

## PROFESSIONAL LEADERSHIP

### PBAF 403A

**Faculty:** Dorothy Bullitt, Distinguished Visiting Practitioner

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Office phone: 206-221-4565

**Class time:** Winter Quarter 2016

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

**Location:** ALC 141

**Class Size:** 35

**Office hours:** By appointment

**Web Site:** <https://catalyst.uw.edu/workspace/bullid/44849/>

#### COURSE DESCRIPTION

Professional Leadership (403A) 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 this **four credit** course, students will practice the core skills required for their success as future leaders. This competitive entry course will be graded using graduate level standards.

The course conforms to the Evans School's policy on Academic integrity. (Details located under the syllabus tab of the PBAF 403A web site.)

#### 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 ethical, analytical 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

**NOTE: This course qualifies for WRITING CREDIT.**

## 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. The third memo you will write will analyze the speakers' styles and messages, and how you have incorporated them into your own respective brands of leadership.

## RECOMMENDED PREPARATION FOR OUR FIRST CLASS

- 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 three required memos and one team project/presentation. The first two memos will each constitute 15% of your grade. The third memo will constitute 10%. 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
- Post class notes on-line (each day I will ask for a volunteer)
- Post relevant articles and blogs in response to class discussion, speakers and course readings
- 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.

**Note:** sample rubrics for class participation and all graded elements of the course are located at the back of your course pack and posted on the web site under GRADING.

**Memo One:** Analyzing the Effectiveness of Leaders and Teams

**Read:** *Erik Peterson*, case (parts A and B – located in the appendix of the course pack) by Professor John Gabarro, HBR

Analyze this case from the perspective of an organizational consultant hired by the company to assess the leadership and team effectiveness of the CelluComm business.

Apply what you’ve learned from the readings and class discussion during the first month of the course to the facts of the case (A and B). Focus on the characters’ leadership styles and methods and the strengths, weaknesses and structure of the various teams. Employ lessons derived from the leadership toolbox, class readings and class discussion (class one through five) as you analyze the effectiveness and/or ineffectiveness of the managers and their teams. What are they doing right? What is not working? If you were in charge, what would you do differently? Why? What would make the leaders and their teams more effective? Please explain. Be specific.

Conclude with a set of recommendations to the Company's President.

Please attach a third page endnote explaining which readings, speakers, handouts and/or in class discussion you employed in constructing your analysis.

Don't get bogged down in the details of the CelluComm business. Though you will need to describe the salient facts of the case, keep focused on the leadership and team related issues.

Memos should not exceed three pages, one and a half spaced with size 12 Times New Roman font and one inch margins. One of those pages should contain References, Bibliography or detailed Endnotes. The style that you decide to use for the reference page does not matter. What does matter is that you cite any readings, discussions, and or course lectures that you incorporate into this memo.

NOTE: There will be an optional memo writing seminar conducted by Jacob Houston at a time and place to be determined.

The memo is due at the beginning of class 6, though you are welcome to submit it early via e-mail.

### **Memo Two: Goal Setting and First Impressions**

A two-page business memo (plus a one page end note) to yourself setting forth:

### **Memo Two: Goal Setting and First Impressions**

A two-page business memo (plus a one-page end note) to yourself setting forth:

1. **What contribution do you want to be making five years from now?**
  - In what kind of an organization? What kind of a culture? What kind of a boss? Where do you want to live (Is there a city or country where you believe you will have the best chance to thrive?)
  - In what role? Consider this in light of your personality, communication style, particular strengths
  - **How will you move toward your goal? How will you move toward your goal?**  
*This may include a discussion of the personal and professional things you want to work on (e.g., Become more BROWN, overcome the temptation to be passive aggressive, overcome perfectionism and related procrastination, exercise more, "come out", acquire a pet, start a family), hard skills you wish to develop (e.g., public speaking, learn a foreign language, learn how to write grants).*

**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?

2. **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. **NOTE: *The readings for Class 11 (listed below) will help you. So please read ahead before writing your memo.***
3. **Craft a one sentence mission or mantra to guide you along the way.** You can use a line from a poem or a song lyric or craft your own, using the Five Steps to a Leadership brand reading from Class 3

## SUGGESTIONS

- Your writing should be clear, direct, persuasive and efficient. (See memo writing standards on the class website and under Memo One for general guidance.)
- **BE PERSONAL (DEEP SELF-REFLECTION IS ENCOURAGED).**
- Employ the key skills and habits you've been developing in the course.
- Be Specific.
- Please attach a third-page endnote explaining which readings, speakers, handouts and/or in-class discussion you employed in constructing your analysis.
- Suggestions
- Organize your memo in a way that flows naturally for you while adhering to the memo writing guide posted on the class web site.
- 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.

**Memo Two is due at the beginning of Class 11.**

### **Third Memo: Analyzing our speakers' styles and messages**

Think back on what each speaker brought to our class and your view of leadership. Write a three page memo sharing the leadership messages that connected with you the most. One page of your

memo should be a matrix or other visual representation of your analysis of each speaker's communication style and leadership style. The other two pages of your memo should incorporate this analysis, but focus on the overarching take-away messages to YOU.

It may be helpful to use the Leadership Toolbox, syllabus topics and class notes as you develop the analytical framework for your memo. Adhere to the memo writing standards set forth above.

**Memo Three is due at the beginning of class 18.**

### **Final Team Project: Critical analysis of a famous leadership team**

**Proposal (topic, roles and responsibilities, deadlines) due at the beginning of class 10**

**Reports (maximum 10 pages not including bibliography) due at the beginning of class 19.**

**Oral presentations will occur** during classes 19 and 20.

You and approximately four of your classmates will form a consulting team contracted to conduct an effectiveness audit of a famous leadership team. Prepare a 12-minute presentation (ten minutes with time for transitions and technical difficulties) 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). You are welcome to examine a fictional team if that's what excites you the most (e.g., *Toy Story*, *Harry Potter*, *Friday Night Lights*) 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 report and bibliography** (maximum ten pages not including the bibliography) (20 point maximum);

- In part upon a **confidential peer review** submitted by fellow team mates (5 point maximum) including numerical (e.g., 3.5 on a 4.0 scale) score and optional comments; 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 8 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 9, a few minutes will be devoted to an in-class exercise in which teams will use negotiation skills to hammer out members' roles and responsibilities and approach agreement upon project. Final project proposals 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 are due at the beginning of Class 11.

Teams should be prepared to answer questions following their presentations, which will occur during the last two days of class.

Be creative. Be focused. Maximum length (not including Q & A): 12 minutes including transitions.

## CLASS SESSIONS

### CLASS 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

**TOPIC: Valuing Diverse Communication Styles**

Class Exercise led by **Rhonda Hilyer, CEO of Agreement Dynamics and the creator of Success Signals**

Readings

No advance reading is required.

**NOTE:** Our guest presenter, Rhonda Hilyer and I will bring copies of this **\$22.63** communications exercise book, which we acquired at a discount on your 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 January 9. 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 January 8.**

### CLASS 3

**TOPIC: The Right Leadership Style for You**

**SMALL TEAMS ASSIGNED**

Large group discussion re cases and readings

Team meetings: getting acquainted and discussing which of the Goleman styles apply to you or your preferred bosses.

**Large group discussion:** 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 (NOTE: This reading will assist you in preparing Memo 2 due at the beginning of Class 10.)

## **CLASS 4**

**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:** At a time and place to be determined there will be an optional memo writing seminar conducted by Jacob Houston. He will help you prepare for Memo One (due at the beginning of Class 6). He will also offer suggestions for Memos Two and Three.

## **CLASS 5**

**TOPIC:**                   **Leading Up, Down and Sideways**

Large group discussion

Short lecture

Team meetings

Short team presentations applying the material to real life experiences



Guest Presenter: **Paul Dziezic**, Former Special Assistant to the Governor on Substance Abuse Issues. Currently provides strategic advice and facilitation to public agencies and not-for-profit organizations. He has a particular expertise assisting teams to achieve success.

### Readings

Carefully consider the brief discussion of Final Project Success located in the course pack.

At a time and place TBD Grant Blume will conduct an optional Public Speaking Workshop.

## **CLASS 9**

### **TOPIC: Negotiations: formal and every day**

Team discussion and presentations about the selected readings' application to real life experiences

In class "Sugar Bowl" negotiations exercise

Teams will use negotiation skills explored in the readings and class discussion to begin hammering out members' roles and responsibilities and settle on an agreed upon final project topic (and a back up topic).

### 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

*Negotiations: the basics*, a memo to 503A students tied to in-class exercise and the final project

*Sugar Bowl*: A short in class negotiation exercise, Kellogg School of Dispute Resolution (background material will be handed out before class)

## **CLASS 10**

### **TOPIC: Intuitive Leadership**

**Final Project Proposal Due** (instructions above)

Guest Presenter: **Paul Ishii**, General Manager, Mayflower Hotel

### Readings

*Imagine* by John Lennon

Reflect on a favorite saying of Paul's: *Find the lowest common denominator first*

*An Ordinary Man* by Paul Rusesabasina, Introduction

## CLASS 11

**SECOND MEMO DUE** (see description in syllabus)

**TOPIC: First Impressions**

Large group discussion:

- Real life examples of first impressions on the job (informed by articles)
- Elizabeth Best cases A and B
- If you have an example if someone's first impression was colored by what you now perceive as your own implicit bias, please describe. NOTE: we all have implicit biases. But if we know what they are we can take explicit steps to counter those hidden biases with the alternative values and diverse relationships we cultivate.

### 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

Please take implicit bias tests on race, gender/career and sexual orientation:

<https://implicit.harvard.edu/implicit/takeatest.html>

## CLASS 12

**TOPIC: Leading when you are not in charge**

Guest Presenter: **Grace Chien, CEO, The Girl Scouts of Western Washington (retired)**

### Readings

**A case will be prepared by our guest and delivered by e-mail**

Please revisit the 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 excerpts:** *The Five Dysfunctions of a Team* by Pat Lenocini

**NOTE:** At a time and place TBD Loribeth Dalton of Waldron and Associates will offer a complimentary (optional) job search workshop. Friends are welcome to attend. Please RSVP.

## CLASS 13

### TOPIC: Ethical Decision Making

Large group discussion exploring the case: *An English Teacher in South Korea* and **current ethical dilemmas** in the news

Team presentations about a real life ethical challenge

#### Readings

*Ethics for the Real World* (chapter 2) by Ronald Howard and Clinton Korver, (2008)

*Paradoxes of Culture and Globalization*, Sage, Thousand Oaks, 2008 by M.J. Gannon (Paradox 5.1, pages 100-104, and Paradox 5.2 pages 104-107)

*An English Teacher in South Korea* by Stacey Fitzimmons and Paul Shantz, Richard Ivey School of Business Foundation, Product # 910C27

Look on line to refresh your memories the Penn State scandal and South Korean Ferry disaster. Also consider more current issues (e.g., The Hunting Ground). Please consider these in light of the readings.

## CLASS 14

### TOPIC: How Failure Can Lead To Success

Guest Presenter: **Sten Crissey**, Former owner of Crissey's Flowers and Gifts, and past president of the Rotary Club of Seattle

#### **Readings:**

*How to Succeed in the Face of Failure: Palm Pilots and counterproductive Carrots – Making Intersectional Ideas Happen* by Frans Johansson, Harvard Publishing chapter, **4618BC-PDF-ENG**

*If*, a poem by Rudyard Kipling

READ ON LINE:

*Better Ideas Through Failure* by Sue Shellanbarger, Wall Street Journal, 9/27/11  
@<http://online.wsj.com/article/SB10001424052970204010604576594671572584158.html>

Steve Jobs' commencement speech: <http://news.stanford.edu/news/2005/june15/jobs-061505.html>

**CLASS 15**

**TOPIC:                    Influencing People's Behavior**

Small and large group discussion

Short lecture

Readings

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

*The Great Intimidators* an HBR article by Roderick Kramer

*Unlocking Generational Codes* by Anna Liotta, Chapter 6

**CLASS 16**

**TOPIC:                    Motivational Leadership**

Guest presenter: **Diankha Linear, Director of Compliance, NORDSTROM, former President of the Loren Miller Bar Association**

Readings

*The Five Love Languages*, Gary Chapman, Northfield Publishing, Chicago (1992, 1996), read introduction and pages 39-47, 55-66.

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

**CLASS 17**

**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**

**THIRD MEMO DUE** (see description in syllabus)

**TOPIC:       The Power of Vulnerability**

Guest Presenter: **Lauren Domino**, Seattle Foundation, Philanthropic Advisor, Improv Artist, MPA 2011

## Readings

Please re-visit the ethics readings from Class 13

## **CLASS 19**

**Final Reports Due**

**TOPIC:       FINAL TEAM PRESENTATIONS**

- Presentations
- Evaluation of speakers and course design

## **Class 20**

**TOPIC:       Last Class**

- FINAL PRESENTATIONS
- 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: I will bring copies of this \$22.63 communications exercise book, which the publisher has provided 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 January 8. I will collect the checks and deliver them to the publisher.

### Book Excerpts

*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)

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

*Ethics for the Real World*, (Chapter 2) by Ronald Howard and Clinton Korver, (2008)

*An Ordinary Man* by Paul Rusesabasina, Introduction

*Paradoxes of Culture and Globalization*, Sage, Thousand Oaks, 2008 by M.J. Gannon (Paradox 5.1, pages 100-104, and Paradox 5.2 pages 104-107)

*Unlocking Generational Codes* by Anna Liotta, Chapter 6

### 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](#)

*Erik Peterson (A and B)*, HBR case study by Professor John Gabarro, Product # 494005-PDF-ENG, 494006-PDF-ENG, 494007-PDF-ENG (**Located in Appendix of Course Pack**)

*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](#)

*An English Teacher in South Korea* by Stacey Fitzimmons and Paul Shantz, Richard Ivey School of Business Foundation, Product # 910C27

*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](#)

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

*Better Ideas Through Failure* by Sue Shellanbarger, Wall Street Journal, 9/27/11

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

*The Great Intimidators* HBR article by Roderick Kramer [R0602D](#)

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

## **Other**

*Imagine* by John Lennon

*If*, a poem by Rudyard Kipling

Steve Jobs' speech: <http://news.stanford.edu/news/2005/june15/jobs-061505.html>

*Better Ideas Through Failure* by Sue Shellanbarger, Wall Street Journal, 9/27/11  
<http://online.wsj.com/article/SB10001424052970204010604576594671572584158.html>

Look on line to refresh your memories the Penn State scandal and Italian cruise ship/Korean ferry disaster. Also sexual assaults on American campuses (Google "The Hunting Ground").

## **Appendix**

*Erik Peterson (A and B)*, HBR case study by Professor John Gabarro, Product # 494005-PDF-ENG, 494006-PDF-ENG, 494007-PDF-ENG (CASE analyzed for MEMO ONE)

503A Learning Goals

Leadership Tool Box

PBAF 403A

Winter 2016: Speakers

**Bill Center**, U.S. Rear Admiral (retired)

**Grace Chien**, CEO, The Girl Scouts of Western Washington (retired)

**Sten Crissey**, Former owner of Crissey's Flowers and Gifts, and past president of the Rotary Club of Seattle

**Lauren Domino**, Seattle Foundation, Philanthropic Advisor, MPA 2011

**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.

**Paul Ishii**, General Manager, the Mayflower Hotel

**Diankha Linear**, the Director of Corporate Compliance, NORDSTROM

**Father Steve Sundborg**, President, Seattle University

Certified Success Signals Trainer

**Rhonda Hilyer**, CEO, Agreement Dynamics, Inc. and creator of *Success Signals*

Job Search Workshop

**Loribeth Dalton**, Waldron and Company

Public Speaking Workshop

**Grant Blume**, PhD student, Public Affairs and Education

Memo Writing Workshop

**Jacob Houston**, PhD, Education

## 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 and Senior Lecturer, 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*, the latter co-authored with Jim Wickwire. Dorothy is the Executive Producer of the award winning 2013 feature film, *Nothing Against Life*.

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: 1914-2014 *Women of the Century* (shared with five generations of Bullitt women) awarded by the Women's University Club on their centennial (2014); *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.

In 2011 Dorothy received the *Dean's Outstanding Teaching Award* (Evans School).