

**SYLLABUS FOR MOR 571 (16723)**  
**LEADERSHIP AND EXECUTIVE DEVELOPMENT**  
**Spring 2012**

*Draft December, 2011*

Monday, 6:30-9:30

JKP 110

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**ABOUT THE COURSE**

Despite centuries of debate and investigation, no magic formula or specific gene sequence has emerged to explain leadership. There are many different paths that lead to leadership success or failure. Effective leaders do not have the same personalities, or the same styles, or even the same skills and abilities. But while leaders are not all the same, we do understand the common challenges leaders face, the various ways those challenges might be approached, and how leadership ability is developed. That's what this course is about. Most of all, it's about what you can do to develop your own leadership ability.

The course is organized around the fundamental challenge of leadership: creating a context so that other people will be successful in achieving the organization's mission. Context is created by how leaders handle the five demands in any leadership role: *setting and communicating direction, aligning people with the direction, developing an executive temperament, setting and living values, and growing self and others*. The choices made in responding to those demands are what determine how effective a leader will be.

If you have chosen this elective I assume you fall into one of two categories: either you aspire to or are considering a future leadership role and want to know what's involved, or you are currently in a leadership role and want to get better at it. Because of that, the last part of this course focuses on you. You will learn how leadership talent can be developed, have an opportunity to reflect on your life and career by completing a life map, and complete a number of self-assessments, all culminating in the final paper-- a personal leadership development plan. Indeed, the primary purpose of this course is to help you understand the demands of a leadership role and, in that context, help you to craft a leadership development plan for the next stage in your career as a leader.

In short, by the end of this course you should 1) understand how effective leaders create a context for the success of others, 2) have examined in some depth the five leadership demands,

3) assessed your own experience and leadership skills in light of these demands, and 4) identified the next step in your own path to mastery.

Before you commit to taking the course, please keep in mind the following. First, because the outside speakers are well known and very busy, we may have unexpected schedule or topic changes. You will need to adjust accordingly. Second, because the course is highly interactive, your level of engagement with the material, each other, and the guest speakers will determine a third of your grade. Third, you will be asked to share with your classmates aspects of your background, career experiences, and strengths and weaknesses, and to be a receptive and trustworthy listener when your classmates share theirs. Finally, because MOR571 is designed like an executive development program, each session is a module devoted to a specific content area and there are frequent guest speakers. That means that it is extremely difficult to make up a missed session. For that reason there is a premium on your showing up, being prepared, and fully engaging with the class, the guests, the issues, and me.

**If you are unwilling or unable to accept these conditions, I ask that you not take the course.**

### EXPECTATIONS AND EVALUATION

*During class please put cell phones on stun, and turn off laptops, Blackberries, iPhones, things that beep, iPads, and any other distractions!*

Grading will be based on three components: how actively you engage the course, a team project at the mid-term, and a final paper.

#### 1. ENGAGEMENT (1/3):

- Showing up  
Have you attended class regularly, arrived on time ready to work, stayed to the bitter end, and appeared to be with us in both body and spirit? Because the class meets only once a week and has only 13 sessions, attendance will be taken very seriously. As is done in the EMBA program, a sign-in sheet will be passed around in every class (please note, it is an honor violation to sign in for another student!) Attendance is especially critical on days we have executive guests and on **April 16** (for sharing of life maps), and will count extra on those days.
- Contribution to the class  
Have you been a part of creating a constructive and lively classroom atmosphere? Have you added to the conversation by contributing your ideas, building on the ideas of others, and constructively challenging assumptions? Is it clear from your comments that you have read and understood the material? Did you encourage participation by your classmates and respect their ideas? Did you ask thoughtful questions of our guests and take advantage of your time with them?

The opposite behaviors, or distracting the class by grandstanding, repetition, talking for its own sake, etc., will count against you.

- Contribution to the team  
Have you contributed fully to the team assignment (as reflected in a peer rating)?  
Were you a good listener and respectful colleague in the small group discussions?
- Have you done the assignments along the way and turned them in on time and in acceptable form? These include:
  - Background form, due no later than 1/23
  - Bob Chapek reflections, due 2/6\*
  - Tom Conley/ Dan Kinney/ Colleen Van Dyke reflections, due 2/13\*
  - Jack Hollis reflections, due 2/27\*
  - Glenn Ault reflections, due 3/19\*
  - Blake Nordstrom reflections, due 3/26\*
  - Self-assessment of strengths and weaknesses, due 4/9
  - Laura Mattimore reflections, due 4/9\*
  - Life map, due 4/16\*\*

\*One of the most important factors in learning from experience is taking time for *reflection*. After each of our guest speakers, we ask you to reflect on what was said, identify two things you learned that were important to you, explain why these things were important to you, and draw some implications for your future actions. These reflections must be typed, cannot exceed one page, and will be collected at the beginning of the class following the guest speaker.

\*\*This experience cannot be made up or easily understood second hand, therefore it is weighted heavily: failure to complete it will have serious impact on the engagement portion of your grade!

- I reserve the right to give unannounced quizzes on assigned material if I feel that people are not coming to class prepared. If given, these will count as part of the engagement grade.

## 2. MID-TERM TEAM PROJECT (1/3):

Your mid-term is a team project in which each member of the team will interview at least one leader. After the interviews are completed, the team will integrate the interviews and relevant course material into a six page essay on leadership or its development.

### The Team

A team should consist of no fewer than four or more than six members (I strongly recommend 5 or 6 members). Each member of the team must identify and interview at least one

leader; teams of less than five members still must conduct at least five interviews. You should send me a list of your team members no later than **January 30**.

### The Interview

It is highly recommended that the interview focus on only one of the demands leadership. Your team has considerable latitude in choosing what specific questions to ask, but the result should give you enough information to address in some depth one of the five demands of leadership, for example how these leaders set direction for their organizations, or how they grow themselves and others.

You do not need to ask all the same questions in every interview, but your team should ask enough of the same questions for you to compare results across the interviews. Keep in mind that the people you are talking to will be more engaged if the questions you ask are thought-provoking to them. It is your job to draw them out. Do not ask so many questions that you cannot cover them in the time you are given—it is much better to have a conversation with some depth than to take a superficial cut at a long list of questions!

While it is okay to conduct the interviews singly, I strongly recommend that you interview in pairs when you can. Not only does it make the interview more interesting, it usually results in better integration in the final paper.

### Whom to Interview

The people you interview should be senior managers or executives whom you believe to be very effective. One purpose of the project is to give you an opportunity to learn from veteran managers whom you admire, so be intentional in whom you choose to interview. This can be an opportunity for you to get to know someone you haven't worked with before, to understand someone better with whom you have worked, or to meet someone in an area of expertise or part of the organization other than your own.

Do not wait until the last minute to do this assignment. It takes time to set up and conduct interviews, and only after those are completed can you integrate what you have learned and write the paper.

### The Paper

This is a team project because much of the value in the exercise comes from sharing with each other what you have learned from the interviews and in figuring out the implications for your own growth and development. The paper should address one of the leadership demands we cover in the course, use relevant course material to clarify, support, or build on the interview results, and conclude with some specific implications for what this might mean **for your own development as leaders**.

The paper itself should 1) begin with a brief discussion of your chosen topic, why you

chose these people to interview, and why you picked the questions you chose to ask them (note that the details are supposed to be in the appendices, so this is the general rationale), 2) discuss what the interviews have revealed about the topic you have chosen, and 3) draw conclusions about the implications of what you learned for your own development as leaders. Not only should the topic you choose be based on one of the demands of leadership, but you should use relevant course material as to clarify, support, or build on the interview results

Papers can be no more than six double-spaced pages (1 inch margins all around, Times New Roman, 12 point font). Appendices to the paper should include 1) the interview questions asked; 2) a list of the people interviewed, their organizations and titles, the reason each was chosen, and who conducted the interview; and 3) a summary of each interview (no more than two double-spaced pages for each person interviewed). Failure to follow these guidelines will be taken into account in the grading. The six page limit for the body of the paper is exclusive of tables and charts you may choose to add, and of the required appendices.

**Two complete copies of your paper are due at the beginning of Class on March 5.**

Each paper will be read and scored according to the same criteria by two independent readers, who will determine your grade. The three criteria are:

1) Quality of the rationale for the project

How effectively are the goals of the interview project presented and the rationale for the interview questions explained and linked to the course? How appropriate are the people interviewed for the purposes of the project?

2) Presentation of results

How effectively are the interview results presented in the context of the leadership demand selected and how well are they integrated with course material? (Note: selected quotations from the interviews can be very effective ways to summarize and clarify your central themes.) How well done are the synopses of the individual interviews in the appendix?

3) Implications of findings

How effectively does the paper develop meaningful implications for people like yourselves—either for developing your leadership capacity or for behaving more effectively in a leadership role? How logically do the implications follow from the results presented?

This is a lot to do in 6 double-spaced pages. Do not short-change the team part of the process where ideas are brought together and the themes/conclusions identified. In the past I have had papers that contained fantastic interviews, both in terms of the people interviewed and what they said (as I could tell from the synopses), but they received mediocre grades because they did a poor job integrating the results and drawing out the implications.

3. FINAL PAPER (1/3):

The final paper requires you to craft a personal plan for the next stage of your growth as a

leader. This paper should draw on material from the entire course, and you may want to include in appendices self-assessments, your life map, etc.-- so hang on to them. You also may want to include materials from outside of the course that you consider relevant, such as past performance evaluations. Detailed instructions for this paper will be distributed in class.

**Two complete copies** of your paper are due in the M&O Office, 306 Bridge Hall, or my office after hours (306C Bridge), by 6:30pm on **April 30**.

Cruel experience has taught me that I need to set **guidelines for both papers**. They must be done in 12-point font, Times Roman or equivalent, double-spaced, with 1-inch margins all around. In other words, please don't try to defeat the page limits through chicanery.

I do not accept papers sent by email or by fax. Plan accordingly!

### **GENERAL MARSHALL SCHOOL POLICIES**

*All students are expected to adhere to the highest standards of academic integrity as spelled out in SCAMPUS.*

*It is University policy to grant students excused absences from class for the observance of religious holy days. Students are expected to make arrangements well in advance of the absence.*

*Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30am-5:00pm, Monday through Friday. The telephone number for DSP is (213) 740-0776.*

*Assignments, papers, quizzes, or other material unclaimed by a student will be discarded after six (6) weeks, and hence will not be available should a grade appeal be pursued following receipt of course grades.*

## MOR 571 “Leadership and Executive Development” Spring 2012

1) Monday, 1/9	Monday, 1/16	2) Monday, 1/23	3) Monday, 1/30	4) Monday, 2/6
<i>Leadership as Creating Context</i>  Case: M-16  <i>The Five Demands of Leadership</i>	<b>Martin Luther King, Jr. Day Holiday</b>  <u>No Class</u>	<i>Setting and Communicating Direction: The Vision Thing</i>  Cases: Carlos Ghosn at Nissan; Sir Howard Stringer at Sony; Indra Nooyi at PepsiCo	<i>Setting and Communicating Direction: Beyond Vision</i>  Case: Bob Iger at Disney  <b>Bob Chapek</b> President Disney Consumer Products	<i>Setting and Communication Direction: Leading Change &amp; Changing Leaders</i>  Case: Alan Mulally at Ford  <b>Tom Conley</b> Senior VP <b>Colleen Van Dyke</b> Agency VP <b>Dan Kinney</b> Operations VP State Farm
5) Monday, 2/13	Monday, 2/20	6) Monday, 2/27	7) Monday, 3/5	Monday, 3/12
<i>Aligning Critical Constituencies: Masters of Persuasion</i>  Case: Anne Mulcahy at Xerox  <b>Jack Hollis</b> Vice President Scion Toyota Motor Sales	<b>Presidents’ Day Holiday</b>  <u>No Class</u>	<i>Aligning Critical Constituencies: Leading Up, Leading Down</i>  Cases: Leading a Turnaround; Ed Catmull at Pixar	<i>Aligning Critical Constituencies: Values as Common Ground</i>  <b>Glenn Ault, MD,</b> Assoc. Prof., Keck School of Medicine, Assoc. Dean for Clinical Admin. & Assoc. Med. Dir., LAC+USC Med. Center  <b>Mid-Term Paper due (2 copies)</b>	<b>Spring Break</b>  <u>No Class</u>
8) Monday, 3/19	9) Monday, 3/26	10) Monday, 4/2	11) Monday, 4/9	12) Monday, 4/16
<i>Setting and living Values: Organization Culture and Leadership Philosophy</i>  <b>Blake Nordstrom</b> President Nordstrom	<i>Setting and living Values: Individual Fit and Personal Values</i>  Case: Howard Schultz at Starbucks	<i>Growth of Self and Others: Developing Leadership Talent</i>  <b>Laura Mattimore</b> Director, Leadership Development Proctor & Gamble	<i>Growth of Self and Others: When Things Go Wrong</i>  Case: Horst Schroeder at Kellogg	<i>Growth of Self and Others: Sharing Life Maps and Aspirations</i>  <b>Life Maps Due</b>
13) Monday, 4/23	<b>Monday April 30: Two copies of final paper are due by 6:30pm at Bridge 306C</b>			
<i>The Path to Mastery</i>  Case: You				

## DAILY ASSIGNMENTS

Note: Unless otherwise indicated, all articles and other materials assigned in the course should be in the course packet, which is available at the USC bookstore. The packet includes readings, cases, exercises, and a life map and instructions. Selections of slides used in class and other relevant materials will be posted in the “content” section of Blackboard as the course progresses.

### **1) Monday, January 9**

#### *Leaders Create Context*

Readings Due:

- Fallows, “Two Weapons: The M-16”
- McCall, “The Five Demands of Leadership” (one page)

Assignments Due:

- After reading about the M-16 prepare to discuss the following issues:
  - 1) What are the bureaucratic pathologies revealed in the story of the M-16?
  - 2) In your opinion, what causes the pathologies you have listed?
  - 3) In what ways and at what points might leadership have made a difference in the outcome?
  - 4) Do any of the pathologies you have identified in the cases exist in your organization? If so, how do you contribute to the dysfunctional patterns?
  - 5) How does one acquire the skills and abilities required to lead in the face of these common organizational pathologies?

## **Monday, January 16, Martin Luther King, Jr. Day—No Class**

### **2) Monday, January 23**

#### *Setting and Communicating Direction: The Vision Thing*

Readings Due:

- Bennis, “Learning Some Basic Truisms about Leadership (1976, 1996)”
- Implementing the Nissan Renewal Plan
- Gunther, “The Welshman, the Walkman, and the Salarymen”
- Siklos, “Sony: Lost in Translation”
- Morris, “The Pepsi Challenge”

Assignments Due:

- Complete the “**MOR571 Background Sheet**” and bring it to class.
- Read David Oldfield’s letter to you and the material in his “Drawing the Map of your Life,” look over the life map, and come with any questions about the assignment (which is due April 16).



**DO NOT COMPLETE YOUR LIFE MAP AT THIS TIME!!**

- Read the Bennis article and begin thinking about what it means for a leader to set the direction-- establish a vision-- for an organization.
  
- Come prepared to discuss the following questions about Ghosn and the Nissan case:
  - 1) Ghosn, a non-Japanese, was hardly an expert in repairing Japanese automobile companies. How did he “get on the balcony” to learn what was needed to successfully turn Nissan around?
  - 2) Why did people at Nissan resist change when the problems were so evident? How did Ghosn get their commitment to the radical changes that were necessary?
  - 3) Ghosn’s use of cross-functional teams was crucial to the success of the turnaround. What made them so effective? What did they accomplish in addition to solving some significant business problems?
  - 4) How would you describe Ghosn as a leader? What would it be like to work for him? What could you learn from him?
  
- The verdict is still out on Sir Howard Stringer’s efforts to turn Sony around. Whether or not this non-Japanese, non-engineer chief executive is successful, his attempt to set, communicate, and embed a new direction for Sony offers a useful perspective on leadership in action. The two articles, one written about a year after Stringer became CEO and the other three years later, allow us to follow the outcome of his first round of changes and then see what he does next. When reading the two articles consider the following questions:
  - 1) What were the problems at Sony that Stringer faced when he accepted the board’s offer to become CEO?
  - 2) What is Stringer’s vision for Sony? How has he tried to communicate it?
  - 3) Some would argue that visions, mission statements and the like are only hot air until concrete action embeds them in the organization. What organizational changes has Stringer made to set the new direction?
  - 4) Why was the first round of changes seemingly so ineffective? If the problems were so obvious and the need to change so urgent, why did people resist?
  - 5) How would you assess Stringer as a leader? What qualities does he bring that might be especially useful in this

situation?

The two articles about Howard Stringer at Sony present an interesting contrast to the way Ghosn approached change. Both leaders were non-Japanese CEOs leading Japanese companies that were in deep trouble. Consider the following questions:

- 1) What is the fundamental difference in the way these two men approached changing their organizations?
- 2) What are the special challenges of leading change in cultures other than one's own?

Indra Nooyi at Pepsi presents us with yet a third leader attempting to change a large organization.

- 1) What is her vision for Pepsi and what has she done to make it a reality?
- 2) How would you describe her leadership style and how does it compare to Ghosn and Stringer?
- 3) Compare the backgrounds of these three leaders. Do you see similarities? Differences?

**3) Monday, January 30**

*Setting and Communicating Direction: Beyond Vision*

Special Guest:  
**Robert Chapek**  
President  
Disney Consumer Products

Readings Due:

- Siklos, "Bob Iger Rocks Disney"  
 Iger, "Technology, Tradition & the Mouse"  
(interview with Bob Iger)

Assignments Due:

- Read Bob Chapek's bio at the back of the syllabus and come prepared to take advantage of his time with us
- The two articles about Disney is quite revealing in terms of Iger's strategic perspective, values, and expectations.
- 1) How has Iger changed the culture of the Walt Disney Company?
  - 2) What are his priorities moving forward and what does that imply about his expectations for leaders at Disney?

**Names of mid-term team members must be submitted by today.**

**4) Monday, February 6**

*Setting and Communicating Direction: Leading Change and*

*Changing Leaders*

Special Guests:

**Tom Conley**

Senior Vice President

State Farm Insurance Companies

President and CEO

State Farm General Insurance Company

**Colleen Van Dyke**

Agency Vice President

State Farm Insurance Companies

California Zone

**Dan Kinney**

Operations Vice President

State Farm Insurance Companies

California Zone

Readings Due:

Taylor, "Fixing Up Ford"

Assignments Due:  Mulally was not a car guy and had no experience with mass marketing or with dealers. He took charge of Ford at a time when other automobile makers were declaring bankruptcy.

- 1) How did he "get on the balcony" to learn what was needed to change Ford? What was his vision?
- 2) What actions did he take to change the culture at Ford?
- 3) How did Mulally get commitment to the cultural changes that were necessary?

Read Tom Conley's, Colleen Van Dyke's, and Dan Kinney's bios at the back of this syllabus. Come prepared to take advantage of their time with us.

Compare the State Farm website with the websites of a couple of their competitors (e.g. Farmer's, AllState, GEICO, Progressive). What conclusions can you draw?

**REFLECTIONS DUE:** Identify two things you learned from the presentation by Bob Chapek that were important to you, explain why these things were important to you, and draw some implications for your future actions. No more than one page, typed. This will be collected at the beginning of class.

**5) Monday, February 13**

*Aligning Critical Constituencies: Masters of Persuasion*

Special Guest:  
**Jack Hollis**  
Vice President, Scion  
Toyota Motor Sales, U.S.A., Inc.

Readings due:  Morris, “The Accidental CEO”

Assignments Due:  After reading about Anne Mulcahy’s turnaround of Xerox (“The Accidental CEO”) come prepared to discuss the following questions:

- 1) What constituencies did Anne Mulcahy have to align?
- 2) What was her magic formula for gaining the respect and trust of these various constituencies?
- 3) How could people judge whether she was serious?

Read Jack Hollis’s bio (at the back of this syllabus) and come prepared to take advantage of his experience.

Go to the Scion website and build a Scion for yourself. Bring a printout of your creation to class. Come prepared to share your perspective on what makes a compelling website and what could be added to Scion.com that would make it more interesting to you.

**REFLECTIONS DUE:** Identify two things you learned from the presentation by Tom Conley, Dan Kinney, and Colleen Van Dyke that were important to you, explain why these things were important to you, and draw some implications for your future actions. No more than one page, typed. This will be collected at the beginning of class.

## Monday, February 20, Presidents’ Day—No Class

### 6) Monday, February 27

*Aligning Critical Constituencies: Leading Up, Leading Down*

Readings Due:  Catmull, “How Pixar Fosters Collective Creativity”  
 Coutu, “Why Teams don’t Work” (an interview with Richard Hackman)  
 McCall, “Leading a Turnaround: An Alignment Challenge”  
 Gabarro & Kotter, “Managing Your Boss”  
 Lombardo & McCall, “Coping with an Intolerable Boss”

Assignments Due:  Creating and sustaining a creative organization requires

leadership. How have Catmull and his associates maintained the culture at Pixar? Is leading a creative enterprise different than leading other kinds of organizations?

Read the caselet “Leading a Turnaround: An Alignment Challenge” and come to class prepared to discuss your strategy for realigning the critical constituencies

Read the interview with Richard Hackman and come prepared to discuss what a leader can do to make a well-designed team perform even more effectively.

What brings out the best in you? Come to class prepared to give an example of a time when you did your best and what it was that motivated you.

Given that Gabarro and Kotter’s advice on how to manage your boss is so obvious, why don’t people do a better job of managing their bosses?

**REFLECTIONS DUE:** Identify two things you learned from Jack Hollis’s presentation that were important to you, explain why these things were important to you, and draw some implications for your future actions. No more than one page, typed. This will be collected at the beginning of class.

**7) Monday, March 5**

*Aligning Critical Constituencies: Values as Common Ground*

Special Guest:

**Glenn Ault, MD**

Associate Professor, Keck School of Medicine,  
University of Southern California  
Associate Dean of Clinical Administration and  
Associate Medical Director-Operating Rooms,  
LAC+USC Medical Center

Readings Due:  Larry Spears’ “Understanding the Growing Impact of Servant Leadership”

Assignments Due:  Read Glenn Ault’s bio (at the back of this syllabus) and come prepared to take advantage of his experience.

After reading about the principles of servant leadership, come prepared to discuss the following questions:

- 1) Do you see examples of servant leadership in your workplace? If so, in what way?
- 2) Does your company, or any of its leaders, exemplify servant leadership principles? Be prepared to cite examples. Are there other leaders you know that are servant-leaders?

What is your leadership philosophy? What core values determine your leadership choices?

**TWO COPIES OF YOUR MID-TERM ESSAY ARE DUE IN CLASS TODAY.**

## Monday, March 12, Spring Break—No Class

### **8) Monday, March 19**

*Setting and Living Values: Organization Culture and Leadership Philosophy*

Special Guest:  
**Blake Nordstrom**  
President  
Nordstrom, Inc.

Readings Due:

Gerstner, “On Corporate Culture” and “Leading by Principles”

Assignments Due:

- Read the Gerstner excerpts:
  - 1) Why does Gerstner put so much emphasis on the culture?
  - 2) Why did the original values that Tom Watson embedded in IBM get distorted over time?
- Please come prepared to share your thoughts:
  - 1) Find out if your organization has a statement of its values, and if it does bring it to class
  - 2) What would it take to make a credo or statement of values a reality and not just empty words?
  - 3) Can you describe a time when an organization you worked for actually lived up to its values?
- Read Blake Nordstrom’s bio (at the back of this syllabus) and come prepared to take advantage of his experience.
- REFLECTIONS DUE:** Identify two things you learned from Glenn Ault’s presentation that were important to you, explain why these things were important to you, and draw some implications

for your future actions. No more than one page, typed. This will be collected at the beginning of class.

**9) Monday, March 26**

*Setting and Living Values: Individual Fit and Personal Values*

Readings Due:

- Goldsmith, “Leaders Make Values Visible”
- “We Had to Own the Mistakes” (an interview with Howard Schultz)
- Clawson, “The Moral Foundation of Extraordinary Leadership”

Assignments Due:

- What happens when your personal values and your organization’s values are not consistent?
- How did Howard Schultz fare when his values were put to the test? Have your values ever been tested? What happened and what did you learn from it?
- REFLECTIONS DUE:** Identify two things you learned from Blake Nordstrom’s presentation that were important to you, explain why these things were important to you, and draw some implications for your future actions. No more than one page, typed. This will be collected at the beginning of class.

**10) Monday, April 2**

*Growth of Self and Others: Developing Talent and Personal Choices*

Special Guest:  
**Laura Mattimore**  
Director, Leadership Development  
Procter & Gamble

Readings Due:

- Colvin, “How to Build Great Leaders”
- Reingold, “The \$79 Billion Handoff”
- McCall, “The Experience Conundrum”
- Lafley, “The Art and Science of Finding the Right CEO”

Assignment Due:

- Read Laura Mattimore’s bio at the back of the syllabus and come prepared to take advantage of her time with us.
- How do your organization’s practices for identifying and developing leadership talent compare to the organizations described by Colvin and in particular to P&G’s processes as described by Reingold and Lafley?
- Considering your own development as a leader...

- 1) What experiences changed you in a significant way?
- 2) What did you learn from those experiences?

**11) Monday, April 9**

*Growth of Self and Others: When Things Go Wrong*

- Readings Due:
- Gibson, "Personal 'Chemistry' Abruptly Ended the Rise of Kellogg President"
  - Sorcher & Brant, "Are you Picking the Right Leaders?"

- Assignments Due:
- Read the story of Horst Schroeder's rise and fall at Kellogg and come prepared to discuss the following issues:
    - 1) What attributes or strengths led Kellogg to choose Horst Schroeder as president?
    - 2) What were the flaws that "did him in"? Were some of his flaws more important than others? Why?
    - 3) Do you believe he developed those flaws after he became president? If not, why did they become so significant at this particular time?
    - 4) Whose fault was this derailment—was it due to mistakes made by LaMothe and Kellogg, or do you think Mr. Schroeder was responsible for his own demise?
    - 5) If Sorcher & Brant's advice on how to pick leaders had been followed, would Schroeder still have been selected as president? Why or why not?
    - 6) What can we learn from the P&G succession process that could help Kellogg avoid making similar mistakes in the future?

Fill out the "Self Assessment of Strengths and Weaknesses." It will be collected at the end of class.

**REFLECTIONS DUE:** Identify two things you learned from Laura Mattimore's presentation that were important to you, explain why these things were important to you, and draw some implications for your future actions. No more than one page, typed. This will be collected at the beginning of class.

**12) Monday, April 16**

*Growth of Self and Others: Sharing Life Maps and Aspirations*

- Readings Due:
- Review the materials about life maps in David Oldfield's "Drawing the Map of your Life" (in your reading packet under January 23)
  - Bennis, "Knowing Yourself"



- “Carlos Ghosn” from “How I Work” in Fortune
- “Work/life Balance: Two Conversation Starters”

Assignments Due:

- Consider Bennis’s argument.
  - 1) What does it mean to know yourself?
  - 2) Do you agree that to be effective a leader must know him/herself? Why do you think so?

Looking at how Carlos Ghosn lives his life, and considering the conversation starters, where does work fit in your life? What does it mean to you to “balance life and work”? How do you manage the tension in your own life?

**Come to class with your completed life map.** Class will include a “gallery of lives” during which all the life maps will be on display for a short period of time. After that, you will have an opportunity to tell your story in a small group.

### 13) Monday, April 25

*Growth of Self and Others: Your Path to Mastery*

Readings Due:

- Interview with Linda Hill, “What You Must Learn to Become a Manager”
- Charan et al., “Six Leadership Passages”
- Collins, “Level 5 Leadership: The Triumph of Humility and Fierce Resolve”
- Goleman, “What Makes a Leader?”
- Jobs, “Stay Hungry. Stay Foolish.”

Assignments Due:  After reading the articles, where do you stand...

- 1) In Hill’s transition?
- 2) According to the “Leadership Pipeline”?
- 3) On Collins’ Levels?
- 4) In terms of Goleman’s dimensions of Emotional Intelligence?

As you consider the next stage for you as a leader, a) what skills do you need to build on, b) what new skills do you need to acquire, and c) what do you need to let go of?

### Monday, April 30

Two complete copies of your final paper are due in the M&O Office, 306 Bridge Hall, or my office after hours (306C Bridge), by 6:30pm. No faxes or email will be accepted. If you want one copy of your paper with our comments returned to you, along with your final grade, you need to include an adequately

stamped, adequately-sized, self-addressed envelope. Otherwise after it is graded your paper will be available in the MOR office (306 Bridge).

**YOUR FACULTY**  
(In Order of Appearance)

***MORGAN McCALL***

Morgan is a Professor of Management and Organization in the Marshall School of Business at the University of Southern California. In addition to his regular faculty responsibilities with the Full-Time, Evening, and Executive MBA programs, he has worked with the Office of Executive Education in the design and delivery of executive programs, taught in the International Business Education and Research (IBEAR) program, and is affiliated with the Center for Effective Organizations. He spent a sabbatical year as Director, HR Labs, HR Strategy and Planning, Sun Microsystems. Prior to joining USC, Morgan was Director of Research and a Senior Behavioral Scientist at the Center for Creative Leadership.

Executive leadership, especially early identification, assessment, development, and derailment of executives, is the primary focus of Morgan's research and writing. His two most recent books, Developing Global Executives, co-authored with George Hollenbeck, and Advances in Global Leadership, Volume 2, co-edited with William Mobley, extend his work to the international stage. Prior to these, he wrote High Flyers: Developing the Next Generation of Leaders (translated into Japanese, Dutch, and Thai, and winner of the 1998 Athena Award for Excellence in Mentoring). He co-authored The Lessons of Experience, a book on how executives develop that won the "New Perspectives on Executive Leadership Award" and was a MacMillan Book Club and "Fast Track" selection. He also co-authored of Whatever it Takes: The Realities of Managerial Decision Making, Leadership: Where Else can We Go?, and Key Events in Executives' Lives. He received the Marion Gislason award for "Leadership in Executive Development" from the Executive Development Roundtable at Boston University, and, in 2008, was chosen by his peers for the Distinguished Professional Contributions Award from the Society for Industrial and Organizational Psychology.

An active speaker and consultant, Morgan has worked with a variety of organizations including Boeing, Disney, Eaton, Genentech, Johnson & Johnson, Microsoft, Nordstrom, Procter & Gamble, Starbuck's, Sun Microsystems, NCR, Toyota, and Weyerhaeuser. In addition, he works with senior executives to develop corporate strategies and systems for executive development.

After receiving a B.S. with honors from Yale University, Morgan earned his Ph.D. from Cornell. He is a Fellow of the American Psychological Association, the American Psychological Society, and the Society for Industrial and Organizational Psychology. He has served on numerous editorial boards, including Leadership Quarterly, Academy of Management Review, Academy of Management Executive, Human Resource Development Quarterly, and Executive Development Journal.

***Bob Chapek***  
**President, Disney Consumer Products**

Bob Chapek was named President of Disney Consumer Products in September 2011. In this capacity, Chapek oversees a global Disney consumer products organization that consolidates its consumer retail business across the Disney enterprise commercializing Disney's expansive sources of content including Walt Disney Studios, Pixar, Marvel, Media Networks, Interactive Media and Consumer Products. In addition to leading the world's largest licensing business, Chapek also oversees the vertical businesses of Disney Publishing Worldwide, the world's largest publisher of children's books and magazines, and The Disney Stores global retail chain and online shopping portal.

Disney Consumer Products extends the rich Disney entertainment experience to a broad selection of merchandise ranging from toys, apparel, home décor and books to movies, music, interactive games, food and beverages, electronics and fine art.

From November 2009 to September 2011, Chapek served as President of Distribution for The Walt Disney Studios. He was responsible for overseeing the Studios' overall content distribution strategy across multiple platforms including theatrical exhibition, home entertainment, pay TV, digital entertainment and new media. In this role, Chapek maximized the commercial value of the Studios' creative assets by building and operating a newly designed, cross-platform distribution organization. Chapek managed the product lifecycle for all movie content and led the sales/account management function across all distribution platforms worldwide.

In his previous role as president of Walt Disney Studios Home Entertainment, Chapek led the organization to record-setting performances on numerous movie titles. He also has played a key role in the commercialization of Disney's live-action and animated direct-to-video business.

During his tenure at Disney, Chapek has continued to foster digital distribution technology, develop groundbreaking product configurations and business models, and identify new revenue streams to achieve business objectives and sustain long-term category growth for the organization.

Prior to joining Disney, Chapek practiced brand management in the packaged goods industry with the H.J. Heinz Company and in the advertising business with J. Walter Thompson.



***TOM CONLEY***  
**Senior Vice President**  
**State Farm Insurance Companies**

**President and CEO**  
**State Farm General Insurance Company**

Tom Conley is the Senior Vice President in California for State Farm Mutual Insurance Companies and President and CEO of State Farm General Insurance Company.

A graduate of Loyola Marymount University in Los Angeles, Tom joined State Farm as an agent in Arcadia, California in 1987. During his 18-year tenure in California, he held numerous positions, including: Agency Manager in Mission Viejo, Senior Agency Field Consultant in Orange, Agency Field Executive in Pasadena and most recently, Agency Vice President before being promoted to Senior Vice President.

In 2000, Tom transferred to Corporate Headquarters in Bloomington, Illinois, where he worked as an Agency Administrative Assistant. Within the year, he was promoted to Executive Assistant to the Chairman's Council.

In 2001, he moved to Orlando, Fla., as Vice President – Agency. In 2005, he returned to Corporate as Vice President – Agency and served in that position for a short time. Later the same year he was appointed to Agency Vice President in California. This role required the development of vision, strategy, and direction for over 1,900 agents and a leadership team of eight. The in-depth understanding of the California market Tom gained in his early years coupled with his varied leadership experiences, helped pave the way for State Farm California's multiple years of profitable growth.

Tom participated in Leadership Southern California, an experiential learning program dealing with public policy issues. He is a graduate of the Harvard Business School General Manager Program™, a comprehensive executive education program designed to prepare business managers to help companies institute organizational learning and improve the ability to lead change.

Active in the community, Tom currently serves on the boards of directors for the Los Angeles County Economic Development Corporation, Teach for America, the California Chamber of Commerce, the California Business Roundtable, and the Los Angeles Sports Commission. Tom is proud to support their missions to foster business development, educational excellence, and stimulate the local economy in California.

Tom and his wife Annette have three children: Matthew, Sara, and Liam.



***COLLEEN VAN DYKE, ChFC, CLU***  
**Agency Vice President**  
**State Farm Insurance Companies**  
**California Zone**

Colleen Van Dyke is Agency Vice President for the California Zone. Colleen brings a wealth of knowledge and varied experiences to help the Zone continue our positive momentum.

Colleen joined State Farm in 1988 as a life/health underwriter in Rohnert Park. She moved to Agency in 1994 as an agent in Davis, California and was recruited to leadership in 1998 as an agency field consultant in Stockton. Colleen was an agency field executive in the Los Angeles Market Area before moving to Bloomington in 2003. During these years at Corporate, she served as an agency administrative assistant in the Business and Technology Integration Office and was soon promoted to executive assistant to the Chairman's Council. In 2004, Colleen joined the Northeast Zone as Vice President Agency. In 2005, she led the CRG-Workforce Study, and in 2007, she launched the CRG-Multi-Line Growth Study. Colleen was named Vice President - Securities Products in 2008, where she guided the vision and execution of our work in Mutual Funds and Variable Products.

Colleen received a bachelor's degree from the University of California, Davis. She also received a Master's of Business Administration from the University of Chicago and is a graduate of the General Managers Program at Harvard Business School. Colleen has earned both the Chartered Life Underwriter (CLU) and the Chartered Financial Consultant (ChFC) designations.

Colleen and her husband, Michael have two sons, Ryan and James.



***DANIEL E. KINNEY, J.D., CLU***  
**Operations Vice President**  
**State Farm Insurance Companies**  
**California Zone**

Dan Kinney is Operations Vice President in the California Zone at State Farm.

Dan began his career at State Farm in 1986 as an attorney working in the Corporate Law Department in Bloomington, Illinois. He relocated to California in 1991 to serve as counsel for the satellite Corporate Law Office in Sacramento. In 2001, Dan joined the California Executive Office as Vice President of Operations taking responsibility for management over a variety of departments including Auto Claims, Public Affairs, Auto Operations, Human Resources, Marketing, and the Strategic Management Office. He was promoted to his current position as Operations Vice President for California in November, 2011.

Dan serves as chairman for the Personal Insurance Federation of California, and is a board member of the California Business for Educational Excellence and the Inner City Games/Hollenbeck Youth Center.

Dan has a bachelor's degree from Northern Illinois University in DeKalb and a Doctor of Jurisprudence degree from the University of Illinois, Champaign. He earned a Chartered Life Underwriter (CLU) designation in 2009.

Dan and his wife, Taryn, have three children: Brendan, Justis and Chandler.

***JACK HOLLIS***  
**Vice President, Scion**  
**Toyota Motor Sales, U.S.A., Inc.**

Jack Hollis is Vice President of Scion, a new line of vehicles from Toyota Motor Sales (TMS), U.S.A., Inc. He is responsible for all Scion activities.

Most recently, Jack Hollis served as corporate manager of Scion, where he was responsible for overall Scion operations, including sales, distribution, marketing, product development, and customer service.

Prior, Hollis served as the Toyota corporate manager of private distributors and sales strategies where he was responsible for all aspects of business relating to Toyota's private distributors, Gulf States Toyota and Southeast Toyota. During this time, he was also the architect of the current em2 movement commissioned by Toyota's Executive Committee.

Mr. Hollis began his career with Toyota in 1992, where he served as a management trainee. Since then he has had several national and regional management positions including vehicle operations manager, sales administration manager, Lexus dealer advertising manager, customer services marketing manager, retail development manager, customer relations manager and district manager.

Hollis also worked as special assistant to the president, TMS, the primary liaison for internal and external groups interfacing with the Office of the President and coordinating with Executive Committee offices while overseeing coordination of the president's daily activities.

Hollis, member of Stanford's 1998 NCAA National Baseball Championship team and the Cincinnati Reds for two seasons, is active within the local community and serves on the Palos Verdes Little League Board, is on the Leadership Council of The River Community Church, and is an advisory board member of ShareFest Community Development.

Hollis earned his bachelor's degree in economics at Stanford University. He resides in Palos Verdes Estates, Calif. with his wife Jayne. They have four children, Allyson, Jackson, A.J. and Amanda.



## Biographical Sketch

### Dr. Glenn T. Ault

#### *GLENN AULT, M.D., MEd.*

Dr. Glenn Ault is an Associate Professor in the Division of Colorectal Surgery in USC's Keck School of Medicine, Associate Dean of Clinical Administration as well as Associate Medical Director for the Operating Rooms - LAC+USC Medical Center. He completed his surgical residency and colorectal fellowship at the University of Southern California and Los Angeles County+USC Medical Center. He earned his Bachelor of Science from Muhlenberg College in Allentown, Pennsylvania and completed his M.D. degree at the Hahnemann University School of Medicine in Philadelphia. Prior to coming to Southern California for his residency, he completed a surgical internship at Hahnemann University Hospital.

In the fall of 2009, as a reflection of the importance of the partnership between the Keck School of Medicine of USC and the LAC+USC Medical Center, Glenn was appointed to the new position of Associate Dean for Clinical Administration (LAC+USC Medical Center). In this role he represents the school in day-to-day operations with the hospital and is dedicated to fostering and strengthening the partnership between USC, the County of Los Angeles, the Board of Supervisors and the Department of Health Services. He provides oversight to the over 125 million dollar contract between the County of Los Angeles and the University for the provision of clinical care at LAC+USC Medical Center.

His interest in leadership and politics stems from work he did prior to entering medical school. As a high school senior, he served as a Congressional Page in the United States House of Representatives from 1982-83. After college, he returned to the capitol to serve as an Administrative Assistant to the Clerk of the U.S. House of Representatives. He worked in Washington until entering medical school. Glenn also works with the Boy Scouts of America where he serves on the National Order of the Arrow Committee. The Order of the Arrow is Scouting's National Honor Society and is founded on principles of servant leadership. He specifically works with leadership development of older teens in this organization.

His research interests are in expertise development and the application of Cognitive Task Analysis in the curriculum development for surgical skills training. He was one of the principal investigators in a 3 million-dollar grant to establish the Surgical Technical Skills Research and Education Center at USC, which was designed to teach technical skills to surgery residents in an environment outside of the operating room.

Because of an interest in surgical education, he completed a Masters of Science in Education at USC's Rossier School of Education and the Keck School of Medicine's Division of Medical Education in 1999. Glenn has received numerous teaching awards including recognition by his department, school and national societies. He received teaching awards in the Department of Surgery as an intern, junior and senior resident, and was chosen as "Best Instructor as a House Officer" by the graduating class of the Keck School of Medicine in 2002 and 2003. He received the Jeanine Chalabian award for his commitment to the teaching of medical students in surgery. In October 2004, Glenn received the Resident Exemplary Teaching Award from the American College of Surgeons for his outstanding commitment to education. He is also currently the program director for the USC Colorectal Surgery Residency Program.

(November 2011)

**Blake Nordstrom  
President  
Nordstrom, Inc.**

Blake Nordstrom has been President of Nordstrom, Inc. since 2000 and served as a member of the company's Board of Directors since 2005. As President, Blake has worked together with the executive team to sharpen the company's focus on service and people while enhancing the shopping experience across all channels of the business. Under the leadership of the executive team, Nordstrom has been successful in increasing market share, improving performance and growing its store presence in top markets. In 2010, the company achieved record sales of \$9.31 billion and net earnings of \$613 million.

Blake began working in the stockroom of the shoe department and started selling shoes in 1975. From there he worked his way through high school and college selling shoes. Blake went on to hold various positions with the company including store, buying and regional management. He was named a co-president of the company in 1995 and became President of Nordstrom Rack in 2000 before receiving his current assignment later that year.

Blake has been a member of the Board of Directors for the Federal Reserve Bank of San Francisco since 2007, for the Federal Reserve Bank of San Francisco, Seattle Branch from 2004 to 2006, and served on the board of directors for the Downtown Seattle Association since 1992.

***Laura K Mattimore, PhD***  
**Director – Leadership Development**  
**Procter & Gamble**



Laura Mattimore is the Director of Leadership Development at Procter & Gamble and is located at the company's headquarters in Cincinnati, Ohio. Procter & Gamble is present in more than 80 countries and serves consumers in 140+ countries around the world. Laura holds a PhD in Industrial/ Organizational Psychology and began her career at P&G in June of 1992. She worked in Global Recruiting for several years leading the design and validation of employee selection programs and managing the company's employee survey. Laura then spent eight years in HR generalist roles within P&G's Food/ Beverage and Beauty businesses before moving into an assignment as Associate Director in Global Learning & Development in September of 2004. In October of 2009, Laura began her current assignment as Director of Leadership Development. In her role, Laura is responsible for staffing and succession planning, learning and development (including executive education), performance management, selection/assessment, and organization sensing.

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