

# Leadership, U6895

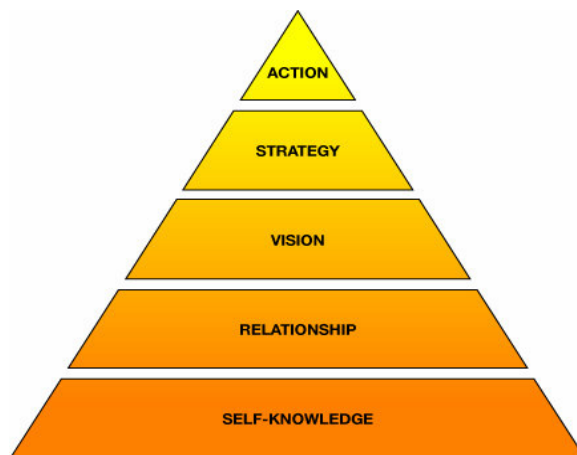
## *SIPA at Columbia University*

**Professor:** Thomas D. Zweifel ([tdz2@columbia.edu](mailto:tdz2@columbia.edu)).  
**Class:** Mondays 210pm-4pm, Room 901, 9<sup>th</sup> Floor, International Affairs Building, 420 West 118 Street (@ Amsterdam Avenue)  
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*I have no theory. I only show something. I show reality...  
I take those who listen to me by the hand and lead them to the window.  
I push open the window and point outside. –  
I have no theory, but I lead a conversation.  
– Martin Buber*

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

In this age of knowledge workers and virtual teams, a border-less economy and free agents, leadership is in a crisis. The days of the big leader – Churchill or Kennedy, even Gates or Welch – may be numbered. The explosion of free markets worldwide, the unparalleled access to knowledge through the Internet, the democratization of regimes, and the flattening of organizational hierarchies give ordinary people the opportunity to express leadership like never before: we can now shape our own destinies, and those of our organizations and societies, to an extent unprecedented in history. Globalization, democracy, and the cyber age call for a new kind of leadership – but what kind? What does it mean to be a leader under globalization?



**Fig. 1: The Leadership Pyramid™**

“Leadership in International and Public Affairs” explores these questions both in theory and practice. Assignments are designed for learning and applying theory, but also for **thrusting students – the next generation of leaders – into the act of leading**. For example, in addition to discussing readings, students engage in role play; present case studies in teams and facilitate class discussion to learn effective communication; and design and deliver Leadership Breakthrough Projects that will challenge and test their leadership competencies **in the action of producing real-world results**. Students also have the opportunity to connect with members of the Global Leadership Academy (leadership course graduates now practicing leadership in their

respective fields) as leadership mentors. The course aims to prepare students for understanding and exercising executive ability in government, non-governmental and transnational organizations, and international business. The course roughly follows the Leadership Pyramid™ (Fig. 1). It teaches rival theories and key components of leadership, and applies leadership to the international, business, public, and nonprofit sectors.

### **Academic Integrity Statement**

SIPA does not tolerate cheating and/or plagiarism in any form. Those students who violate the Code of Academic & Professional Conduct will be subject to the Dean's Disciplinary Procedures. The Code of Academic & Professional Conduct can be viewed online at:

[http://sipa.columbia.edu/resources\\_services/student\\_affairs/academic\\_policies/deans\\_discipline\\_policy.html](http://sipa.columbia.edu/resources_services/student_affairs/academic_policies/deans_discipline_policy.html)

Please familiarize yourself with the proper methods of citation and attribution. The School provides some useful resources online; we strongly encourage you to familiarize yourself with these various styles before conducting your research:

[http://sipa.columbia.edu/resources\\_services/student\\_affairs/academic\\_policies/code\\_of\\_conduct.html](http://sipa.columbia.edu/resources_services/student_affairs/academic_policies/code_of_conduct.html)

Violations of the Code of Academic & Professional Conduct should be reported to the Associate Dean for Student Affairs.

### **Requirements and Grading (*please read the Appendices at the end of this syllabus carefully*):**

- Understanding of all required readings and attendance of all classes.
- Active participation in-class and on [www.facebook.com](http://www.facebook.com): posting of weekly assignments by Thursdays, and giving feedback to your coaching partners' assignments by Saturdays (25% of grade).
- In-class midterm quiz (25% of grade).
- In-class team facilitation of a case study and final 5-10-page paper (25% of grade).
- Design and implementation of a Leadership Breakthrough Project, coaching team members in their Leadership Breakthrough Project, and 2-3-page Leadership Breakthrough Project debrief (25% of grade).

### **Required Readings:**

Required and recommended books are available at Book Culture, 536 West 112 Street & Broadway), +1 212-865-1588, and at the Columbia Bookstore, +1 212-854-4131.

A \$40 coursepack with all required articles (but not the books) is available at Village Copier (1181 Amsterdam Avenue & 118<sup>th</sup> Street), +1 212-666-4777.

Many recommended readings are at Lehman library or <https://courseworks.columbia.edu>.

Flaherty, James. 1999. *Coaching: Evoking Excellence in Others*. Boston: Butterworth-Heinemann.

Northouse, Peter G. 1997. *Leadership: Theory and Practice*. Thousand Oaks CA: Sage.

Zweifel, Thomas D. 2003. *Communicate or Die: Getting Results Through Speaking and Listening*. New York: SelectBooks.

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

### **Recommended Readings (useful for theory and case studies):**

Allison, Graham. 1971. *Essence of Decision: Explaining The Cuban Missile Crisis*. New York: HarperCollins.

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

Zweifel, Thomas D. 2005. *International Organizations and Democracy: Accountability, Politics, and Power*. Boulder CO: Lynne Rienner Publishers.

## Schedule (subject to change):

### 1. Prologue: The Global Leader Pyramid™

#### Learn:

What is leadership? The Global Leader Pyramid™. Overview, requirements, Q&A. Guidelines for cases and coaching. Teams for cases and for coaching for Leadership Breakthrough Projects. The Global Leadership Academy (GLA): connect with leadership alumni.

#### Read:

Course syllabus, especially the Appendices: [www.columbia.edu/acis/courseworks/](http://www.columbia.edu/acis/courseworks/)

Scherr, Allan L. 2005. "Managing for Breakthroughs in Productivity," Barbados Group Working Paper No. 1-05. Available at <http://ssrn.com/abstract=655822>

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

Zweifel, Thomas D. 2003. *Communicate or Die: Getting Results Through Speaking and Listening*. Prefaces; Chapters 1-2.

\_\_\_\_\_. 2004. "Leading Through Language: Communicating Your Way to the Top," *Student Leader*, Fall.

#### Read (recommended):

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

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

The Hunger Project. 1995. "Ending Hunger and the New Human Agenda." New York: [www.thp.org/reports/nha.htm](http://www.thp.org/reports/nha.htm)

### 2. Introduction: Leadership and Coaching

#### Learn:

Co-leaders: "leading with." Leaders leading leaders. Coaching vs. management. From breakdowns to breakthroughs.

#### Read:

Flaherty, James. 1999. *Coaching: Evoking Excellence in Others*. Boston: Butterworth-Heinemann.

Evered, Roger D. and James C. Selman. 1989. "Coaching and the Art of Management," *Organizational Dynamics* (Autumn), 16-32.

#### Read (recommended):

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

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

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

Rothstein, Lawrence R. 1995. "The Empowerment Effort That Came Undone," *Harvard Business Review* Case (Jan-Feb), 20-23.

### 3. Self-Awareness I: Leadership and Power / Ethics

#### Learn:

Five types of power. Trait vs. style vs. skill approach. Assigned vs. emergent leadership. Do you have to be a jerk to lead? Moral and ethical leadership dilemmas. "Right vs. right" decisions.

#### Read:

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

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

Northouse, Peter G. 1997. *Leadership: Theory and Practice*. Chapters 1 (Introduction), 2 (Trait Approach), 3 (Skill Approach), 4 (Style Approach), Chapter 13 (Leadership Ethics).

#### Read (recommended):

- Berne, Eric. [1964] 2004. *Games People Play: The Basic Handbook of Transactional Analysis*. New York: Random House.
- Bennis, Warren G. and Burt Nanus. 1985. *Leaders: The Strategies for Taking Charge*. New York: Harper & Row.
- Block, Peter. 1993. *Stewardship: Choosing Service Over Self-interest*. San Francisco: Berrett-Koehler.
- Covey, Stephen R. 1991. *Principle-Centered Leadership*. New York: Summit Books.
- Greyser, Stephen A. 1992. "Johnson & Johnson: The Tylenol Tragedy," Harvard Business School Case 583043.
- Kets de Vries, M.F.R. 1994. "Leadership Mystique, Academy of Management Executive," vol.8, 73-92. Academy of Management.
- Lukes, Steven. 1974. *Power: A Radical View*. London: Macmillan.
- Messick, David M. and Max H. Bazerman, "Ethical Leadership and the Psychology of Decision Making," *Sloan Management Review*, Winter 1996, 9-22.
- Stogdill, R.M. 1974. *Handbook of Leadership: A survey of theory and research*. New York: Free Press.
- Williams, Steve W. 2002. *Making Better Business Decisions: Understanding and Improving Critical Thinking and Problem-Solving Skills*. Thousand Oaks CA: Sage.

#### **4. Self-Awareness II: Practicing Self-Awareness**

##### *Learn:*

Stillness, the compass of leaders. The vicious cycle. Practices of self-awareness: completing cycles.

##### *Read:*

- Argyris, Chris. 1991. "Teaching Smart People How to Learn," Harvard Business Review, May/June. 99-109.
- Drucker, Peter. 1999. "Managing Oneself," *Harvard Business Review*, March-April 1999. 65-74.
- Northouse, Peter G. 1997. *Leadership: Theory and Practice*. Chapter 11 (Psychodynamic Approach).
- Zweifel, Thomas D. *The Virtual Leader*. Chapter 12: "Stillness: The Compass of Leaders." Ms.
- Read (recommended):*
- Freud, Sigmund. 1938. *The Basic Writings of Sigmund Freud*. A.A. Brill, ed. New York: Modern Library.
- Gandhi, Mohandas K. [1927] 1992. *An Autobiography, Or The Story of my experiments with truth*. Ahmedabad: The Navajivan Trust.
- Jung, Carl Gustav. 1923. *Psychological Types*. New York: Harcourt and Brace.
- Mandela, Nelson R. 1994. *Long Walk to Freedom*. Boston: Little, Brown and Company.
- Muoio, Anna. "We all go to the same place. Let us go there slowly." *Fast Company*, May 2000. 194.
- Tolle, Eckhart. 1999. "Mind Strategies for Avoiding the Now," *The Power of Now*. Novato, CA: New World Library.

#### **5. Relationship I: Teams / Effective Speaking**

##### *Learn:*

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

##### *Read:*

- Northouse, chapters 8 (Leader-Member Exchange Theory), 10 (Team Leadership Theory).
- Zweifel, Thomas D. 2003. *Communicate or Die: Getting Results Through Speaking and Listening*. Chapter 4, Backmatter.
- Read (recommended):*
- Barge, J.K. 1994. *Leadership: Communication skills for organizations and groups*. New York: St. Martin's.
- Buber, Martin. 1970. *I and Thou*. New York: Charles Scribners Sons.

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

## 6. Relationship II: Effective Listening

### Learn:

Situational leadership. Contingency theory. Speaking vs. listening. The Matterhorn of Masterful Listening™. Active listening: listening for vs. listening to. Text and sub-text. Building trust.

### Read:

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

Northouse, chapters 5 (Situational Approach), 6 (Contingency Theory).

Zweifel, Thomas D. 2003. *Communicate or Die: Getting Results Through Speaking and Listening*. Chapter 3.

### Read (recommended):

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

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

Zweifel, Thomas D. 1998. "Listen Up!" *Fast Company*, December.

\_\_\_\_\_. 1998. "Be Still and Hear: The art and science of listening is good business," *Christian Science Monitor*, September 22.

## 7. Relationship III: Cross-Cultural Leadership

### Learn:

Leadership and globalization. Costs of cultures colliding. Building a global leadership culture. Managing global high performance teams.

### Read:

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

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

### Read (recommended):

Blanchard, Ken, D. Zigarmi and R. Nelson. 1985. *Leadership and the One-Minute Manager: Increasing effectiveness through situational leadership*. New York: William Morrow.

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

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

Spangle, Michael L. and Myra Warren Isenhardt. 2003. *Negotiation: Communication for Diverse Settings*. Thousand Oaks CA: Sage.

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

## – MIDTERM QUIZ –

## 8. Relationship IV: Women Leadership

### Learn:

A history of invisible leadership. Male vs. female leadership.

### Read:

Northouse, chapter 12 (Women and Leadership).

Holmes, Joan. 1995. "Women's Leadership and the New Human Agenda," Statement to the Fourth Conference on Women, Beijing. [www.thp.org/reports/jhbeij95.htm](http://www.thp.org/reports/jhbeij95.htm)

### Read (recommended):

- Ibarra, Herminia and Kristin M. Daly. 1995. "Gender Differences in Managerial Behavior: The Ongoing Debate," HBS Case 495038.
- Rosener, Judy B. 1990. "Ways Women Lead." *Harvard Business Review*, November-December. 119-125.
- Mainiero, Lisa A. 1994. "Getting Anointed for Advancement: The Case of Executive Women." *Academy of Management Executive* 8:2. 53-64.
- Sargent, Alice G. 1981. *The Androgynous Manager*. New York: American Management Association Communications.

## 9. Vision: Transformational vs. Transformative Leadership

### Learn:

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

### Read:

- Northouse, chapters 9 (Transformational Leadership), 7 (Path-Goal Theory).  
 [Re-read:] Scherr, Allan L. 1989. "Managing for Breakthroughs in Productivity," *Human Resource Management* 28:3 (Fall), 403-424.
- Sellers, Patricia. 1999. "CEOs in Denial," *Fortune*, 21 June. 80-82.
- Zaleznik, Abraham. 1992. "Managers and Leaders, Are They Different?" *Harvard Business Review* 3-92, Reprint # 92211, 126-138.

### Read (recommended):

- Barnard, Chester I. 1938. *The Functions of the Executive*. Cambridge: Harvard University Press.
- Freire, Paulo. 2000. *Pedagogy of the Oppressed* (Transl. Myra Bergman Ramos). New York: Continuum.
- House, R.J. 1971. "A Path-Goal Theory of Leader Effectiveness." *Administrative Science Quarterly* 16. 321-328.
- Kotter, John P. 1990. *A Force for Change: How Leadership Differs from Management*. New York: Free Press.
- Senge, Peter. 1990. "The Leader's New Work: Building Learning Organizations," *Sloan Management Review* (Fall), Reprint #3211.

## 10. Strategy I: Leading Organizational Change

### Learn:

Leadership and change management. Models of change.

### Read:

- Ancona, Deborah, Thomas Kochan, Maureen Scully, John Van Maanen, D. Eleanor Westney. 1996. *Managing for the Future*, Module 11: "Managing Change in Organizations." 1-54. Cincinnati OH: South-Western College Publishing.
- Beer, Michael, Russell A. Eisenstat and Bert Spector. 1990. "Why Change Programs Don't Produce Change." *HBR* Reprint # 90601, 158-166
- Schaffer, Robert H. and Harvey A. Thompson. 1992. "Successful Change Programs Begin with Results," *HBR* Reprint #92108.
- Weick, Karl E. 1996. "Drop Your Tools: An Allegory for Organizational Studies," *Administrative Science Quarterly*, 301-313.

### Read (recommended):

- Goss, Tracy, Richard Pascale, and Anthony Athos. 1993. "The Reinvention Roller Coaster: Risking the Present for a Powerful Future," *HBR* Reprint #93603.
- Kotter, John P. and James K. Leahy. 1993. "Changing the Culture at British Airways," Harvard Business School Case, 9-419-009.
- Porter, Michael. 1996. "What Is Strategy?" *Harvard Business Review*, 61-78.
- Slater, Robert. 1999. *Jack Welch and the GE Way: Management Insights and Leadership Secrets of the Legendary CEO*. New York: McGraw-Hill.

## 11. Strategy II: Strategy-In-Action

### Learn:

Strategists vs. managers. Core competencies, 5-forces model. Strategy-In-Action.

*Read:*

Hamel, Gary and C.K. Prahalad. 1989. "Strategic Intent," *HBR Reprint #89308* (May-Jun), 63-76.

Hinterhuber and Popp. 1992. "Are You a Strategist or Just a Manager?" *HBR Reprint # 92104*, 105-113.

[Re-read:] The Hunger Project. 1991. "Planning-in-Action: an innovative approach to human development." New York: The Hunger Project. <http://www.thp.org/programs/index.html>

*Read (recommended):*

Beers, Michael C. 1996. "The Strategy That Wouldn't Travel," *HBR Reprint #96602*.

Hamel, Gary. 1996. "Strategy as Revolution," *Harvard Business Review* (Jul-Aug), 69-82.

Sun Tzu. 1963 [500 BCE]. *The Art of War*. Translated and with an introduction by Samuel B. Griffith. London: Oxford University Press.

## **12. Action I: Public-Sector / Nonprofit Leadership**

*Learn:*

Bureaucracy. Legal-rational vs. charismatic leadership. Nonprofit leadership and management. Accountability and independence (the principal-agent dilemma).

*Read:*

Weber, Max. "Bureaucracy" in *From Max Weber: Essays in Sociology*, H. H. Gerth and C. Wright Mills, eds. Oxford: Oxford University Press, 1946. Paper ed., 1958, pp. 196-244.

The Hunger Project. 1996. "Unleashing the Human Spirit: Principles and Methodology of The Hunger Project." New York: [www.thp.org/reports/prin496.htm](http://www.thp.org/reports/prin496.htm)

*Read (recommended):*

Allison, Graham. 1971. *Essence of Decision: Explaining The Cuban Missile Crisis*.

Caro, Robert A. 2003. *Master of the Senate: The Years of Lyndon B. Johnson*, Vol. III. New York: Vintage.

Drucker, Peter F. 1990. *Managing the Nonprofit Sector: Principles and Practices*. New York, NY: HarperCollins Publishers.

Ellis, Susan J. 1996. *From the Top Down: The Executive Role in Volunteer Program Success*, Philadelphia, PA: Energize Inc. (Rev. Ed.)

Neustadt, Richard. 1990. *Presidential Power and the Modern Presidents*.

Prahalad, C.K. 2004. *The Fortune at the Bottom of the Pyramid*. Philadelphia: Wharton School Publishing.

Rahman, MD Anisur. 1993. *People's Self-Development: Perspectives on Participatory Action Research*. London: Zed Books.

Rao, Srikumar S. 1998. "Emperor of Peace Lives Again!" *Forbes*, September 7, 1998.

Jick, Todd D. 1995. "Lyndon Baines Johnson," Harvard Business School Case 1-995-008.

Wilson, Woodrow. "The Study of Administration," *Political Science Quarterly* 2 (June 1887): 197-222.

Zweifel, Thomas D. 2005. *International Organizations and Democracy: Accountability, Politics, and Power*. Boulder CO: Lynne Rienner Publishers.

## **13. Action II: Business Leadership / Outlook**

*Learn:*

The orchestra model of leadership. Entrepreneurs vs. corporate leaders. Business vs. non-business leadership. Pitfalls of business leadership. Outlook.

*Read:*

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

Charan, Ram. 1999. "Why CEOs Fail," *Fortune*, 21 June. 69.

*Read (recommended):*

Bartlett, Christopher A. and Takia Mahmood. 2004. "Microsoft in Transition: Bill Gates's Leadership," Harvard Business School Case. #9-399-057.

Brands. 1999. *Masters of Enterprise*. New York: Free Press.

Charan, Ram. 2001. *What the CEO Wants You to Know*. New York: Crown Business.

Drucker, Peter. 2001. *The Essential Drucker*. New York: Harper Business.  
Gardner. 1995. *Leading Minds*, Ch.7: "Alfred P. Sloan, Jr.: The Business of America."  
Slater, Robert. 1999. *Jack Welch and the GE Way: Management Insights and Leadership Secrets of the Legendary CEO*. New York: McGraw-Hill.

## Appendix 4: Your 100-Day Leadership Breakthrough Project

You cannot learn swimming or painting by reading or knowing about swimming and painting. At some point you have to take action – by throwing yourself into the water or picking up a paintbrush. The same applies to learning the art and science of leadership: to become a leader, you have to throw yourself into the **action** of leading. The “**Leadership Breakthrough Project**” is designed for you to do just that.

Your Leadership Breakthrough Project is a laboratory for testing and developing your leadership (and the theories and tools covered in this course) in the action of producing real-world, concrete, measurable changes and results – on the way to achieving your 5-year vision. It is important that you work on your project weekly, applying your understanding/learning of each module’s content to your project.

Ask yourself: What accomplishment – by the end of this course – would constitute a **breakthrough** (an entrepreneurial leap, a jump in productivity, a new way of doing business or a jump in the quality of life) for your organization and/or your community?

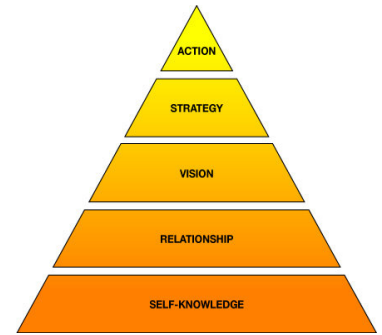
There are no restrictions on what your course project is about (well, as long as you don’t propose an illegal or sinister operation like robbing a bank or organizing an international prostitution network...). But the project needs to meet certain requirements:

- It needs to be **visionary**, i.e. correlated to your own vision of yourself as a leader, say, five years from now, so that you live that future now (remember Gandhi’s dictum: “Be today the future you wish for in the world”).
- It needs to be **unpredictable**, i.e. not given by present or past circumstances but a breakthrough in both your results and your leadership capability – given by the future to which you are committed.
- It needs to be **measurable**, i.e. you have to work from clear indicators of performance, and produce objectively measurable outcomes.
- It needs to be **inclusive**, i.e. include other people, so that it “forces” you to be a leader with and for others.

Examples of Leadership Breakthrough Projects students have undertaken previously:

- Building a new nongovernmental organization (NGO) and raising \$25,000 for its work;
- Bringing a new product to market in record time;
- Persuading the senior management team to adopt a new idea/vision/policy that was not in the cards;
- Producing a breakthrough result in sales;
- Financing and opening a new restaurant, and hiring and training the staff;
- Persuading the governments of Israel and the Palestinian Authority to hold the Olympic Games in Jerusalem.

You may design your Leadership Breakthrough Project as an individual or as a coaching team. Design your Leadership Breakthrough Project in a way that it “forces” you to (a) follow the Leadership Pyramid™ and (b) apply your learnings on leadership week by week.



## Appendix 6: Coaching a Leadership Breakthrough Project

Select two coaching partners (the same as your co-presenters for your Case Presentation) among your classmates to work with on your Leadership Breakthrough Project for the whole semester. Rotate the following three functions among yourselves:

1. **The Leader** (the team member in charge of the LBP who is the coachee);
2. **The Coach** (the team member who is coaching the leader on his/her LBP); and
3. **The Observer** (the team member who is observing the interactions between the Leader and the Coach and who gives feedback to both on what worked and what didn't work, with the intention of improving the quality of the coaching interaction).

Communicate with your coaching partners at least once a week to discuss the content of that week's module and the application of that module's theories and tools to your own and your coaching partners' projects.

- **Describe your Leadership Breakthrough Project.** Explain its purpose, anticipated results and actions you will take to make it happen. Also describe the scope of your project, i.e. is it organization wide, work-unit wide, etc.?
- **How will this breakthrough be visionary** (i.e. not given by existing circumstances but consistent with Gandhi's saying, "Live today the future you wish for in the world")? How will this project be in alignment with your vision and strategy (from Assignment 2.2)?
- **What are your key indicators of success?** How will you measure success? Identify these and write two or three sentences to clearly explain them. What are your measurable goals and how will you measure them?
- **How will your project require you to lead others through a desired, large-scale organizational change?** Describe the players that you will interact with as stakeholders or players that affect the success of your project.

**Note:** It is important to keep a weekly journal/log of your Leadership Breakthrough Project activities, i.e. meetings, interactions, misc. activities. Additionally, make note of the application of theme/reading content to any project-related functions.

## Appendix 7: Your Case Facilitation

Leadership is largely about effective communication. (What would Martin Luther King or Winston Churchill have been without their ability to communicate?) The higher you rise in any organization, the more you need to facilitate others through communication across boundaries. Case presentations give you the opportunity to learn and practice effective communication and facilitation. **HOW you present YOUR argument** is much more important than extensive details.

Teams of 2-4 students each will present a case study each week for approximately 30 minutes (20 minutes max for presentation, 10 minutes for class discussion). This entails

- doing independent research on an assigned case,
- applying the readings and tools for the session and/or the course to the case,
- leading a discussion of the case and theories that encourages all students to participate.

Tips for an effective presentation:

- **Speak without notes (speakers who use notes will be disqualified.)**
- Create an explanatory “puzzle” that is genuinely interesting to you in the context of the course. Be crystal clear on your research question.

Case/Puzzle	Dependent (Outcome) Variable	Independent (Input) Variables
E.g.: Why did Jill Barad get fired as Mattel's CEO?	E.g.: Jill Barad was terminated by Mattel's board of directors.	E.g.: Did Jill Barad lose her job because of (a) her performance, (b) her leadership style, (c) external market conditions, (d) being a woman, or (e) other factors?

- Generate a hypothesis (e.g. “Jill Barad was fired because she is a woman”), and a clear argument to verify or falsify your hypothesis. Back your argument with theories from the readings. Determine the dependent and independent variables each author presents.
- Research through a search engine ([www.google.com](http://www.google.com) or ABI/Inform) and/or the library.
- Give the minimum information needed. Tell the audience what your argument is and provoke the audience into discussion and innovative thinking.
- Begin your presentation by introducing the topic and why it is important.
- Visualize your causal model for your case presentation at the start of your case facilitation (e.g. on the 1st or 2nd PowerPoint slide), and show clearly the dependent variable on the right and the possible independent variables on the left, with the one independent variable you will argue for highlighted.
- Your counterfactual should be included in your causal model and should allow you to verify (“prove”) or falsify (“disprove”) an independent variable. E.g., if you want to verify the hypothesis that Walt Disney's teamwork made Mickey Mouse a dominant icon worldwide, your counterfactual could be a similar case where all other independent variables were also given but teamwork was lacking, and they failed. If you want to falsify the hypothesis that teamwork was the key variable, your counterfactual could be a case where all independent variables were also given, including teamwork, but they failed.
- Be creative. Use handouts and/or transparencies to highlight main points and focus attention on areas for discussion. Keep your visuals simple: as a rule, less is more. (You don't even need slides.) For example, use the above table about Jill Barad as a template for one visual. (You can reserve audiovisual equipment on the SIPA homepage: click on “Audiovisual & E-Rooms” or <http://www.columbia.edu/cu/sipa/av/>.)
- The task is not to be right, but to use theories and get a finding. It is perfectly legitimate to find that “Our hypothesis is wrong.”
- Offer a set of questions aimed at provoking a lively discussion. A visual might help here too. E.g. If you were Barad's coach, how would you have coached her to do things differently?
- Have fun with this!

## Appendix 8: Schedule of Case Presentations

<b>Week</b>	<b>Topic</b>	<b>Possible Cases (Options)</b>	<b>Case/Coaching Team</b>
1	Global Leader Pyramid™	<i>No Case</i>	
2	Coaching	<i>No Case (Leadership Breakthrough Project fair).</i>	n/a
3	Self-Awareness I: Power/Ethics	Google founders Sergei Brin and Larry Page: “do no evil” in China? OR Slobodan Milosevic. OR	
4	Self-Awareness II: Practice	Phil Jackson: do you have to be a jerk to win?	
5	Relationship I: Teams/Speaking	<i>No Case.</i>	n/a
6	Relationship II: Listening	Is Bill Gates a good listener? OR Jack Welch vs. Jeff Immelt at GE: what works better, dictator or diplomat/ coach? OR Steve Jobs at Apple. OR How to empower India’s 1 million women panchayat leaders?	
7	Relationship III: Cross-cultural leadership	Rupert Murdoch at News Corp. OR Jürgen Schrempp and Dieter Zetsche at DaimlerChrysler. OR Ayaan Hirsi Ali: illegal immigrant or defender of Western values?	10
8	Relationship IV: Women Leaders	Indra Nooyi at Pepsico. OR Angela Merkel: new woman leader? OR Nancy Pelosi: new woman leader? OR Meg Whitman at eBay. OR Why did Carly Fiorina fail at HP?	
9	Vision: Transformational Leadership	<i>No Case.</i>	n/a
10	Strategy I: Change	Arnold Schwarzenegger. OR Lawrence Summers at Harvard. OR Hugo Chavez in Venezuela. OR How did Salam Fayyad kill corruption in the PA?	
11	Strategy II: Strategy-In-Action	<i>No Case.</i>	
12	Action I: Public / Nonprofit Sectors	Alan Greenspan. OR Tony Blair vs. Silvio Berlusconi. OR Rudolph Giuliani: bully or great leader? OR Ban-ki Moon at the UN. OR Paul Wolfowitz: hawk or human? OR Pope John Paul II.	
13	Action II: Business	<i>No Case.</i>	n/a

## Appendix 9: Final Exam (Take-Home)

Final papers (5-10 page Case Study, double-spaced; 2-3 page Leadership Breakthrough Project Debrief, double-spaced) must be submitted by email to the TA (and cc to [tdz2@columbia](mailto:tdz2@columbia) and [tdz@swissconsultinggroup.com](mailto:tdz@swissconsultinggroup.com)) by the end of the day Sunday after the last class. No exceptions.

The **Case Study** is based on your case presentation in class. Use the case study format as in the cases you read for the class. Incorporate the feedback you received from the professor you're your fellow students on your case. Demonstrate your grasp of the theories and tools covered in class and in the readings.

1. Introduction, research question; why this matters
2. Hypothesis
3. Causal model, counterfactual
4. Method
5. Findings
6. Conclusions

The **Leadership Breakthrough Project debrief** (2-3 pages, double-spaced) should demonstrate your application of theories and tools covered in the course. This section should address the following:

1. Your vision for yourself five years from now?
2. Your Leadership Breakthrough Project and your measurable goals during the project?
3. What did you accomplish?
4. What did you not accomplish?
5. What worked (especially leadership theories and tools from the class that were particularly productive) and you plan to do it again in the future?
6. What did not work and you will not do it again in the future?
7. What new opportunities emerged (i.e. for achieving your 5-year vision)?
8. What new leaders emerged around you? And what did you do to support and empower them?
9. What is next, given your answers to questions 1-8?

Your Case Study and your Leadership Breakthrough Project will be evaluated and graded based on the following criteria:

- The clarity of your vision and strategy (visionary, unpredictable, measurable, and inclusive).
- Your ability to apply theories and tools from the entire course to the Case and the Project (both in delivering your own project and in coaching your coaching partner to deliver his/hers).
- The clarity of your final debrief (accomplishments, learnings, application of theories and tools from the course, leadership that emerged, opportunities that emerged, and what's next).