EXECUTIVE LEADERSHIP
PBAF 503A

Faculty: Dorothy Bullitt, Distinguished Practitioner and Senior Lecturer
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Class time: Spring Quarter 2016
Tuesdays and Thursdays 11:30 AM – 12:50 PM

Location: TBD

Office hours: By appointment

Web site: https://canvas.uw.edu/courses/1043078

COURSE DESCRIPTION
Professional 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 this four credit 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, to assess and to manage ones 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
- Critically reflect and examine ethical commitments, and how these commitments might be pursued;
- Engage respectfully with the ethical ideals of others in a diverse and pluralistic environment;
- Develop the practical wisdom needed for ethical service as a leader;
- Acquire techniques to succeed in different sectors of the economy

NOTE: This course qualifies for Evans School VALUES credit.

At the Evans School, we value the richness of our differences and how they can greatly enhance our conversations and learning. As a professional school, we also have a responsibility to communicate with each other—inside and outside of the classroom—in a manner consistent with conduct in today’s increasingly diverse places of work. We hold ourselves individually and collectively responsible for our communication by:

- **Listening** carefully and respectfully
- **Sharing** and teaching each other generously
- **Clarifying** the intent and impact of our comments
- **Giving and receiving** feedback in a “relationship-building” manner
- **Working** together to expand our knowledge by using high standards for evidence and analysis

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, using as a template the topics addressed in the course readings and lectures.

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. The Bettin readings (article and graphic) are posted on the course web site under Leader Examples.

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 posted on the web site under GRADING. They also appear in the appendix of the course pack.

Memo One: Analyzing the Effectiveness of Leaders and Teams

Read: Erik Peterson Biometra 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 Biometra 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 six) 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 CEO of SciMat or the president of the Medical Devices Group. This means that you may address your memo to either Marshall Chang or Ric Jenkins.

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 business. Though you will need to describe the salient facts of the case, keep focused on the leadership and team related issues.

Memos should be written according to the standards articulated in Pat Dobel’s guide to Memo Writing and the various power points posted on the class web site under memo writing tips. They should not exceed three pages, either 1 or 1.5 spaced with size 12 Times New Roman font and one inch margins.

NOTE: There will be an optional memo writing seminar conducted at 1:00 PM on April 5 by Jacob Houston in a room TBD.

The memo is due at the beginning of class 6, April 14.

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, May 3.

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 what you saw as the overarching take-away message.

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, May 26.

Final Team Project: Critical analysis of a famous leadership team

Proposal (topic, roles and responsibilities, deadlines) due at the beginning of class 10, April 28.

Reports (maximum 10 pages not including bibliography) due at the beginning of class 19, May 31.

Oral presentations will occur during classes 19 and 20, May 31 and June 2.

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 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. (NOTE: Please build in room for set up and transitions.)

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 VW 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). Fictional leadership teams are also an option (e.g., Dumbledore’s Army, Mission Impossible, The Godfather). 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 6 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, 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. 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 10.

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. Remember to leave time for set-up and transitions.
CLASS SESSIONS

CLASS 1: March 29

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 (graphic) 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: March 31

TOPIC: Valuing Diverse Communication Styles

Class Exercise led by Rhonda Hilyer, CEO of Agreement Dynamics, creator of Success Signals and former labor leader.

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 April 3. 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 noon on April 1.

CLASS 3: April 5

TOPIC: Taking Care of Your People

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

Readings

Introduction by Bill Center
CLASS 4: April 7

TOPIC: The Right Leadership Style for You

SMALL TEAMS ASSIGNED

Case discussion

Brief team meetings: What is your color blend? Your Meyers Briggs score? Your pet peeves when working with a team? Your default behavior when under stress? The particular skills you bring to a team (e.g., writer, editor, team builder, researcher, presenter)?

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: Immediately after class, there will be an optional memo writing seminar at The FORUM in Parrington Hall conducted by Jacob Houston to 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: April 12

TOPIC: Leading Up, Down and Sideways

Large group discussion

Short lecture

Team meetings

Short team presentations applying the material to real life experiences

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 by Pat Lencioni

CLASS 6: April 14

MEMO ONE DUE (See instructions above) The Erik Peterson Biometra case (A and B) 9-411-031 is located in the appendix section of the course pack

TOPIC: How Can a Team Achieve Success?

Guest Presenter: Paul Dziedzic, 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.

Readings
Carefully consider the brief discussion of Final Project Success located in the course pack.
Revisit The Five Dysfunctions of a Team and your Success Signals color cards

CLASS 7: April 19

TOPIC: Responsibility = Authority + Resources

Small and large group discussion re hypothetical cases (presented in class)

Short lecture

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

Readings

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

CLASS 8: April 21

TOPIC: Striving for Work/Life Balance
Guest Presenter: **Diane Gallegos**, CEO of Wolf Haven International

**Readings**

Please complete the worksheet in your course pack

**Between 1:00 PM – 1:50PM an optional Public Speaking Workshop will be conducted by Grant Blume at the FORUM in Parrington Hall.**

**CLASS 9: April 26**

**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).

Mid-course assessment

**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 intra-team final project negotiation

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

**CLASS 10: April 28**

**Final Project Proposal Due** (instructions in first part of syllabus)

**TOPIC:** **How Failure Can Lead To Success**
Guest Presenter: **Sten Crissey**, Former owner of Crissey Flowers and Gifts, and past president of the Rotary Club of Seattle

**Readings:**

*If*, a poem by Rudyard Kipling


**CLASS 11: May 3**

**Second Memo Due** (description above)

**TOPIC:** **First Impressions**

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

Please take two of the implicit bias tests at the link below. Don’t be discouraged by the results. We all have implicit biases. But they’re worth considering as we contemplate the FIRST IMPRESSIONS we make and receive. [https://implicit.harvard.edu/implicit/takeatest.html](https://implicit.harvard.edu/implicit/takeatest.html)

**CLASS 12: May 5**

**TOPIC:** **Setting the Tone**

Guest Presenter: **Paula Houston**, CEO Senior Services

**Readings**

No additional readings. This class will build on the readings assigned for Class 11.
CLASS 13: May 10

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

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

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)

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

Look on line to refresh your memories the Penn State scandal and Korean ferry disaster or other, more topical ethical crises. Consider these in light of the Ethics for a New World.

CLASS 14: May 12

TOPIC: The Power of Vulnerability

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

Readings: No readings required for this class. Please watch Bene Brown’s TED talk http://www.ted.com/talks/brene_brown_on_vulnerability?language=en and use your extra time working on your final project and Memo 3.

Followed by optional JOB SEARCH Workshop conducted by Loribeth Dalton of Waldron and Company, at the FORUM in Parrington Hall from 1-1:50 PM.

CLASS 15: May 17

TOPIC: Influencing People’s Behavior

Small and large group discussion

- BLUES will meet together and present the Unlocking Generational Codes and discuss how that rings true or doesn’t to your experience in inter-generational contexts (family, work, school) 2 minutes on the reading specifics 2 minutes on interpretation (Total 4 minutes)
• GREENS meet together then present the *Great Intimidators*: 2 minutes describing the readings main points, 2 minutes on what cases/readings, guest speakers and/or the Leadership Toolbox reflect issues raised by the reading (total 4 minutes)
• BROWNS meet together to then present *The Radical*: 2 minutes about the article’s specifics, 2 minutes considering how it reflects issues raised elsewhere in the course (cases, presentations, class discussion, the Leadership Toolbox) Total: 4 minutes
• REDS will meet together and prepare a 4 minute presentation drawn from today’s assigned readings, reflecting on the course to date. How you do it: your call.

**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: May 19**

**TOPIC:** Motivational Leadership

Guest presenter: **General Pete Chiarelli, CEO One Mind for Research**

**Preparation**

[http://www.nytimes.com/2009/10/25/books/review/Filkins-t.html?_r=0](http://www.nytimes.com/2009/10/25/books/review/Filkins-t.html?_r=0)


[http://www.youtube.com/watch?v=SDNZExv3qrY](http://www.youtube.com/watch?v=SDNZExv3qrY)

**CLASS 17: May 24**

**TOPIC:** The Big Picture

Large and small group discussion about case

Team 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
Go on line and learn about Paul O’Neill’s experience as Secretary of the Treasury in the Bush Administration

CLASS 18: May 26

Third Memo due (see description above)

TOPIC: Finding Your Thread

Guest Presenter: Rabbi Dan Bridge, CEO of Hillel (retired) and frequent interim CEO at local non-profits

Readings

No readings for this class. Please use the time to write your third memo and work on your team’s final project.

CLASS 19: May 31

Final Reports Due (see description above)

TOPIC: FINAL TEAM PRESENTATIONS

- Presentations
- Evaluation of speakers and course design

Class 20: June 2

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: Our guest presenter, Peggy Flynn, will bring copies of this $22.63 communications-style 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

*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)


*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

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

*Erik Peterson BIOMETRA (A and B)*, HBR case study by Professor John Gabarro, Product # 9-411-031 PDF-ENG, 9-411-032-PDF-ENG *(Located in Appendix of Course Pack)*

*State Performance Audit*, a case study prepared by Tay Yoshitani

*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

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


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


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

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

READ ONLINE

Better Ideas Through Failure by Sue Shellenbarger, Wall Street Journal, 9/27/11
http://online.wsj.com/article/SB10001424052970204010604576594671572584158.html
http://www.nytimes.com/2009/10/25/books/review/Filkins-t.html?_r=0

http://www.washingtonpost.com/wp-dyn/content/article/2009/12/18/AR2009121801607.html

WATCH ONLINE

http://www.youtube.com/watch?v=SDNZExv3qrY

Bene Brown’s TED talk
http://www.ted.com/talks/brene_brown_on_vulnerability?language=en

OTHER

If by Rudyard Kipling

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

Grading Rubrics
GUEST PRESENTERS

Spring 2015

Rabbi Dan Bridge

Rear Admiral Bill Center (retired)

Four Star General Peter Chiarelli, Vice Chief U.S. Army (retired), CEO of One Mind for Research

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

Lauren Domino, Director of Development, Seattle Shakespeare Company, Improve Artist, MPA 2011

Paul Dziedzic, Former Director of the Washington State Department of the Blind, and Special Assistant to the Governor on Substance Abuse Issues, he currently provides strategic advice and facilitation to public agencies and not-for-profit profit organizations.

Diane Gallegos, CEO, Wolf Haven International

Rhonda Hilyer, CEO of Agreement Dynamics, former labor leader and creator of Success Signals Communication Style training

Paula Houston, CEO, Senior Services

Workshops

Memo Writing: Jacob Houston, PhD, employed as a technical recruiter

Public Speaking, Grant Blume, PhD candidate, Evans School

Job Search, Loribeth Dalton, VP Waldron and Company
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 Policy and Governance 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 was the Executive Producer of the 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 leadership awards include: Women of the Century (an honor shared with family members) from the Women’s University Club (2014); the Evans School’s Diversity Award (2010, 2011); 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 2000 Seafair honored Dorothy for her leadership by naming here Queen Alcyone I.

In 2011 Dorothy was awarded the Evans School Dean’s Outstanding Teaching Award.