



For a one minute video intro to the course, go to: <https://youtu.be/dcck2G4OIO4>

LEADERSHIP (COURANT)

COR1-GB 1102.55 SUMMER 2022

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Office Hours: By appointment

Class Hours: **9-4 PM**

Class Dates: **W July 13, 20, 27.**

NOTE: All sessions are recorded and posted to Bright Space/Zoom as well.

Syllabus is subject to further fine tuning to enhance our collective learning experience.

Welcome aboard!

ZOOM GUIDELINES AND EXPECTATIONS FOR CLASS

1. Join only through LMS to ensure security.
2. Video on when class is on. We all want to see your face! If this is problematic for you for a class or more, please alert me ahead.
3. Unmute audio whenever you speak.
4. Resist multitasking! I assure you, our class will be fun enough.
5. I do not cold call. But I do extend warm invitations.

Welcome to the short course in Leadership!

- Do you wish to rise to the top and lead a large organization someday?
- Are you planning to be an entrepreneur and make your mark?
- Do you want to do good after doing well in your career and start your own philanthropy?
- Do you simply wish to know why some people lead while others just follow?
- Do you wish to analyze and understand your own potential for leadership?

If you answered 'yes' to any of the above, this course will benefit you. It is meant for those who wish to better understand and further develop their innate potential and propensity to lead others.

As you rise in your career, you will need multiple and often conflicting constituencies on board to follow your vision. But if you don't lead, others will not follow. This course will help you toward honing some of the essential self-reflective skills you need to give form and substance to such vision. This course will also be of value to those who wish to have a broad intellectual understanding of the context of leading and the content of leadership.

By the end of this course, you should be able to answer the following questions about yourself:

- Am I a good leader? If so how do I get better at this? If not, what is preventing me from developing my leadership potential?
- When I lead, who follows?
- How do I know what separates a great leader from a merely good one?
- Even if I know what makes a great leader, how do I develop that skill set?
- How do I put to use such skill set to rethink, reframe and revision my career/life choices?

What is leadership? James McGregor Burns calls it in his opus “one of the most observed and least understood phenomena on earth”. He is right. If you google the word, you get over a billion hits! If you do a title search on amazon.com for books on this subject you get some 10,000 listings. For example, take a nibble at this smorgasbord of definitions of leadership:

- a. You cannot manage men into battle. You manage things; you lead people.
- b. a leader . . . is one who can persuade people to do what they don't want to do..and like it.
- c. Leadership is the ability of a superior to influence the behavior of a subordinate or group and persuade them to follow a particular course of action.
- d. What can a leader do? He can provide a vision. That’s all he can do.
- e. A leader is a reflection of his people.
- f. Be gentle and you can be bold; be frugal and you can be liberal; avoid putting yourself before others and you can become a leader among men.
- g. Management is doing things right; leadership is doing the right things.

(Here are the authors: (a) Grace Hopper, Admiral, U. S. Navy (b) Harry S. Truman, 1884-1972, Thirty-third President of the United States (c) Chester Bernard, Chairman, National Science Foundation, 1952 (d) Steve Jobs, Founder, Apple (e) Mahatma Gandhi (f) Lao Tze (g) Peter Drucker)

All of these perspectives are, of course, true in some sense. In this course, rather than defining *what leadership is*, we will instead analyze, through several case studies, *what leaders actually do*, how they do it and how they do it differently from others, and with what consequences. In short, know what leaders do so you can do it too.

Course Theme & Delivery

Leadership cannot be taught. But it can be learnt. That is, it can be learnt provided you commit to teaching yourself lifelong. This course will provide the template for that journey. By subjecting the actual conduct of leaders to systematic scrutiny and analysis, we will learn about what kind of leader behavior works best and under what circumstances.

Course Objectives

- ***Understanding what leadership is and is not:*** By analyzing real life cases from diverse contexts, you should be able to have a more fine tuned idea of the scope and limitations of leadership.

- ***Developing the skills needed to lead:*** By understanding the conduct of actual leaders and analyzing the effectiveness of their conduct, you should be able to further develop the natural leadership skills you already possess and leverage them more effectively in complex organizational situations.
- ***Understanding your own mindscape as a leader:*** Since effective leadership requires you to be aware of your own assumptions about leadership, your unarticulated preferences and unconscious style, we would, through discussion of actual cases, try to identify, comprehend, and critique our own assumptions and attitudes towards leaders and leading.
- ***Developing a personal agenda for successful integration of course concepts into your work/life*** By the end of this course, you should have gained substantial insight into how best to harness your natural inclinations to lead toward a more successful management of your career path, perhaps even laying out a new one.

Course Materials

You don't need to purchase any course materials. All required items for class preparation mentioned in the syllabus are freely available online.

Recommended Books for further reading:

The Leadership Challenge. James Kouzes & Barry Posner. Jossey-Bass.

In Their Time: The Greatest Business Leaders of the Twentieth Century. Anthony Mayo & Nitin Nohria. HBS Press, Boston, Massachusetts. 2005.

Course Flow

Following an interactive seminar/workshop format, we will freely and selectively integrate material on leadership from diverse fields such as world history, biology, religion, psychology, anthropology and politics to help us gain a fuller understanding of the leader phenomenon. To help internalize the concepts and develop one's own skills at leading, the course will involve diving into the biographies of leaders in various fields, experiential exercises, individual assignments to promote reflection and a term project and presentation on an actual experience of leading in your work setting you have either initiated, participated in or directly witnessed.

GRADING GUIDELINES

ATTENDANCE: Now that the Corona crisis has subsided and this course is offered remote, I am making attendance mandatory for all six sessions and it counts toward your class participation grade. If you expect to miss any session for any reason, please email me ahead for my record. Again, I highly urge you try to attend all class sessions. Your presence helps you as well as the rest of us learn more. Its only six days!

Class sessions are recorded and posted to the cloud.

REQUIRED DELIVERABLES

1. Individual/Team in class Exercises. There will be some simple, straight forward Individual Exercises, self assessments and such, which will require your in class responses.

2. My leadership story. Individual Presentation.

Prepare and make a brief, approx four slides presentation. This should be the story of your actual experience of leading in your work/life, analyzing how your various leaderships skills, vis a vis the Kabi Leadership Paradigm, have evolved over the years. Here, you focus on your past story.

3. My leadership - Future plan. Individual Presentation

You will need to prepare and present approx. 3-5 slides detailing your Eo, E1, and E2 skillsets going forward and how you plan to further improve upon them. More on this, in class. Each class participant will be invited to make a brief oral presentation to the class based on the above. Please prepare three or four creative slides and post to NYU Classes before you present.

4. Favorite Five: Journal. Choose five concepts from the course which were your personal favorites. For **each** concept, write approx. 1 ½ pages of journal (normal fonts, margins and double spacing) using the 3R framework; **R1- Recap, R2-Reflect, and R3-Remember.**

R1: RECAP. Recapitulation. Identify the concept and provide a description of how the concept is seen at play in the various cases/stories covered in class discussion. I am looking for how well you absorb and describe the concept content and class analysis. This section: Approx. ¾ page.

R2: REFELCT. Reflection. Reflect on how the concept connects with relevant experiences in your own career thus far. I am looking for leadership related stories and observations from your work/life and how well you internalize the content and relate it to your life/career stories. This section: Approx. ¾ page.

R3: REMEMBER. Takeaway. Here I am looking for a one sentence takeaway drawn from your recap and reflection. The stuff that sticks in your memory.

Submit as a single word doc containing the five journal entries: approx. 7-8 pages, normal font size and spacing. This will be due only at the end of the semester. If you wish to get midstream feedback on your journal entries as you work on them, I will be happy to provide it as long as you approach me early enough in the course.

GRADING

My leadership story. Individual Presentation	Pass/Fail	Due Session 4
My leadership - Future plan. Indiv Presentation	Pass/Fail	Due Session 6
Optional Deliverable (A) Favorite Five: Journal		Due 7/31
Optional Deliverable (B) Extra Assignment		Due 7/31

Schedule of Assignments

Theme: Introduction to Leadership & Leaders

7/13

Session 1

Course Framework Introduction: Kabi Leadership Paradigm.

Discussion: From Environment to Performance: The context of leadership

Recommended Reading: Managers and Leaders: Are They Different?

In class exercise: Leadership Self Assessment Instrument

Theme: Leaders as Visioners

Video Case: Ernest Shackleton and the Epic Voyage .

Read: <https://www.britannica.com/biography/Ernest-Henry-Shackleton>

7/13

Session 2

Discussion: Shackleton case, contd.

Video case: Julius Caesar. I will bring in the case.

To prepare, browse through these links:

For a profile of Caesar's life, read:

https://en.wikipedia.org/wiki/Julius_Caesar

For the cultural impact of Caesar on history, read:

https://en.wikipedia.org/wiki/Cultural_depictions_of_Julius_Caesar

Recommended Reading: *The Prince* by Machiavelli ; *The Art of War* by Sun Tsu.

CASE: Video case on Newton. No need to prep ahead.

Please browse through *The Structure of Scientific Revolutions* by Thomas Kuhn if you get a chance.

Video Case: Picasso (Time permitting)

I will bring in the video cases .

Learning to Lead: Self Assessments and Team Exercises on environments and leadership; Envisioning skills.

Theme: Leader, the Energizer & Executor

7/20

Session 3

The Followers: Who are they and why do they follow?

Discussion on Approaches to Motivation

Read: How to energize: Motivational Theories, LMS/Resources

Read: How Jack Welch does E2. Energizing at G.E.LMS/Resources
Learning to Lead : Individual & Team Exercises on energizing skills.

7/20

Session 4

DUE: Post by class start: **Me, Leader -- My leadership journey so far Individual Presentation.** Post to LMS/Assignments.

Prepare and make a brief, approx. two/three slides presentation. This should be the story of your actual experience of leading from your work or life, analyzing how your various leaderships skills, vis a vis the Kabi Leadership Paradigm, have evolved over time.

7/27

Session 5

(Video Case: Enron: The Smartest Guys in the Room. No need to prep ahead.)

7/27

Session 6

DUE: Post by class start. **My leadership - Future plan. Individual Presentation**
Course review and summary

Optional Deliverable Parts A and B:

A. My favorite five. Due July 31.

B. Extra Assignment. Due July 31.

LEADERSHIP

ABSTRACTS OF CASES AND RECOMMENDED READINGS FROM HBR

Managers and Leaders: Are They Different?

Managers and leaders are two very different types of people. Managers' goals arise out of necessities rather than desires; they excel at defusing conflicts between individuals or departments, placating all sides while ensuring that an organization's day-to-day business gets done. Leaders, on the other hand, adopt personal, active attitudes toward goals. They look for the opportunities and rewards that lie around the corner, inspiring subordinates and firing up the creative process with their own energy. Their relationships with employees and coworkers are intense, and their working environment is often chaotic. In this article, first published in 1977, the author argues that businesses need both managers and leaders to survive and succeed. But in the larger U.S. organizations of that time, a "managerial mystique" seemed to perpetuate the development of managerial personalities--people who rely on, and strive to maintain, orderly work patterns. The managerial power ethic favors collective leadership and seeks to avoid risk. That same managerial mystique can stifle leaders' development--How can an entrepreneurial spirit develop when it is submerged in a conservative environment and denied personal attention? Mentor relationships are crucial to the development of leadership personalities, but in large, bureaucratic organizations, such relationships are not encouraged. Businesses must find ways to train good managers and develop leaders at the same time.

Leadership in Crisis: Ernest Shackleton and the Epic Voyage of the Endurance

Provides an opportunity to examine leadership in the context of Ernest Shackleton's 1914 Antarctic expedition, a compelling story of crisis, survival, and triumph. Summarizes Shackleton's career as an officer in the British Merchant Marine, his work on several prominent Antarctic missions, and the competitive nature of polar exploration in the late 19th and early 20th centuries. Also examines Shackleton's planning and advance management of what he hoped would be the first-ever trek across the Antarctic continent. Details the events of this epic voyage aboard the Endurance. Readers have the opportunity to examine how, after the vessel became trapped in ice and the crew abandoned ship, the commander shifted his objectives and responsibilities from completing an historic march to ensuring the survival of all 28 expedition members. Considers Shackleton's efforts to maintain his team's morale, loyalty, and commitment in the face of extraordinary mental and physical trials during almost two years in the Antarctic.

Beyond the Charismatic Leader: Leadership and Organizational Change

In ever more turbulent environments, executive leadership matters as never before. Organization speed, flexibility, and the need to execute discontinuous change require sharpened leadership skills. Charismatic leaders are important. These relatively rare leaders provide vision, direction, and energy for their firms. However, charisma is never enough to build competitive, agile organizations. Charismatic leadership must be bolstered by institutional leadership through attention to details on roles, structures, and rewards. Further, as most organizations are too large and complex for any one executive or senior team to manage directly, responsibility for

managing in turbulent environments must be institutionalized throughout the management system.

Why People Follow the Leader: The Power of Transference

We all admire leaders. In trying to understand how leadership works, however, we often lose sight of the fact that followers are a crucial part of the equation. Regrettably, they get short shrift in the management literature, where they are described as merely responding to their leaders' charisma or caring attitudes. What most analyses seem to ignore is that followers have their own motivations and are as powerfully driven to follow as leaders are to lead. In this article, psychoanalyst, anthropologist, and management consultant Michael Maccoby delves into the unconscious recesses of followers' minds. He looks closely at the often irrational tendency to relate to a leader as some important person from the past--a parent, a sibling, a close friend, or even a nanny--what Sigmund Freud calls "transference." A solid understanding of transference can yield great insight into organizational behavior and endow you with the wisdom and compassion to be a tremendous leader. The author explains the most common types of transference--paternal, maternal, and sibling--and shows how they play out in the workplace. He notes that they have evolved as our family structures have changed. Whether followers perceive a leader as an all-knowing father figure, an authoritative yet unconditionally loving mother figure, or a brother or sister who isn't necessarily a model of good behavior, the leader can manage transference ties by bringing unconscious projections to light. Then debilitating resentment and animosity can give way to mutual understanding and productivity--and a limping organization can start to thrive.

Seven Transformations of Leadership

Most developmental psychologists agree that what differentiates one leader from another is not so much philosophy of leadership, personality, or style of management. Rather, it's internal "action logic"--how a leader interprets the surroundings and reacts when his or her power or safety is challenged. Relatively few leaders, however, try to understand their action logic, and fewer still have explored the possibility of changing it. They should, because leaders who undertake this voyage of personal understanding and development can transform not only their own capabilities but also those of their companies. The authors draw on 25 years of consulting experience and collaboration with psychologist Susanne Cook-Greuter to present a typology of leadership based on the way managers personally make sense of the world around them. David Rooke and William Torbert classify leaders into seven distinct action-logic categories: Opportunists, Diplomats, Experts, Achievers, Individualists, Strategists, and Alchemists--the first three associated with below-average performance, the latter four with medium to high performance. These leadership styles are not fixed, the authors say, and executives who are willing to work at developing themselves and becoming more self-aware can almost certainly move toward one of the more effective action logics. A Diplomat, for instance, can succeed through hard work and self-reflection at transforming himself into a Strategist. Corporations that help their executives and leadership teams to examine their action logics can reap rich rewards.

Women and the Labyrinth of Leadership

Two decades ago, people began using the "glass ceiling" catchphrase to describe organizations' failure to promote women into top leadership roles. Eagly and Carli, of Northwestern University and Wellesley College, argue in this article (based on a forthcoming book from Harvard Business School Press) that the metaphor has outlived its usefulness. In fact, it leads managers to overlook interventions that would attack the problem at its roots, wherever it occurs. A labyrinth is a more fitting image to help organizations understand and address the obstacles to women's progress. Rather than depicting just one absolute barrier at the penultimate stage of a distinguished career, a labyrinth conveys the complexity and variety of challenges that can appear along the way. Passage through a labyrinth requires persistence, awareness of one's progress, and a careful analysis of the puzzles that lie ahead. Routes to the center exist but are full of twists and turns, both expected and unexpected. Vestiges of prejudice against women, issues of leadership style and authenticity, and family responsibilities are just a few of the challenges. For instance, married mothers now devote even more time to primary child care per week than they did in earlier generations (12.9 hours of close interaction versus 10.6), despite the fact that fathers, too, put in a lot more hours than they used to (6.5 versus 2.6). Pressures for intensive parenting and the increasing demands of most high-level careers have left women with very little time to socialize with colleagues and build professional networks--that is, to accumulate the social capital that is essential to managers who want to move up. The remedies proposed--such as changing the long-hours culture, using open-recruitment tools, and preparing women for line management with appropriately demanding assignments--are wide ranging, but together they have a chance of achieving leadership equity in our time.

When Should a Leader Apologize--and When Not?

When corporate leaders or the organizations they represent mess up, they face the difficult decision of whether to apologize publicly. A public apology is a risky move. It's highly political, and every word matters. Refusal to apologize can be smart, or it can be suicidal. Readiness to apologize can be seen as a sign of character or one of weakness. A successful apology can turn enmity into personal and organizational triumph--whereas an apology that's too little, too late, or too transparently tactical can open the floodgates to individual and institutional ruin. Because the stakes are so high, Barbara Kellerman says, leaders should not extend public apologies often or lightly. One or more of the following conditions should apply: The apology is likely to serve an important purpose; the offense is of serious consequence; it's appropriate that the leader assume responsibility for the offense; the leader is the only one who can get the job done; and the cost of saying something is likely lower than the cost of staying silent. The author draws her conclusions from hard data and abundant anecdotal evidence, examining notoriously bad apologizers as well as exceptionally good ones. While selectivity is key, good apologies usually do work. What constitutes a good apology? Acknowledgment of the mistake or wrongdoing, acceptance of responsibility, expression of regret, and assurance that the offense will not be repeated.