

EXECUTIVE LEADERSHIP – 503A

Faculty: Dorothy Bullitt, Distinguished Visiting Practitioner

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Office phone: 206-221-4565

Class time: Fall Quarter 2009

Tuesdays and Thursdays 11:30 AM – 12:50 PM

Location: Parrington 108

Office hours: By appointment and as posted on web site

<https://catalysttools.washington.edu/workspace/bullid/6697>

COURSE DESCRIPTION

Executive Leadership (503A) will help students cultivate the practical skills required to lead within various operational contexts. Managerial strategies for addressing problems in public, not-for-profit and business organizations will be examined through case studies, general readings, class exercises and presentations by practitioners. Throughout the course, students will practice the core skills required for their success as future leaders.

THE PURPOSE OF THIS COURSE

Unlike previous generations, you can anticipate several discrete careers. You may move between sectors of the economy: not-for-profit, government and business. **What core skills and behaviors will equip you to thrive as leaders in disparate careers?** This course intends to help you prepare to transition effectively from field to field and earn respect wherever you land.

Critical to the success of leaders is emotional intelligence: the ability to identify, assess and manage their emotions and that of others and entire groups. Not everybody is endowed with naturally high emotional intelligence but certain habits, if developed deliberately and practiced, can achieve similar results. Success also requires leaders to develop strong communication skills including the ability to write clearly, speak publicly, negotiate persuasively, and appreciate the differing communication styles of those with whom they work. Also important are an analytical yet ethical approach to problem solving and a readiness to match employees' responsibilities with the necessary authority and resources. This course intends to help you focus upon and progress in each of these areas.

STUDENT LEARNING GOALS

- Identify behaviors of effective and ineffective leaders
- Expand skills necessary for effective leadership
- Cultivate habits necessary to earn respect as a leader

- Identify the value of different communication and learning styles
- Demonstrate an understanding of the connection between leadership and team work
- Understand the difference between leading up, down and across an organization
- Develop tools for succeeding in different sectors of the economy

GENERAL METHODS OF INSTRUCTION

The course will incorporate a variety of instruction techniques. Understanding the tasks, responsibilities and practices of executive managers will be gained from cases, articles, book excerpts, short lectures, small and large group-discussions, in-class exercises, student presentations and guest speakers' presentations. The guest speakers are not gap-fillers or an add-on but integral to students' acquisition of the key learning goals of this course. All are proven leaders and natural teachers whose classes will be interactive. All of our distinguished guests are eager to help you acquire the skills and habits of leadership that are necessary for success in whichever field you choose.

RECOMMENDED PREPARATION FOR OUR FIRST CLASS (10/1/09)

- How do you define leadership? Contemplate who has impressed you as an especially effective or ineffective leader and why. What particular skills and behaviors did he or she demonstrate? This individual should be someone you observed closely: a colleague, a teacher, a relative, a team-mate, a coach, etc. Come prepared to speak about this for approximately three minutes. On the first day of class I will call on a few students. I encourage you to jot down a few notes in advance. (Tip: When making a presentation, summarize what you're about to say, say it then re-state your main point.)
- Please read Pat Bettin's *Leadership that Shapes the Future*. It should help you organize your remarks.

CLASS ASSIGNMENTS AND GRADING

There will be two required memos and one team project/presentation. The memos will each constitute 20% of your grade. The team project will constitute 35% of your grade. Class participation will count for the remaining 25%.

REQUIREMENTS AND ASSIGNMENTS

Class participation:

Throughout the course students are expected to practice the basic habits and skills of leadership. There will be many opportunities, including:

- Short in-class commentary on effective and ineffective leaders you have known
- Small group leadership – take turns facilitating your small group discussions, playing scribe, keeping time, and presenting to the class

- An in-class “communication styles” exercise
- An in-class negotiation
- In-class discussion of cases and articles: respond to the questions posed, listen respectfully to others
- Pose thoughtful questions to our guest speakers
- Absorb the core concepts of the course, returning to them as you listen to (and question) the guest speakers, consider cases, and analyze articles
- During all presentations – including final team presentations - I’ll grade with an eye to punctuality, attendance, respect, active listening, relevant questions, and reflection back to the key skills and habits underpinning the course

Memo One: Ethical Decision Making in Times of Crisis

Due on October 22, in class

NOTE: The most current instructions for Memo One along with the related case and readings will be posted on the class web site on or before October 6.

Memo Two: Your First Month on the Job

Due on November 12, in class

A three-page business memo to yourself setting forth:

What contribution do you want to be making five years from now?

- In what kind of an organization?
- In what role?
- How will you move toward your goal? (What is your game plan?)

NOTE: If you currently have a job, or are about to start a new job or internship, this can serve as a starting point. If you don’t, let your imagination go and consider what you want to be doing five years from now. Where? Why? And how might you get there?

1. Describe what you will do during your first month on the job (five years hence) in order to build alliances, design a plan of action and demonstrate leadership. Explain the reasons behind your plan.
2. Craft a one sentence mission or mantra to guide you along the way.
3. Your writing should be clear, direct, persuasive and *efficient*. (See memo writing standards on the class website for general guidance.)

4. Be Specific, be Personal, and employ the key skills and habits you've been developing in the course.
5. Suggestions
 - Organize your memo in a way that flows naturally for you
 - The articles and case below should assist you as you contemplate your first month as a new leader.

Creating the Climate for Change: Mobilizing the Executive Team of your Organization by Katherine Kane

New Leaders: Stop Downward Performance Spirals Before They Start by Jean-Francois Manzoni, Jean-Louis Barsoux

Elizabeth Best A and B HBS cases

Note: You may also want to revisit two articles from class 3: “*Five Steps to Building Your Personal Leadership Brand*” and the Daniel Goleman article on Leadership styles. These may help you as you formulate your five year plan.

Final Team Project: Critical Analysis of a Famous Leadership Team

You and approximately three of your classmates will form a consulting team contracted to conduct an effectiveness audit of a famous leadership team. Prepare a 12-minute presentation on their skills and habits, and the ways in which they have been effective or ineffective. Employ the knowledge you have learned in class. An evolving list of these skills and habits will be posted on our class website.

The leadership team you select may be historical (for example Lincoln's Team of Rivals, China's Gang of Four or Martin Luther King and his cohorts), contemporary (for example The George W Bush Administration in its first term or the Obama campaign leadership group). It can be international (for example the leadership of Hugo Chavez or Nelson Mandela). You can focus on a business leadership team (for example Merrill Lynch or Toyota Motor Company) or a not-for-profit (for example the Girl Scouts, the Red Cross or Habitat for Humanity International). You can choose to focus more locally (for example the leadership of the University of Washington or a local not-for-profit that particularly interests you). If you experience difficulty selecting a fruitful subject – you may experience a false start or two - please let me know and I will do my best to help.

These presentations are designed to demonstrate the value of the tools you've been learning. They should involve a diverse consulting team. Each team should assign roles based upon particular talents of individual team members. For example, one member may be a particularly gifted researcher, another, a great editor; others may be strong public speakers or unusually adept with technology. The presentation grade will be based:

- In part on the product of the team: **proposal, oral presentation and detailed outline and bibliography** (20 point maximum);
- In part upon a **confidential peer review** submitted by fellow team mates (5 point maximum); and
- In part upon the team's two-page reflection of itself: "**What did you learn about operating as a team?**" (10 point maximum).

Project teams will be assigned the second week of class. Class 10 on **November 3** will be devoted to the challenges and opportunities of working on a team with special focus on helping you devise the optimal game plan built around your team members' specific strengths. During Class 11, time will be devoted to an in-class exercise in which teams will use negotiation skills to hammer out members' roles and responsibilities and settle on an agreed upon project. **On November 10** teams should submit their project proposal, containing a presentation topic (your first choice and a back-up subject); a team design (who's going to do what) along with a rough game plan.

Teams should be prepared to answer questions following their presentations, which will occur during the last two days of class: **December 8 and 10, 2009.**

Be creative. Be focused. 12 minutes maximum (not including Q & A)

SESSIONS

CLASS 1: October 1

TOPIC: Introduction to Leadership – a toolbox for success in the workplace

- Brief student presentations: personal examples of effective or ineffective leadership
- Short lecture on the basic habits and skills necessary for effective leadership
- Course overview

Readings: *A Model of Effective Leadership* by Pat Bettin

Leadership That shapes the Future by Pat Bettin

Please complete Catalyst Web Q to help me select teams (available at course web site)

CLASS 2: October 6

TOPIC: Valuing Diverse Communication Styles

Class Exercise led by **Pam Taylor**, Human Resources Director of HomeStreet Bank

Readings

No advance reading is required.

NOTE: Our guest presenter, Pam Taylor will bring copies of this \$18.62 communications exercise book, which she has acquired at a discount on our behalf. Each student is expected to purchase the book for use in this critical class. Please make out your check to the publisher, **Agreement Dynamics** and bring it with you to class on October 6. I will collect the checks and deliver them to the publisher.

After class, please complete the test in your *Success Signals* booklet to firmly establish your dominant style/color. **Please e-mail the results to me by 9 AM on October 8.**

CLASS 3: October 8

TOPIC: The Right Leadership Style for You

SMALL TEAMS ASSIGNED

Large and small group discussion

Short lecture

Brief student presentations: What is your leadership style? Explain. What style do you look for in a boss? Why?

Readings

Coach Knight: The Will to Win, an HBR case study by Scott A. Snook, Leslie A. Perlow, and Brian J. DeLacey

Coach K: A Matter of the Heart, an HBR case study by Scott A. Snook, Leslie A. Perlow, and Brian J. DeLacey

Leadership That Gets Results by Daniel Goleman, HBR article

Five Steps to Building Your Personal Leadership Brand by Dave Ulrich, Norm Smallwood, Harvard Management Update

CLASS 4: October 13

TOPIC: Taking Care of Your People

Guest Presenter: **Bill Center**, retired U.S. Admiral

Readings

Introduction by Bill Center

Douglas Southall Freeman on Leadership (Great Historians of the Civil War) (Hardcover) by Douglas Southall Freeman and Stuart W. Smith

NOTE: Memo Writing Seminar available for students after class

CLASS 5: October 15

TOPIC: Leading up, down and sideways

Small and large group discussion of case and article

Short lecture

Brief student presentations: personal examples of effective leadership up, down and sideways

Readings

Case: *Just Trying to Help* HBR Case study and commentary by Julia Kirby

Article: *Up and Down the Communications Ladder* by Bruce Harriman, HBR September – October 1974

Book excerpt: *The Five Dysfunctions of a Team*” pages 185 - 220 by Pat Lencioni

CLASS 6: October 20

TOPIC: Crisis Management

Guest Presenter: **Tay Yoshitani**, CEO of the Port of Seattle

Readings

Lora Lake Apartments, a case study prepared by Tay Yoshitani

State Performance Audit, a case study prepared by Tay Yoshitani

One internal memo

One King County memo

KOMO news copy, Ken Schram

Seattle PI:

- Port won't save affordable housing from wrecking ball; July 18, 2007
- Lora Lake Apartments: Cheaper than new; July 18, 2007
- Lora Lake Apartments: Burien's surprise; July 25, 2007

- Homeless lock selves inside apartment to protest demolition; July 19, 2007
- Apartments near Sea-Tac get reprieve; July 24, 2007

Seattle Times:

- Port declines offer from county to buy Burien apartments; July 19, 2007
- Port official proposes saving affordable apartment by airport; July 24, 2007

Puget Sound Business Journal:

- The poor deserve better than living next to a busy runway; July 20, 2007

Highline Times:

- Update: Housing advocates pressure Port, Burien on Lora Lake Apartments; July 24, 2007
- Burien lawmakers voice concerns to Port commissioner; July 24, 2007

CLASS 7: October 22

TOPIC: Ethical Decision Making in a Time of Crisis

FIRST MEMO DUE

Guest presenter: Rebecca Ehrlichman, M.P.A. candidate

Readings

Occupation of the Bureau of Indian Affairs, a case study prepared by Egil (Bud) Krogh, Matt Krogh and Rebecca Ehrlichman

Ethics for the Real World (chapter 2) by Ronald Howard and Clinton Korver, (2008) – on electronic reserve, posted on the class web site.

CLASS 8: October 27

TOPIC: Aggressive Listening

Guest Presenter: John Warner, Senior Vice President and Chief Administrative Officer for Boeing (retired)

Readings

Review *Success Signals*. Bring the four color cards to class.

NOTE: Use this lull in your reading load to work on your Second Memo.

CLASS 9: October 29

TOPIC: Responsibility = Authority + Resources

Small and large group discussion

Short lecture

Brief student presentations: personal examples of situations where authority + resources has failed to = responsibility

Readings

The Passive Aggressive Organization by Gary Neilson, Bruce Pasternack, Karen Van Nuys, *Harvard Business Review*

What Makes an Effective Executive by Peter Drucker, *Harvard Business Review*

The Strategic Triangle: chapter 3 of Mark Moore's *Creating Public Value*

CLASS 10: November 3

Final Project Topics due

TOPIC: Understanding yourself and others: managing the inherent differences present in a team

Guest Presenter: **Paul Dzedzic**, Former Special Assistant to the Governor on Substance Abuse Issues. Currently provides strategic advice and facilitation to public agencies and not-for-profit organizations.

Readings

Revisit:

The Five Dysfunctions of a Team by Pat Lencioni

Success Signals (communication style exercise book from Class 2)

CLASS 11: November 5

TOPIC: Negotiations: formal and every day

Large and small group discussion of articles

In-class negotiation exercise: Teams will use negotiation skills learned in the readings and class discussion to hammer out members' roles and responsibilities and settle on an agreed upon final project.

Readings

Non Verbal Communication in Negotiations by Michael Wheeler, HBR

How to Get Your Way--Without Destroying Relationships by Martha Craumer, Harvard Management Communication Letter

Negotiating When Your Job Depends on It by Nick Morgan, Harvard Management Communication Letter

CLASS 12: November 10

Final Project Game Plan (including team member roles, responsibilities and deadlines) due

TOPIC: Civic Engagement

Guest Presenter: **Norm Rice**, CEO of the Seattle Foundation, and Former Mayor of Seattle and President of the Federal Home Loan Bank

Readings

Leadership Without Easy Answers Ronald A. Heifetz, Cambridge, MA, and London: The Belknap Press of Harvard University Press, 1995 (pages 125-129 and 250-276)

CLASS 13: November 12

SECOND MEMO DUE (see description above)

TOPIC: A Leader's First Month on the Job

Large group discussion:

- Real life examples of first impressions on the job (informed by articles)
- Elizabeth Best cases A and B

Readings

Elizabeth Best (A and B) HBR case study, Wickham Skinner and Ardis Burst

Creating the Climate for Change: Mobilizing the Executive Team of your Organization by Katherine Kane

New Leaders: Stop Downward Performance Spirals Before They Start by Jean-Francois Manzoni, Jean-Louis Barsoux

CLASS 14: November 17

TOPIC: Making Unpopular Decisions

Guest Presenter: **Adrienne Quinn**, Director of the Seattle Department of Housing

Readings

Making Unpopular Decisions, case studies prepared by Adrienne Quinn

CLASS 15: November 19

TOPIC: Influencing people's behavior

Small and large group discussion

Short lecture

Readings

Motivating Across Generations by David Stauffer

The Radical: Carly Fiorina's Bold Management Experiment, Business Week

The Great Intimidators by Roderick Kramer HBR case study

CLASS 16: November 24

TOPIC: Succession Planning

Guest Presenter: **Betty Woods**, Retired President of Premera Blue Cross, Former Chair, Washington State University Board of Trustees

Readings

Board of Directors of Medtronic, Inc., an HBR case by Jay W. Lorsch & Alex Chernak, Product number: **407045-PDF-ENG**

Talent Management for the 21st Century an HBR article by Peter Cappelli: R0903E

CLASS 17: December 1

TOPIC: The Big Picture

Large and small group discussion about case

Brief student presentations about how O’Neill’s leadership relates to the learning in the day’s readings and the course as a whole

Readings

Vision and Strategy: Paul H. O’Neill at OMB & Alcoa (Abridged), Kennedy School case study

CLASS 18: December 3

TOPIC: Tough Conversations

Guest Presenter: **Linda Dunn**, Deputy Attorney General (retired)

Readings

Fierce Conversations by Susan Scott, Chapters: The Idea of Fierce pages 1-12 and Tackle Your Toughest Challenge Today, pages 124-142

December 8: FINAL TEAM PRESENTATIONS (see description above)

December 10: FINAL TEAM PRESENTATIONS (see description above)

Course Wrap-Up

Course Evaluation

MASTER READING LIST

Book

Success Signals by Agreement Dynamics: This training book will be used as the basis of an in-class exercise.

NOTE: Our guest presenter, Pam Taylor will bring copies of this \$18.62 communications exercise book, which she has acquired at a discount on our behalf. Each student is expected to purchase the book for use in this critical class. Please make out your check to the publisher, **Agreement Dynamics** and bring it with you to class on April 2. I will collect the checks and deliver them to the publisher.

Book Excerpts

The Five Dysfunctions of a Team (pages 185 – 220) by Pat Lencioni

Creating Public Value (chapter 3: The Strategic Triangle) by Mark Moore

Douglas Southall Freeman on Leadership (Great Historians of the Civil War) (Hardcover) edited with commentary by Stuart W. Smith, pages 206-214 (with an introduction by guest presenter Admiral Bill Center)

Ethics for the Real World (Chapter 2) by Ronald Howard and Clinton Korver, (2008) – on electronic reserve, posted on the class web site.

Fierce Conversations by Susan Scott, Chapters: The Idea of Fierce pages 1-12 and Tackle Your Toughest Challenge Today, pages 124-142 (If Linda Dunn teaches December 3 class)

Cases

Coach Knight: The Will to Win: HBR case study by Scott A. Snook, Leslie A. Perlow, Brian J. DeLacey, August 10, 2005, Product #[406043](#)

Coach K: A Matter of the Heart, an HBR case study by Scott A. Snook, Leslie A. Perlow, and Brian J. DeLacey, Product # [406044](#)

Just Trying to Help: HBR case study and commentary by Julia Kirby, Marcus Buckingham, Joanne Bischmann, Lars Kolind, Tomas Blomquist, June 1, 2006 Product #[R0606A](#)

Lora Lake Apartments, a case study by Tay Yoshitani, CEO of the Port of Seattle

State Performance Audit, a case study by Tay Yoshitani

Occupation of the Bureau of Indian Affairs by Egil (Bud) Krogh, Matt Krogh and Rebecca Ehrlichman (currently being revised)

Elizabeth Best (A): HRD case study by C. Wickham Skinner and Ardis Burst, Product # [9-675-123](#)

Elizabeth Best (B): HRD case study by C. Wickham Skinner and Ardis Burst, Product # [9-675-124](#)

Making Unpopular Decisions, case studies prepared by Adrienne Quinn

The Great Intimidators HBR case study by Roderick Kramer [R0602D](#)

Board of Directors of Medtronic, Inc. by Jay W. Lorsch & Alex Chernak HBR Product number: 407045-PDF-ENG

Vision and Strategy: Paul H. O'Neill at OMB & Alcoa (Abridged) Kennedy School case Product # 1134.3

Articles

Leadership to Shape the Future by Pat Bettin

Leadership That Gets Results by Daniel Goleman, HBR, Product #[R00204](#)

Five Steps to Building Your Personal Leadership Brand by Dave Ulrich, Norm Smallwood, Harvard Management Update article, Product # [U0712A](#)

The Passive Aggressive Organization by Gary Neilson, Bruce Pasternack, Karen Van Nuys, Harvard Business Review, October 1, 2005, Product # [R0510E](#)

What Makes an Effective Executive by Peter Drucker, Harvard Business Review, June 1, 2004, Product # [R0406C](#)

Up and Down the Communications Ladder by Bruce Harriman, HBR September – October 1974, Harvard Business Review Product #[74505](#)

Non Verbal Communication in Negotiations by Michael Wheeler and Dana Nelson, Harvard Business Review, February 11, 2003 (revised January 2004) Product # [9-903-081](#)

How to Get Your Way--Without Destroying Relationships by Martha Craumer, Harvard Management Communication Letter, September 1, 2001, Product # [C0109C](#)

Negotiating When Your Job Depends on It by Nick Morgan, Harvard Management Communication Letter, Product #[C0209A](#)

The Radical: Carly Fiorina's Bold Management Experiment, Business Week, February 19, 2001

Creating the Climate for Change: Mobilizing the Executive Team of your Organization by Katherine Kane, Harvard Business Review, May 15, 2004, Product #[B0405D](#)

Motivating Across Generations by David Stauffer, Harvard Business Review, May 1, 2003, Product # [U0303B](#)

New Leaders: Stop Downward Performance Spirals Before They Start by Jean-Francois Manzoni, Jean-Louis Barsoux, Harvard Management Communications Letter, Product # [U0810A](#)

Talent Management for the 21st Century an HBR article by Peter Cappelli: Product # R0903E

Other readings

One internal Port memo

One King County memo

KOMO news copy, Ken Schram

Seattle PI:

- Port won't save affordable housing from wrecking ball; July 18, 2007
- Lora Lake Apartments: Cheaper than new; July 18, 2007
- Lora Lake Apartments: Burien's surprise; July 25, 2007
- Homeless lock selves inside apartment to protest demolition; July 19, 2007
- Apartments near Sea-Tac get reprieve; July 24, 2007

Seattle Times:

- Port declines offer from county to buy Burien apartments; July 19, 2007
- Port official proposes saving affordable apartment by airport; July 24, 2007

Puget Sound Business Journal:

- The poor deserve better than living next to a busy runway; July 20, 2007

Highline Times:

- Update: Housing advocates pressure Port, Burien on Lora Lake Apartments; July 24, 2007
- Burien lawmakers voice concerns to Port commissioner; July 24, 2007

Appendix

503A Learning Goals

Leadership Tool Box

GUEST PRESENTERS

Norm Rice, Distinguished Practitioner in Residence, former Mayor of Seattle and President Federal Home Loan Bank

Bill Center, Rear Admiral in the U.S. Navy, retired

John Warner, Senior Vice President and Chief Administrative Officer for Boeing (retired)

Tay Yoshitani, CEO, Port of Seattle

Adrienne Quinn, Director, Seattle Department of Housing

Betty Woods, CEO, Premera Blue Cross (retired)

Paul Dzedzic, Former Special Assistant to the Governor on Substance Abuse Issues. Currently provides strategic advice and facilitation to public agencies and not-for-profit profit organizations.

Pam Taylor, Human Resources Director of HomeStreet Bank

Linda Dunn, Deputy Attorney General for the State of Washington (retired)

FACULTY BIOGRAPHY

Dorothy Bullitt was born and raised in Seattle. After attending inner city public schools, she received a BA (Phi Beta Kappa) in History and English from the University of Washington, a law degree from Boston University and an MBA from the University of Washington's Executive MBA Program.

Dorothy has had careers in business, government, and the not-for-profit sectors. Before joining the University of Washington's Evans School of Public Affairs as a Distinguished Practitioner in Residence, she served as the CEO for Habitat for Humanity of Seattle/South King County. She previously served as the Chief Operating Officer of Harbor Properties, Inc. in charge of its recreational, property management and video-cable businesses; and as an Assistant State Attorney General. She also ran a management consulting business and published two best selling books: *Filling the Void* and *Addicted to Danger*, which she co-authored with mountaineer Jim Wickwire.

Long involved in community service, Dorothy served as President of Seattle Rotary, largest of the world's 30,000 clubs, and as Treasurer of the Washington State Convention and Trade Center. She chaired Washington's Rhodes Scholar selection committee, the UNITY Project, and the Washington State Public Lands Advisory Committee (which advised the Department of Natural Resources); and co-chaired the Lyon Building Capital Campaign, which funded permanent housing for mentally ill, homeless substance abusers living with AIDS. She served on the Seattle Human Rights Commission and the boards of the Downtown Seattle Association, the Rotary Club of Seattle, U.P.S. (now Seattle University) Law School, The Washington State Convention and Trade Center, the University of Washington's Executive MBA Program, AIDS Housing of Washington, the Market Foundation and the Bullitt Foundation.

Dorothy's awards for leadership include: Woman of Influence (2005) from the Puget Sound Business Journal; Woman of Distinction 2002, from the Girl Scouts Totem Council; Outstanding Community Leadership Award for 2002, from the UW Business School; First Citizen of Seattle (an honor shared with four family members) in 2000, from the Seattle King County Association of Realtors; Violence Prevention Inspiration Award in 1994, from Providence Hospital and the City of Seattle; and the Outstanding Leadership in the Community Award in 1993, from The YMCA of Greater Seattle.

