



## 3,606: Leadership for the 21st Century

### Subject information

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ECTS-Credits: 2

### Attached courses

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Timetable	Language	Lecturer
<a href="#">3,606,1.00 Leadership for the 21st Century</a>	English	<a href="#">Haensch Michael</a> , <a href="#">Zweifel Thomas D.</a>

### Course information

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#### Course prerequisites

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#### Course content

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In this age of outsourcing and virtual teams, a border-less economy and free agents, the rules have changed. The days of the big leader – Churchill or Kennedy, even Watson or Welch – may be numbered. The explosion of free markets worldwide, the unparalleled access to knowledge through the Internet, the democratization of regimes, and the flattening of organizational hierarchies give ordinary people the opportunity to express leadership like never before: we can now shape our destinies, and those of our organizations and societies, to an unprecedented extent. Democracy and the cyber age call for a new kind of leadership – but what kind? What does it mean to be a leader in the age of globalization?

“Leadership for the 21st Century” explores these questions in theory and practice. It aims to prepare students for understanding and exercising executive ability in government, non-governmental organizations, and international business. Readings, discussions, labs, and assignments are designed for learning, self-reflection, and thrusting students – the next generation of leaders – into the experience, attitudes, and *action* of leading. Each student will design, launch, and deliver a **Leadership Breakthrough Project (LBP)** as a laboratory for challenging, exploring, and testing their leadership competencies in the action of producing real-world results. Each will coach other students in teams to implement their LBPs. And each will debrief their LBP and their coaching experience in a final paper to maximize their leadership learning and sustainability.

The course is designed to be complementary with the existing HSG curriculum. It acts as a bridge between technical skills (e.g. finance, marketing, strategy) and human skills (e.g. communication, creativity, culture). The course follows the Global Leader Pyramid™ (see Fig. 1). To maximize sustainable learning, it emphasizes the three legs of Knowing, Doing, and Being.

#### Course structure

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##### Requirements and Grading

Understanding of all required readings and attendance of all classes.

Active participation in class, 25% of grade

Design and implementation of your breakthrough leadership project, 25% of grade

Coaching of 2-3 peers in their breakthrough leadership projects, 25% of grade

Writing of a 2-4 page leadership breakthrough project debrief that demonstrates your command of the theories and tools covered in the course, 25% of grade

##### Schedule (subject to change):

### **Day 1: Self-Awareness, Culture, Coaching**

- Overview. Requirements. Q&A. Introductions.
- "Great" and "bad" leaders.
- Framework: The Leadership Pyramid™.
- Leadership self-assessment.
- Keeping a diary for self-reflection.

#### **Pyramid Level 1: Self-Knowledge**

- What is a self? Being past; being present; being self.
- Five types of power.
- Ethical dilemmas.
- Self-awareness exercises. Inner vs. outer action.
- Culture as a construction. Decoding culture tools: Pyramid, onion model.
- Overnight assignments: closing cycles; decoding culture, 5-year vision.

### **Day 2: Relationship, Vision, Strategy**

- Debrief overnight assignments. Key learnings so far?

#### **Pyramid Level 2: Relationship**

- Productive vs. unproductive speaking. Promises and requests.
- Giving and receiving feedback.
- Matterhorn of Masterful Listening.
- Building trust.

#### **Pyramid Level 3: Vision**

- Co-creating a future.
- Present 5-year vision articles.
- Restoring vision.
- Overnight Assignments: feedback; Strategy-In-Action; Leadership Breakthrough Projects.

### **Day 3: Strategy, Action, Breakdown > Breakthrough**

- Debrief overnight assignments. Key learnings so far?

#### **Pyramid Level 4: Strategy**

- Strategy-In-Action.

#### **Pyramid Level 5: Action**

- Present/coach Leadership Breakthrough Projects.
- Breakdowns as pathways to breakthroughs.
- The Global Leadership Alliance (GLA).
- Next Steps / Assignments.

### **=> Days 4-80: Leadership Breakthrough Projects**

Contextual Studies are considered part of **Contact Learning**; thus, taking part properly **implies regular attendance**.

### **Course literature**

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I have no theory. I only show something. I show reality ...  
I take those who listen to me by the hand and lead them to the window.  
I push open the window and point outside. –  
I have no theory, but I lead a conversation.  
– *Martin Buber*

#### **Required Readings:**

- Goldberg, Florian und Michael Haensch. 2004. *Auf Welche Gipfel Wollen Sie?* Berlin: Lardon Media AG.
- Hamel, Gary and C.K. Prahalad. 1989. "Strategic Intent," *HBR* Reprint #89308 (May-Jun), 63-76.
- Scherr, Allan L. 1989. "Managing for Breakthroughs in Productivity," *Human Resource Management* 28:3 (Fall), 403-424.
- The Hunger Project. 1991. "Planning-in-Action: an innovative approach to human development." New York: The Hunger Project. <http://www.thp.org/programs/index.html>
- Zweifel, Thomas D. 2003. *Communicate or Die: Getting Results Through Speaking and Listening*. New York: SelectBooks.
- Zweifel, Thomas D. 2003. *Culture Clash: Managing the Global High-Performance Teams*. New York: SelectBooks.

### Recommended Readings:

Zweifel, Thomas D. and Aaron Raskin. 2008. *The Rabbi & the CEO: The Ten Commandments for 21<sup>st</sup>-Century Managers*. New York: SelectBooks.

### Self-Knowledge

- Covey, Stephen R. 1991. *Principle-Centered Leadership*. New York: Summit Books.
- Freud, Sigmund. 1938. *The Basic Writings of Sigmund Freud*. A.A. Brill, ed. New York: Modern Library.
- Gandhi, Mohandas K. [1927] 1992. *An Autobiography, Or The Story of my experiments with truth*. Ahmedabad: The Navajivan Trust.
- Gardner, Howard. 1995. *Leading Minds: An Anatomy of Leadership*. New York: Basic Books.
- Goleman, Daniel. 1995. *Emotional Intelligence*. New York: Bantam Books.
- Greyser, Stephen A. 1992. "Johnson & Johnson: The Tylenol Tragedy," Harvard Business School Case 583043.
- Jung, Carl Gustav. 1923. *Psychological Types*. New York: Harcourt and Brace.
- Lukes, Steven. 1974. *Power: A Radical View*. London: Macmillan.
- Machiavelli, Niccolò. [1505] 1961. *The Prince*. London: Penguin Classics.
- <http://www.bibliomania.com/2/1/64/111/frameaset.html>
- Mandela, Nelson R. 1994. *Long Walk to Freedom*. Boston: Little, Brown and Company.
- Messick, David M. and Max H. Bazerman, "Ethical Leadership and the Psychology of Decision Making," *Sloan Management Review*, Winter 1996, 9-22.
- Northouse, Peter G. 1997. *Leadership: Theory and Practice*. Thousand Oaks CA: Sage Publications.
- Weick, Karl E. 1996. "Drop Your Tools: An Allegory for Organizational Studies," *Administrative Science Quarterly*, 301-313.

### Relationship

- Buber, Martin. 1970. *I and Thou*. New York: Charles Scribners Sons.
- Flaherty, James. 1999. *Coaching: Evoking Excellence in Others*. Boston: Butterworth-Heinemann.
- Goleman, Daniel. 1997. *Emotional Intelligence*. New York: Bantam Books.
- Handy, Charles. 1995. "Trust and the Virtual Organization," *Harvard Business Review*, May-June. 40-50.
- Katzenbach, J.R. and Smith, D.K. 1993. *The Wisdom of Teams*. Cambridge: Harvard Business School Press.

### Vision

- Goss, Tracy, Richard Pascale, and Anthony Athos. 1993. "The Reinvention Roller Coaster: Risking the Present for a Powerful Future," *HBR* Reprint #93603.
- Hamel, Gary and C.K. Prahalad. 1989. "Strategic Intent," *HBR* Reprint #89308 (May-Jun), 63-76.
- Zaleznik, Abraham. 1992. "Managers and Leaders, Are They Different?" *Harvard Business Review* 3-92, Reprint # 92211, 126-138.

### Strategy

- Hinterhuber and Popp. 1992. "Are You a Strategist or Just a Manager?" *HBR* Reprint # 92104, 105-113.
- Hamel, Gary. 1996. "Strategy as Revolution," *HBR* (Jul-Aug), 69-82.
- Schaffer, Robert H. and Harvey A. Thompson. 1992. "Successful Change Programs Begin with Results," *HBR* Reprint #92108.
- Senge, Peter. 1990. "The Leader's New Work: Building Learning Organizations," *Sloan Management Review* (Fall), Reprint #3211.

### Action

- Manchester, William. 1988. *The Last Lion: Winston Spencer Churchill. Vol. 1: Visions of Glory; Vol. 2: Alone 1932-1940*. Boston: Little Brown.

### Global Leadership

- Hofstede, Geert. 2001. *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations*. (2<sup>nd</sup> ed.) Thousand Oaks, CA: Sage Publications.
- Prahalad, C.K. and Lieberthal. 1997. "The End of Corporate Imperialism," *HBR*.
- Schell, Michael and Charlene M. Solomon. 1997. *Capitalizing on the Global Workforce*. New York: McGraw-Hill.
- Zweifel, Thomas D. 2005. *International Organizations and Democracy: Accountability, Politics, and Power*. Boulder CO: Lynne Rienner Publishers.

### Political and Public Sector Leadership

- Allison, Graham. 1971. *Essence of Decision: Explaining The Cuban Missile Crisis*.
- Weber, Max. "Bureaucracy" in *From Max Weber: Essays in Sociology*, H. H. Gerth and C. Wright Mills, eds. Oxford: Oxford University Press, 1946. Paper ed., 1958, pp. 196-244.
- Wilson, Woodrow. "The Study of Administration," *Political Science Quarterly* 2 (June 1887): 197-222.

### Business Leadership

- Brands. 1999. *Masters of Enterprise*. New York: Free Press.
- Slater, Robert. 1999. *Jack Welch and the GE Way: Management Insights and Leadership Secrets of the Legendary CEO*. New York: McGraw-Hill.

## Nonprofit Leadership

- Drucker, Peter F., *Managing the Nonprofit Sector: Principles and Practices*. New York, NY: HarperCollins Publishers, 1990.
- The Hunger Project. 1995. "Ending Hunger and the New Human Agenda." New York: [www.thp.org/reports/nha.htm](http://www.thp.org/reports/nha.htm)
- The Hunger Project. 1996. "Unleashing the Human Spirit: Principles and Methodology of The Hunger Project." New York: [www.thp.org/reports/prin496.htm](http://www.thp.org/reports/prin496.htm)

## Women and Minorities Leadership

- Branch, Taylor. 1989. *Parting the Waters: America in the King Years, 1954-63*.
- Holmes, Joan. 1995. "Women's Leadership and the New Human Agenda," Statement to the Fourth Conference on Women, Beijing. [www.thp.org/reports/jhbeij95.htm](http://www.thp.org/reports/jhbeij95.htm)
- Sargent, A. 1981. *The Androgynous Manager*. New York: American Management Association Communications.

## Course additional information

-- **Attention:** 7 extensive appendices! --

### Appendix 1: Leadership Breakthrough Projects

You cannot learn swimming or painting by reading or knowing about swimming and painting. At some point you have to take action – by throwing yourself into the water or picking up a paintbrush. The same applies to learning the art and science of leadership: to become a leader, you have to throw yourself into the action of leading. The "Leadership Breakthrough Project" is designed for you to do just that.

The Leadership Breakthrough Project will be a laboratory for testing and developing your leadership (and the theories and tools covered in this course) in the action of producing real-world changes and results – on the way to achieving your 5-year vision. It is important that you work on your project weekly, applying your understanding/learning of each module's content to your project.

Ask yourself the following question: What accomplishment – by the end of this course – would constitute a breakthrough (an entrepreneurial leap, a jump in productivity, a new way of doing business or a jump in the quality of life) for your organization and/or your community?

There are no restrictions on what your course project is about (well, as long as you don't propose an illegal or sinister operation like robbing a bank or organizing an international prostitution network...). But the project needs to fulfill certain requirements:

- It needs to be visionary, i.e. correlated to your own vision of yourself as a leader, say, five years from now, so that you live that future now (remember Gandhi's dictum: "Be today the future you wish for in the world").
- It needs to be unpredictable, i.e. not given by present or past circumstances but a breakthrough in both your results and your leadership capability – given by the future to which you are committed.
- It needs to be measurable, i.e. you have to work from clear indicators of performance, and produce objectively measurable outcomes.
- It needs to be inclusive, i.e. include many other people, so that it "forces" you to be a leader with and for others.

Examples of Leadership Breakthrough Projects students have undertaken previously:

- Building a new nongovernmental organization (NGO) and raising \$25,000 for its work;
- Bringing a new product to market in record time;
- Persuading the senior management team to adopt a new idea/vision/policy that was not in the cards;
- Producing a breakthrough result in sales;
- Financing and opening a new restaurant, and hiring and training the staff;
- Persuading the governments of Israel and the Palestinian Authority to hold the Olympic Games in Jerusalem.

The course will follow the Leadership Pyramid™ (see again Fig. 1). Design your Leadership Breakthrough Project in a way that it "forces" you to (a) follow the Leadership Pyramid™ and (b) to apply your learnings on leadership and change management week by week. (For example, in Session 2: how will your project require you to exert power over others, and how do you depend on others' power over you? Or for course objective 3 below: how will you need to be a top communicator – both listener and speaker – to succeed with your project?)

### Appendix 2: Coaching for Leadership Breakthrough Projects

Select two coaching partners from among your classmates to work with for the duration of the Leadership Breakthrough Project (LBP). Rotate the following three functions among yourselves:

1. **The Leader** (the team member in charge of the LBP who is the coachee);
2. **The Coach** (the team member who is coaching the leader on his/her LBP); and
3. **The Observer** (the team member who is observing the interactions between the Leader and the Coach and who gives feedback to both on what worked and what didn't work, with the intention of improving the quality of the coaching interaction).

Communicate with your coaching partners at least once per week to discuss the content of that week's module and the application of that module's theories and tools to your own and your coaching partners' projects.

- **Describe your breakthrough project.** Explain its purpose, anticipated results and actions you will take to make it happen. Also describe the scope of your project, i.e. is it organization wide, work-unit wide, etc.?
- **How will this breakthrough be visionary** (i.e. not given by existing circumstances but consistent with Gandhi's saying, "Live today the future you wish for in the world")? How will this project be in alignment with your vision and strategy (from Assignment 2.2)?
- **What are your key indicators of success?** How will you measure success? Identify these and write two or three sentences to clearly explain them. What are your measurable goals and how will you measure them?
- **How will your project require you to lead others through a desired, large-scale organizational change?** Describe the players that you will interact with as stakeholders or players that affect the success of your project.

**Note:** It is important to keep a weekly journal/log of your Leadership Breakthrough Project activities, i.e. meetings, interactions, misc. activities. Additionally, make note of the application of theme/reading content to any project-related functions.

### Appendix 3: Final Paper (Take Home)

Final papers (10 pages maximum, double-spaced) must be submitted by email to Einat Erlanger [einaterl@hotmail.com](mailto:einaterl@hotmail.com), and cc'd to Florian Goldberg [florian.goldberg@h2r.de](mailto:florian.goldberg@h2r.de) and Thomas D. Zweifel [tdz2@columbia](mailto:tdz2@columbia) and/or [tdz@swissconsultinggroup.com](mailto:tdz@swissconsultinggroup.com) by 31 January 2008. No exceptions.

The **Leadership Breakthrough Project debrief** (3-5 pages, double-spaced) should demonstrate your application of theories and tools covered in the course. This section should address the following:

1. What is your vision for yourself five years from now?
2. What were the measurable goals for your Leadership Breakthrough Project?
3. What did you accomplish?
4. What did you not accomplish?
5. What worked (especially leadership theories and tools from the class that were particularly productive)?
6. What did not work?
7. What new opportunities emerged (i.e. for achieving your 5-year vision)?
8. What new leaders emerged around you? And what did you do (and/or will you do) to empower their leadership?
9. What is next, given your answers to questions 1-8?

The **Coaching debrief** (3-5 pages, double-spaced) should be a narrative of your experience, learning, and accomplishments as a leadership coach for your peers. This section should address the following:

1. What difference did you make as a leadership coach, and what difference did your peers make as leadership coaches?
2. What were your and your peers' strengths as leadership coaches?
3. What were your and your peers' weaknesses as leadership coaches?
4. What were your and your peers' blind-spots as leadership coaches (patterns that could get in the way of your or their effectiveness as coaches)?
5. What were breakdowns you encountered during the coaching, and how did you transform them into breakthroughs?
6. Anything else?

Your Final Paper will be graded based on the following criteria:

- The clarity of your vision and strategy (visionary, unpredictable, measurable, and inclusive).
- Your ability to apply theories and tools from the entire course to the Case and the Project (both in delivering your own project and in coaching your coaching partner to deliver his/hers).
- The clarity of your LBP debrief (accomplishments, learnings, application of theories and tools from the course, leadership that emerged, opportunities that emerged, and what's next).
- The quality of your observations in your Coaching debrief.

### Appendix 4: Leadership Self-Assessment & Development

- The Global Leader Pyramid TM (see above: Veranstaltungs-Inhalt)

Name: \_\_\_\_\_

*Assess your leadership competencies below (1=non-existent, 2=weak, 3=mediocre, 4=competent, 5=masterful). Be honest with yourself: neither too negative nor too boastful. This is not a test.*

### **1. Self-Awareness**

- \_\_\_ Checking your own assumptions, blind-spots, hidden motives, values; staying centered
- \_\_\_ Responsibility for the whole of your organization and mission
- \_\_\_ Beginner's mind; remaining a student; openness to coaching

### **2. Relationship / Communication**

- \_\_\_ Specificity of speaking and listening; generating distinctions (e.g. in running meetings)
- \_\_\_ Ability to present information and/or your organization; persuade listeners
- \_\_\_ Listening for greatness, solutions, openings
- \_\_\_ Cultivating and deepening relationships
- \_\_\_ Enrollment: utilizing and integrating people's already-existing agenda
- \_\_\_ Facility with cultural diversity; standing in the shoes of the other person
- \_\_\_ Team skills (e.g. building consensus, alignment; appreciation, acknowledgment)
- \_\_\_ Coaching skills; effective empowerment of people

### **3. Vision**

- \_\_\_ Creating and articulating a future for people
- \_\_\_ Bringing vision back when people have lost it in the day-to-day
- \_\_\_ Sustaining an environment of vision, momentum, breakthrough

### **4. Strategy**

- \_\_\_ Strategic thinking; generating a structure for fulfillment
- \_\_\_ Identification of what is missing, of blockages
- \_\_\_ Being powerful in the face of breakdowns; turning breakdowns into breakthroughs

### **5. Action**

- \_\_\_ Powerful promises, requests (measurable, with deadlines)
- \_\_\_ Personal management skills (working from intentions and priorities, tracking results, eliminating clutter, managing for results)
- \_\_\_ Managing the details, not dropping anything out
- \_\_\_ Being fearless; undaunted by "no"
- \_\_\_ Never ever ever giving up

## **Appendix 5: Strategy-In-Action**

### *Questionnaire*

1. What is your strategic intent (vision) for 2012 (i.e. a snapshot of the future that pulls for action; visionary, unpredictable, inclusive, a new quality of life, and measurable)?
2. What is currently missing for achieving the strategic intent?
3. What are the current blockages in the way of achieving the strategic intent?
4. What are the current opportunities for achieving the strategic intent?
5. What will be your benchmarks / indicators for achieving the strategic intent?
6. Given your answers so far, what will be the 3-5 key strategic thrusts (drivers) for achieving the strategic intent?
7. Who will be the key leaders (the team) for achieving the strategic intent? What should their roles and accountabilities be?
8. Who will be the key gatekeepers whose support is critical for achieving the strategic intent (and/or who might sabotage or derail the process if they are not aligned)?
9. Who else might be affected (e.g. stakeholders, customers, end-users, beneficiaries)?
10. What will be a short-term (60-100 days) catalytic project (leadership breakthrough project) that will yield immediate results and test the strategy on a small scale (based on Gandhi's dictum "Be today the future that you wish for the world")?
11. Given your answers above, what could go wrong? → What are the key success factors for achieving the strategic intent and sustaining the momentum of the process?

## **Appendix 6: Leadership Breakthrough Project – Design Form**

*Project Name:* \_\_\_\_\_ *Author:* \_\_\_\_\_

The 3-5 year vision this project is designed to catalyze:

The current breakdown and/or opportunity the project will address:

The target audience:

The catalytic project goals (measurable / specific / challenging / achievable / understandable / consistent with your organization's goals, mission, and principles) in the next 60-100 days:

The team members and background support (administrative, coaching) needed to make the project happen:

The milestones (monthly and weekly):

Requests of others (specify who, what [actions/results], and by when):

What could go wrong → what are key success factors:



## Appendix 7: Leadership Breakthrough Project – Debrief

Project Name: \_\_\_\_\_ Author: \_\_\_\_\_

What 3-5 year vision this project is designed to catalyze:

What were my project goals (measurable / specific / challenging / achievable / understandable / consistent with my goals, mission, principles) in the last 60-100 days:

What I accomplished:

What I did not accomplish:

What worked:

What did not work:

What opportunities showed up:

What leaders showed up:

Given my answers above, what is next:

## Information about the Examination

Examination type

**decentral - examination paper written at home (individually) (35%)**

Comment: Design and implementation of your blp

Examination aids

Question language:

Answer language:

**decentral - Oral examination (individual examination) (30%, 15 mins.)**

Comment: Coaching of 2-3 peers in their breakthrough project

Examination aids

Question language:

Answer language:

**decentral - examination paper written at home (individually) (35%)**

Comment: 2-4 page leadership breakthrough project debrief

Examination aids

Question language:

Answer language:

Examination content

Exam-relevant literature

## Attention please:

***Wir machen Sie darauf aufmerksam, dass dieses Merkblatt verbindlich ist und vor anderen Informationen wie persönlichen Datenbanken der Dozenten/-innen, Angaben in den Vorlesungen etc. unbedingt den Vorrang hat.***