special Guest:

**Todd Richmond**

Head of the Advanced Prototypes Group

Institute for Creative Technologies

University of Southern California

Readings Due: Go to the website and read the article by Victor Wooten [http://www.victorwooten.com/themusiclesson/tml01.html](https://mail.marshall.usc.edu/owa/redir.aspx?C=0edb682b2b6b42b3af56a1ecc9f1dadb&URL=http%3a%2f%2fwww.victorwooten.com%2fthemusiclesson%2ftml01.html)

Assignment Due: Read **Todd Richmond**’s bio (at the back of this syllabus) and come prepared to take advantage of his experience.

 **TWO COPIES OF YOUR MID-TERM REPORT ARE DUE IN CLASS TODAY**.

**15) Wednesday, October 16** *Developing an Executive Temperament*

Readings Due: none ⁪

Assignment Due: Come prepared to discuss the following:

* + - * 1. How do you respond in ambiguous situations? To situations you can’t control?
				2. What does it bring out in you when you are tired? Pressured? Frustrated?

**REFLECTIONS DUE:** Identify two things you learned from Todd Richmond’s presentation that were important to you, explain why these things were important to you, and draw some implications for your future actions. No more than one page, typed. This will be collected at the beginning of class.

**16) Monday, October 21** *Setting and Living Values: Leaders and Values*

Readings Due: Goldsmith, “Leaders Make Values Visible”

 Clawson, “The Moral Foundation of Extraordinary Leadership”(Chapter 4 from Level Three Leadership)

Assignments Due: What is your leadership philosophy? What core values determine your leadership choices?

 Do you have a moral obligation as a leader? Do you agree with Clawson’s argument? Whether or not you agree, what are the implications for you?

What happens when your personal values and your organization’s values are not consistent?

**17) Wednesday, October 23**  *Setting and Living Values: Embedding Values*

Readings Due: Gerstner, “On Corporate Culture” and “Leading by Principles”

Catmull, “How Pixar Fosters Collective Creativity”

Assignments Due: Read the Gerstner excerpts:

1. Why does Gerstner put so much emphasis on the culture?
2. Why did the original values that Tom Watson embedded in IBM get distorted over time?

 Is leading a creative enterprise different than leading other kinds of organizations?

Creating and sustaining a creative organization requires leadership. What do Catmull and his associates do to sustain the culture at Pixar?

**18) Monday, October 28** *Setting and Living Values: Restoring Values*

Readings Due:  “We Had to Own the Mistakes” (an interview with Howard Schultz)

Assignments Due: How did Howard Schultz fare when his values were put to the test?

Have your values ever been tested? What happened and what did you learn from it?

Please come prepared to share your thoughts:

1. Find out if your current or former organization has a statement of its values, and if it does bring it to class
2. What would it take to make a credo or statement of values a reality and not just empty words?
3. Can you describe a time when an organization you worked for actually lived up to its values?

**19) Wednesday, October 30**  *Setting and Living Values: Leading Corporate Culture*

Special Guest:

**Blake Nordstrom**

President

Nordstrom, Inc.

Readings Due: None

Assignments Due: Blake has asked that you come prepared to share your thoughts on the following issues that he faces at Nordstrom:

1. If you were in our shoes, how would you address the need to be current and relevant? In 2000, when I got my job, the average customer was a woman in her early 40s.  Today, in spite of our efforts to evolve, she is now 49.  No retailer wins in the long run with an aging customer.  Do we even have the authority to attract and retain a younger customer?  How do we do this without alienating the core that is paying the rent?
2. Though we think we’re moving faster, it’s not fast enough for where the customer wants us to be and how fast entities like Amazon are going.  How do we compete with Amazon --that has little to no profits and is investing huge amounts in technology, personalization, and fulfillment-- while being a public company and meeting the demands of Wall Street.

Read **Blake Nordstrom**’s bio (at the back of this syllabus) and come prepared to take advantage of his experience.

**20) Monday, November 4** *Setting and Living Values: Servant Leadership*

Special Guest:

**Glenn Ault**, MD

Associate Professor, Keck School of Medicine,

University of Southern California

Associate Dean of Clinical Administration and

Associate Medical Director-Operating Rooms,

LAC+USC Medical Center

Readings Due: Larry Spears’ “Understanding the Growing Impact of Servant Leadership”

Assignments Due: After reading about the principles of servant leadership, come prepared to discuss the following questions:

1. Do you see examples of servant leadership in your workplace? If so, in what way?
2. Does your company, or any of its leaders, exemplify servant leadership principles? Be prepared to cite examples. Are there other leaders you know that are servant-leaders?

Read **Glenn Ault**’s bio (at the back of this syllabus) and come prepared to take advantage of his experience.

**REFLECTIONS DUE:** Identify two things you learned from Blake Nordstrom’s presentation that were important to you, explain why these things were important to you, and draw some implications for your future actions. No more than one page, typed. This will be collected at the beginning of class.

**21) Wednesday, November 6** *Growth of Self and Others: When Things Go Wrong*

Readings Due: Gibson, "Personal 'Chemistry' Abruptly Ended the Rise of Kellogg President"

Assignments Due: Read the story of Horst Schroeder’s rise and fall at Kellogg and come prepared to discuss the following issues:

1. What attributes or strengths led Kellogg to choose Horst Schroeder as president?
2. What were the flaws that "did him in”? Were some of his flaws more important than others? Why?
3. Do you believe he developed those flaws after he became president? If not, why did they become so significant at this particular time?
4. Whose fault was this derailment—was it due to mistakes made by LaMothe and Kellogg, or do you think Mr. Schroeder was responsible for his own demise?

**REFLECTIONS DUE:** Identify two things you learned from Glenn Ault’s presentation that were important to you, explain why these things were important to you, and draw some implications for your future actions. No more than one page, typed. This will be collected at the beginning of class.

**22) Monday, November 11** *Growth of Self and Others: When Things Go Wrong (cont’d)*

Readings Due: Sorcher & Brant, “Are you Picking the Right Leaders?”

Assignments Due: If Sorcher & Brant’s advice on how to pick leaders had been followed, would Schroeder still have been selected as president? Why or why not?

Fill out the “Self Assessment of Strengths and Weaknesses.” It will be collected at the end of class.

**23) Wednesday, November 13** *Growth of Self and Others: Developing Leadership Talent*

Readings Due: Colvin, “How to Build Great Leaders”

McCall, “The Experience Conundrum”

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Assignment Due: How do your current or former organization’s practices for identifying and developing leadership talent compare to the organizations described generally by Colvin and McCall?

Considering your own development as a leader…

1. What experiences changed you in a significant way?
2. What did you learn from those experiences?

**24) Monday, November 18** *Growth of Self and Others: Developing Leadership Talent—A Practical Application*

Special Guest:

**Moheet Nagrath**

Chief Human Resources Officer (retired)

Procter & Gamble

Readings Due: Reingold, “The $79 Billion Handoff”

Lafley, “The Art and Science of Finding the Right CEO”

Assignment Due: Read Moheet Nagrath’s’s bio at the back of the syllabus and come prepared to take advantage of his time with us.

**25) Wednesday, November 20** *Growth of Self and Others: Sharing Life Maps and Aspirations*

Readings Due: Review the materials about life maps in David Oldfield’s “Drawing the Map of your Life” (in your reading packet under August 28).

Bennis, “Knowing Yourself”

Assignments Due: Consider Bennis’s argument.

1. What does it mean to know yourself?
2. Do you agree that to be effective a leader must know him/herself? Why do you think so?

**Come to class with your completed life map.** Class will include a “gallery of lives” during which all the life maps will be on display for a short period of time. After that, you will have an opportunity to tell your story in a small group.

**REFLECTIONS DUE:** Identify two things you learned from Moheet Nagrath’s presentation that were important to you, explain why these things were important to you, and draw some implications for your future actions. No more than one page, typed. This will be collected at the beginning of class.

**26) Monday, November 25** *Growth of Self and Others: Your Role in Developing Others*

Readings Due: McCall & McHenry, “Catalytic Converters: How Exceptional Bosses Develop Leaders”

Assignments Due: Have you had a boss who developed you? What did he or she do that was effective?

What have you done to develop the leadership ability of those who work for or with you?

How close of a relationship is appropriate with the people who work for you? Why?

**Wednesday, November 27, Thanksgiving Holiday—No Class**

**27) Monday, December 2** *Growth of Self and Others: Finding Your Path to Mastery*

Readings Due: Interview with Linda Hill, “What You Must Learn to Become a Manager”

 Charan et al., “Six Leadership Passages”

Collins, “Level 5 Leadership: The Triumph of Humility and Fierce Resolve”

Assignments Due: After reading the articles, where do you stand…

1. In Hill’s transition?
2. According to the “Leadership Pipeline”?
3. On Collins’ Levels?

As you consider the next stage for you as a leader, a) what skills do you need to build on, b) what new skills do you need to acquire, and c) what do you need to let go of?

**28) Wednesday, December 4** *Overview and Summary*

Readings Due: “Carlos Ghosn” from “How I Work” in Fortune

“Work/life Balance: Two Conversation Starters”

Thomas & Gabarro “Lessons for the Next Generation of Minority Executives”

Assignments Due: Looking at how Carlos Ghosn lives his life, and considering the conversation starters, where does work fit in your life? What does it mean to you to “balance life and work”? How do you manage the tension in your own life?

 Go to YouTube, find and watch Steve Jobs 2005 Stanford commencement address, “Stay Hungry. Stay Foolish.” Does his message resonate with you?

While the Thomas & Gabarro article is based on their study of minority executives, their conclusions may apply to everyone. How does their advice affect how you look at your career?

**Wednesday, December 11** Two complete copies of your final paper are due in the M&O Office, 306 Bridge Hall by 2:00pm. No Blackboard submission, faxes, or email will be accepted. If you want one copy of your paper with our comments returned to you, include an adequately stamped, adequately-sized, self-addressed envelope. Otherwise after it is graded your paper will be available in the MOR office (306 Bridge).

**YOUR FACULTY**

(In Order of Appearance)

***MORGAN McCALL***

Morgan is a Professor of Management and Organization in the Marshall School of Business at the University of Southern California. In addition to his regular faculty responsibilities with the Full-Time, Evening, and Executive MBA programs, he has worked with the Office of Executive Education in the design and delivery of executive programs, taught in the International Business Education and Research (IBEAR) program, and is affiliated with the Center for Effective Organizations. He spent a sabbatical year as Director, HR Labs, HR Strategy and Planning, Sun Microsystems. Prior to joining USC, Morgan was Director of Research and a Senior Behavioral Scientist at the Center for Creative Leadership.

Executive leadership, especially early identification, assessment, development, and derailment of executives, is the primary focus of Morgan's research and writing. His most recent book, Using Experience to Develop Leadership Talent (edited with Cynthia McCauley) follows Developing Global Executives, co-authored with George Hollenbeck, and Advances in Global Leadership, Volume 2, co-edited with William Mobley. Prior to these, he wrote High Flyers: Developing the Next Generation of Leaders (translated into Japanese, Dutch, and Thai, and winner of the 1998 Athena Award for Excellence in Mentoring). He co-authored The Lessons of Experience, a book on how executives develop that won the "New Perspectives on Executive Leadership Award" and was a MacMillan Book Club and "Fast Track" selection. He also co-authored of Whatever it Takes: The Realities of Managerial Decision Making, Leadership: Where Else can We Go?, and Key Events in Executives' Lives. He received the Marion Gislason award for “Leadership in Executive Development” from the Executive Development Roundtable at Boston University, and, in 2008, was chosen by his peers for the Distinguished Professional Contributions Award from the Society for Industrial and Organizational Psychology.

An active speaker and consultant, Morgan has worked with a variety of organizations including Boeing, Disney, Eaton, Genentech, Johnson & Johnson, Microsoft, Nordstrom, Procter & Gamble, Starbuck’s, Sun Microsystems, NCR, Toyota, and Weyerhaeuser. In addition, he works with senior executives to develop corporate strategies and systems for executive development.

Morgan received his B.S. with honors from Yale and his Ph.D. from Cornell. He is a Fellow of the American Psychological Association, the American Psychological Society, and the Society for Industrial and Organizational Psychology. He has served on numerous editorial boards, including Leadership Quarterly, Academy of Management Review, Academy of Management Executive, Human Resource Development Quarterly, Industrial and Organizational Psychology: Perspectives on Science and Practice, and Executive Development Journal.

***CHRISTOPHER J. CONNOLLY***

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Connolly is a results-oriented leader with strong consumer marketing, promotions and franchise management experience in the entertainment, licensing and packaged goods industries. He possesses exceptional skills in brokering major promotional deals on behalf of his employers. He has initiated and led worldwide marketing campaigns for multiple Fortune 500 companies. He is known for developing big campaign ideas that help drive sales while delivering a positive ROI overall. He possesses extensive experience in leading and his motivating his teams towards achieving a common goal. He is adept at managing the overall P&L, setting the marketing / franchise vision and driving results. Proven strengths include leadership, organization savvy and successfully working across Walt Disney company divisions.

PROFESSIONAL EXPERIENCE

**DISNEY CONSUMER PRODUCTS**

**Senior Vice President, Licensing – 2011 - Present**

Oversee the $5 Billion retail Disney Princess merchandise line worldwide as well as the Tinker Bell franchise for DCP. Set the strategic merchandising vision for the franchises and help develop global brand-building campaigns to drive the business in conjunction with the Corporate Franchise team. Work with NA licensees, Disney Integrated Retail team and Disney Regions to help deliver overall royalty goals. Lead a 35 person DCP Licensing team comprised of Toy, Home, Fashion and Consumables category leads working directly with 250+ U.S. licensees.

**WALT DISNEY STUDIOS**

**Senior Vice President, Product Management – 2010 – 2011**

Led Product Management efforts from a consumer perspective across all Studio distribution windows for existing and new product platforms. Led branding and communication efforts for the successful Blu-ray “Combo Pack” format. Also helped identify, develop and prepare for launch new consumer product platforms such as Disney Studios All Access and Home Premiere.

**Senior Vice President, Global Creative Marketing – 2008 - 2009**

Led development of all Home Entertainment marketing campaigns globally including the consumer positioning, target audience definition and key communications prioritization. Helped translate the campaign “Big Idea” for films such as Up, Bolt, G-Force, Tinkerbell, Snow White, and The Hannah Montana Movie across all aspects of the marketing mix including - radio, print, packaging, television, trailers, online, social media, outdoor and POP display materials.

**BIG IDEA MARKETING GROUP**

**President / Owner – 2002 - 2008**

Successfully ran his own marketing agency and assisted the Walt Disney Studio in selling over 125 consumer 3rd party tie-in promotions and garnering $200+ Million worth of media and marketing support. Worked on key Disney theatrical and DVD releases such as Cars, Pirates of the Caribbean films, Finding Nemo, Diamond DVD releases and the High School Musical films. Worked with Disney and blue-chip partners such as State Farm ($20MM media spend on Cars), Hertz ($5MM media spend on Cars), Kraft, M&M’s ($10MM marketing support on Pirates 2), and Verizon ($10MM media spend on Pirates 2) to develop fully integrated consumer promotions. His agency was the 1 of 10 agencies Disney retained consistently throughout 6 year timeframe. Also provided promotional services for clients Tyson Foods and State Farm.

**HASBRO TOYS**

**VP of Worldwide Marketing – 1992 - 2001**

Throughout his career at Hasbro, Connolly successfully led overall marketing and product development efforts for major Hasbro-owned franchises such as Transformers, GI Joe, Tonka and Nerf. He also possesses strong knowledge of the licensing industry having worked extensively with leading licensors on the Batman, Jurassic Park and NASCAR franchises.

**HJ HEINZ**

**Brand Manager – 1989 - 1992**

Began his CPG marketing career working in product management with HJ Heinz

EDUCATION/PERSONAL

Wife – Denise

Two Daughters – Caroline and Olivia

**Bachelor of Arts, Economics/Business**

UCLA, Los Angeles, CA

**Certified Public Accountant**

State of CA – Inactive Status



**RICK J. CARUSO**

*Founder and Chief Executive Officer*

*Caruso Affiliated*

Recognized as a business innovator, civic leader and philanthropist, Rick J. Caruso is founder and chief executive officer of Caruso Affiliated, one of the largest, privately held real estate companies in the U.S., whose portfolio of world-class retail and mixed-use properties attracts tens of millions of guests each year.  Combining architectural and design excellence, open- and green-space elements, one-of-a-kind guest experiences and a commitment to serving the local community, Caruso Affiliated is an undisputed leader and the industry’s most admired real estate development firm in the industry.  Some of its properties include the highest grossing retail centers in the world, including The Grove, The Americana at Brand, The Residences at The Americana at Brand, The Commons at Calabasas, The Promenade at Westlake, Waterside, Marina Del Rey; along with 8500 Burton Way, Caruso Affiliated’s premier luxury residential property.

A native of Los Angeles, Rick Caruso earned a Bachelor of Science degree with honors from the University of Southern California in 1980, and a J.D. degree as a Margaret Martin Block Scholar from Pepperdine University in 1983.  He started his professional career as a real estate lawyer at Finley Kumble as a member of the firm’s corporate finance department. Thereafter Caruso chose to purse his passion of real estate development and transitioned from the law in 1987 to establish Caruso Affiliated.  Eschewing the traditional mall approach to retail, he revolutionized the industry with imaginative shopping and entertainment destinations that serve as “town centers” reflecting the unique character of their surrounding communities.

Rick Caruso has been an active civic leader for nearly three decades.  In 1985, Mayor Tom Bradley appointed him Commissioner for the L.A. Department of Water and Power, the nation’s largest municipal utility, becoming the youngest commissioner in the city’s history. In 2001, Mayor James Hahn appointed him to the L.A. Board of Police Commissioners. Caruso was soon elected the commission’s president and led the selection process for William Bratton to become the new Los Angeles Chief of Police.

Charitable efforts define Rick Caruso as much as his many business and civic accomplishments.  In 1991 he founded the Caruso Family Foundation, dedicated to supporting organizations that improve the lives of at-risk children in Los Angeles, with a special focus on healthcare and education.  Caruso is involved with Operation Progress, St. Lawrence of Brindisi School (K-8), and Verbum Dei High School—all part of his commitment to providing opportunities, including education and mentorship, to the kids in the Watts community. He is lead donor and on the board for Para Los Niños, and he is also on the boards for St. John’s Health Center Foundation and The California Medical Center, and serves as a Trustee for the University of Southern California and the Ronald Reagan Presidential Foundation as well as Pepperdine’s School of Law Board of Visitors.  Most recently, he endowed the Caruso Catholic Center and Our Savior Parish Church at USC.

Among his numerous awards and honors, Rick Caruso was named one of the city’s most influential leaders by the Los Angeles Times, “Developer of the Year” by the Los Angeles Business Journal, and in May 2013, he received the “True Blue” award from the Los Angeles Police Foundation.  In 2006, public television station KCET honored Caruso with its “Visionary Award,” recognizing him as a leader dedicated to positive change in Southern California through philanthropic, business and civic leadership.  Recently, Ernst & Young LLC bestowed upon him its 2012 “Master Entrepreneur of the Year” Award for Greater Los Angeles.

A coveted speaker on real estate and business trends, Rick Caruso is a regular keynote speaker and panelist at global forums such as the Urban Land Institute, Milken Institute Global Conference, Pepperdine University and International Council of Shopping Centers, among other forums.  He has also lectured at USC, UCLA, and the Kennedy School of Public Administration at Harvard University.

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**Todd Richmond, Ph.D.**

**Director, Advanced Prototypes and Transition**

**USC Institute for Creative Technologies**

Todd Richmond is head of the Advanced Prototypes Group at the University of Southern California’s Institute for Creative Technologies. Todd is a jack of many trades, master of some, and theorist/practitioner of both digital and analog arts (not necessarily all by design). His career in new media began back in 1978 producing multi-projector slide shows for entertainment, educational and corporate clients. He also spent time as an on-air personality at KKOS-FM in San Diego, California. He entered college as a music major -- an interest he still maintains as a performer and recording artist, performing over 100 shows a year in a variety of ensembles -- but ended up with a degree in chemistry from the University of San Diego in 1987. Todd went on to earn a Ph.D. in chemistry from the California Institute of Technology, and did his postdoctoral research in protein engineering at the University of California, San Francisco.

In 1995, he accepted a position as a chemistry professor at The Claremont Colleges where his teaching experience encompassed introductory, organic, and biological chemistry lecture and laboratory courses as well as creating new curricula in medicinal and biochemistry. His research group focused on novel engineered binding sites in Green Fluorescence Protein. Early in his faculty career he incorporated multimedia and Web technologies into his teaching and research. That work led him to evolve from his specific focus on chemistry to instead pursue a broader understanding of technology and content. When moving to the USC Annenberg Center for Communication in 2000, he concentrated on current and future trends in new media, fostering emerging technologies and interdisciplinary collaboration, and examining the critical questions the world will face as it moves deeper into the digital epoch. He worked closely with the USC School of Cinematic Arts, Viterbi School of Engineering, and Annenberg School for Communication, expanding his breadth and depth in traditional media forms as well as new technology and communication platforms.

In 2006 Todd moved to the USC Institute for Creative Technologies. Currently at ICT Todd works in a variety of areas including: future environments for communication and collaboration, counter-IED training systems involving video narrative and multiplayer gaming; intel-related training (holds a TS clearance); immersive technologies; interactive education including serious games and simulations; visualization, messaging, and media as agents of change. He also is a writer, photographer, and filmmaker, having produced/directed a series of “mini documentary” projects as well as numerous new media pieces. On the music tip, he has studied with Grammy-winning bassist Victor Wooten and is currently working with Anthony Wellington. email: [trichmond@ict.usc.edu](https://mail.marshall.usc.edu/owa/redir.aspx?C=72ee4869d6614dbba1a9f2fa84bb8700&URL=mailto%3atrichmond%40ict.usc.edu)

**Blake Nordstrom**

**President**

**Nordstrom, Inc. **

Blake Nordstrom is president of Nordstrom, Inc. and has served as a member of the company’s Board of Directors since 2005. Blake works together with Pete Nordstrom, President of Merchandising, and Erik Nordstrom, President of Stores, along with the executive team to improve the customer experience in store and online. Under their leadership, Nordstrom has delivered solid results while taking advantage of more opportunities to serve customers. In 2012, Nordstrom achieved record sales of $11.8 billion and earnings of $735 million. The company continues to invest in new capabilities and technology to further evolve the customer experience across all channels of the business.

Blake began his career working in the stockroom of the downtown Seattle store in 1975 and from there worked his way through high school and college selling shoes. Blake went on to hold various positions in store, buying and regional management. He was named a co-president of the company in 1995 and became President of Nordstrom Rack in 2000 before receiving his current assignment later that year.

Blake was a member of the Board of Directors for the Federal Reserve Bank of San Francisco from 2007 to 2012, for the Federal Reserve Bank of San Francisco, Seattle Branch from 2004 to 2006, and for the Downtown Seattle Association since 1992. He also has served on the Board of Directors for The Jim Pattison Group, Canada’s third-largest private company, since 2012.

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## Biographical Sketch

## Dr. Glenn T. Ault

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***GLENN AULT****, M.D., MSEd.*

Dr. Glenn Ault is an Associate Professor in the Division of Colorectal Surgery in USC’s Keck School of Medicine, Associate Dean of Clinical Administration as well as Associate Medical Director for the Operating Rooms - LAC+USC Medical Center. He completed his surgical residency and colorectal fellowship at the University of Southern California and Los Angeles County+USC Medical Center.  He earned his Bachelor of Science from Muhlenberg College in Allentown, Pennsylvania and completed his M.D. degree at the Hahnemann University School of Medicine in Philadelphia.  Prior to coming to Southern California for his residency, he completed a surgical internship at Hahnemann University Hospital.

In the fall of 2009, as a reflection of the importance of the partnership between the Keck School of Medicine of USC and the LAC+USC Medical Center, Glenn was appointed to the new position of Associate Dean for Clinical Administration (LAC+USC Medical Center).  In this role he represents the school in day-to-day operations with the hospital and is dedicated to fostering and strengthening the partnership between USC, the County of Los Angeles, the Board of Supervisors and the Department of Health Services.  He provides oversight to the over 125 million dollar contract between the County of Los Angeles and the University for the provision of clinical care at LAC+USC Medical Center.

His interest in leadership and politics stems from work he did prior to entering medical school.  As a high school senior, he served as a Congressional Page in the United States House of Representatives from 1982-83.  After college, he returned to the capitol to serve as an Administrative Assistant to the Clerk of the U.S. House of Representatives.  He worked in Washington until entering medical school.  Glenn also works with the Boy Scouts of America where he serves on the National Order of the Arrow Committee.  The Order of the Arrow is Scouting’s National Honor Society and is founded on principles of servant leadership.   He specifically works with leadership development of older teens in this organization.

His research interests are in expertise development and the application of Cognitive Task Analysis in the curriculum development for surgical skills training.  He was one of the principal investigators in a 3 million-dollar grant to establish the Surgical Technical Skills Research and Education Center at USC, which was designed to teach technical skills to surgery residents in an environment outside of the operating room.

Because of an interest in surgical education, he completed a Masters of Science in Education at USC’s Rossier School of Education and the Keck School of Medicine’s Division of Medical Education in 1999.  Glenn has received numerous teaching awards including recognition by his department, school and national societies.  He received teaching awards in the Department of Surgery as an intern, junior and senior resident, and was chosen as “Best Instructor as a House Officer” by the graduating class of the Keck School of Medicine in 2002 and 2003.  He received the Jeanine Chalabian award for his commitment to the teaching of medical students in surgery.  In October 2004, Glenn received the Resident Exemplary Teaching Award from the American College of Surgeons for his outstanding commitment to education. He is also currently the program director for the USC Colorectal Surgery Residency Program.

(November 2011)

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