

Leadership Development Program Syllabus

LDP Faculty

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Overview

SOM's mission is to educate "leaders for business and society." The LDP is an important component of that education. It is designed to help students actively reflect on leadership as it pertains to their own personal and career aspirations and to offer pragmatic opportunities for improving leadership skills.

Leadership requires the ability to formulate a prudent and compelling vision for an organization, as well as the capacity to inspire and motivate others in transforming that vision into reality. Neither a grand design nor the ability to get the trains running on time is, by itself, evidence of inspired leadership. It is the ability to envision an exciting alternative future and to enroll others in its pursuit that characterizes great leadership. Pay close attention to the leaders you meet during your time at SOM---in person or in classroom discussions of specific organizations---and you will find yourself assessing them in terms of the ends they seek and the means by which they are pursuing them. You will observe yourself judging them not simply by what they have *achieved*, but by what they *stand for*. What is the greater purpose underlying their actions and what core values have guided how they engage people inside and outside their organization? This is why leadership is so fundamentally about values and so profoundly personal. This is also why there has lately been such widespread moral indignation surrounding the highly publicized ethical lapses of some prominent business leaders.

One implication of this way of thinking about leadership is that---unlike some areas of *management* you will study at SOM---it cannot be reduced to a book of recipes, rules, or scientific maxims. Leadership is at least as much about knowledge of self and clarity of purpose as it is about persuading and influencing others. Though no comprehensive theory of leadership exists for us to drill into you, scholars and practitioners have learned a great deal about many of the constituent elements of leadership---ways to be more effective at both the introspective and outward-facing demands of being a great leader. This is the terrain that we will explore together during the course of the year in LDP.

The pedagogical format for LDP is the discussion group. The core work of LDP will begin in fall 2 and continue in 7 sessions throughout the first year. In these sessions you will meet with a small group of your peers, a faculty member and two second year advisors. Most sessions will involve some prior preparation and focus around a central exercise. During the course of the year, each individual will have the opportunity to do an individual presentation, with evaluation from peers, faculty and professional

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communications staff. Individuals will also have multiple opportunities to offer professional feedback to their peers. You will also have one-on-one sessions with your faculty leader and second year advisors. Attendance at all LDP sessions is mandatory. If, for some reason, it is not possible for you to attend a particular session, you must notify the faculty and make up work will be assigned.

Each of you has been assigned a session in which you are expected to do an oral presentation. Students may switch dates with another member of their LDP class but both students must provide notice of a switch to their SYAs.

Introductory Session: Course Orientation and Group Introductions (September 14 or 15)

The first class provides an opportunity for students to meet with each other, the faculty, and the second-year advisers (SYAs). At several points in the fall period, smaller sub groups will meet, typically at lunch time, with faculty and SYAs.

Assignment: We would like to begin the course by exploring the different ways in which each of us define great leadership. Please come to class prepared to discuss one individual who you respect most as a leader and identify the two or three integral leadership qualities that you most value. This individual may be a public figure or someone you have had personal encounters with. Please be as concrete as possible about the leadership qualities, using examples of situations which demonstrated particular leadership qualities.

Session 2: Reflection on the Place of Values & Commitments in Leadership (October 19 & 20)

This class begins with a group discussion of the reading and then goes on to a discussion of the case. Wanda Rapaczynski is a Yale SOM graduate who played a role in developing an independent press in Poland. We will look at the role that her own personal values played in her leadership. We will then broaden the discussion using your individual memos.

Case: “Wanda Rapaczynski: Portrait of a Business Leader,” Yale SOM Case 08-030

Reading: Leadership at the Yale School of Management

Assignment: Prepare a 1-2 page memo discussing a situation from your own experience in which values and commitments played an important role in an outcome.

Assignment for Faculty one-on-one Sessions:

Reading: “Leadership and Commitment” Note

Assignment: Drawing on the framework in the reading, identify the commitments that define your own leadership. Be as specific as you can, thinking about the four commitments identified in that note: commitment to purpose, to others, to self and legacy. What are the values based goals on which your leadership is focused? How would you characterize your leadership style? After due reflection, each student should complete and submit to the faculty and SYAs the commitment document. These commitment documents will be discussed in your one on one faculty sessions that begin in this term. **Due October 27, 2010**

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Session 3: Observing Leadership Close Up: The Donaldson Fellows (November 12)

This class allows you to meet with and listen to three distinguished Yale SOM alumni who, in the view of their fellow alumni, represent the ideal of SOM leadership. The three Donaldson fellows were voted on by their alumni peers and will talk with you in a group setting about their current leadership positions and careers. There will be opportunities for smaller group meetings with the fellows and the lecture will be followed by a discussion with your LDP peers.

Session 4: Leadership in a Crisis (November 30 & December 1)

In crises, both the words and the actions of leaders are subject to intense scrutiny, by those inside and outside an organization. In this exercise, we ask you to think about 3 recent business crises: The BP oil spill, the fraud charge at Goldman Sachs, and the closing of the dealerships by GM. *Short articles on each are on Classes V2.*

Choose one of the three crises and, assuming the role of CEO, write a 5 minute speech that will represent your first public remarks about the crisis. Your remarks should reveal to the class the way in which your values and leadership style play out in a crisis. Our discussion following the speeches will focus on this element.

This will be the first of three oral presentation classes. One third of the class will be assigned to give his or her speech. We will assign presenting students to one of the three crises, but students are welcome to switch with one another, as long as the SYA is notified. If you are not chosen to present, you may write your speech on any of the crises.

Readings:

- An article on crisis leadership

Pulliam, Susan and Evan Perez. *Criminal Probe Looks Into Goldman Trading*. **The New York Times**, April 30, 2010.

Robertson, Campbell, Clifford Krauss and Jordan Flaherty. *Oil Rig Sinks, Raising Fears Of a Major Spill in the Gulf*. **The New York Times**, April 23, 2010.

Bunkley, Nick. *G.M. Tells 1,100 Dealers It Plans to Drop Them*. **The New York Times**, May 16, 2010.

Session 5: Leadership on Matters of Principle (January 11, 12)

Most leaders will at some point face situations in which issues of principle conflict with standard business operations. This class provides an opportunity to talk about the nature of leadership when questions of conscience and principle emerge. We will explore the values, issues and the pragmatic elements of these cases. We will look at three specific examples:

- 1) Google's decision to leave China

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- 2) The decision by Yale's President to bar investments in obligations of the Sudanese government in response to Darfur.
- 3) The response to the Gulf of Mexico oil spill by BP.

Readings:

Jacobs, Andrew & Miguel Helft. *Google, Citing Attack, Threatens to Exit China*. The New York Times, Jan 13, 2010.

Sullivan Moore, Abigail. *Reaching out to Ease the Crisis in Sudan*. The New York Times, April 2, 2006.

Assignment: Choose one of these three situations and write a 5 minute speech announcing and explaining your decision as CEO in these cases (you do not have to make the same choice as the actual CEO). As with session 4, your speech should reflect your own values and leadership style and our discussion will focus on this element. One third of the class will be assigned a situation to give his or her speech. As in session 4, trades are fine.

Session 6: Leadership in Diverse Workplaces (January 25 & 26)

In a global world, most of you will end up in organizations with work forces from many different cultural and ethnic backgrounds. There are some particular challenges to managing in this context and in this session we explore some of those challenges.

Readings: Please read the 2 articles: How (Un) Ethical Are You? and Differences at Work: The Individual Experience.

Assignment:

- 1) Take 2 IAT Tests: To help explore your biases, please take at least 2 Implicit Association Tests (IATs) at <https://implicit.harvard.edu/implicit/demo/>. Click on "Go to the Demonstration Tests" and choose the tests you would like to take. These tests must be taken prior to your session. You may also wish to read more about these tests at <https://implicit.harvard.edu/implicit/demo/background/faqs.html>.
- 2) Consider a time in your experience in which you or someone else you observed did a particularly good or bad job in leading in a situation in which issues of diversity arose. Write a short memo describing what went wrong or right in the situation and come prepared to discuss.

Session 7: Reviewing one's Progress (February 8 & 9)

Earlier in this class, each of you prepared a memo outlining your own commitments and values. In this class, we work on a series of exercises to reflect on what has happened to you since those early documents in your professional life at the School. Your documents will be handed out to you at the session where you will have 10 minutes to read it over and reflect.

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Assignment: Please fill out the forms on Participation & Time Allocation. Prepare a short memo reflecting on the alignment (or lack thereof) between the aspirations embedded in your Commitment Document & S/W memos and the choices reflected in the P&TA Forms.

The final third of the class will be asked to present. Please prepare a 5 minute speech outlining your career aspirations and their relationship to your unique strengths.

Session 8: A Little Practice [*student designed*] (April 26 & 27)

Leadership requires practice. In this last session, we turn the class over to the first years, and ask the class to plan and execute a last class consistent with the goals of LDP.