

MIS-34165 10246 01  
**DYNAMICS OF LEADERSHIP**  
**FALL 2009**  
**KENT MAIN CAMPUS**



**LEARNING IN LIVE FIRE!**

**TUESDAY**  
**6:15 PM – 8:55 PM**  
**BSA 110**

**Professor Jim Williams**  
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DYNAMICS OF LEADERSHIP FALL - 2009  
PROFESSOR JIM WILLIAMS  
KENT MAIN CAMPUS BSA 110 TUE 6:15 PM – 8:55 PM  
2:29 PM 8/12/2009

# DYNAMICS OF LEADERSHIP

**"If you tell me, I will listen. If you show me, I will see. But if you let me experience, I will learn."**

## **LIVE FIRE LEARNING!**

**Live Fire** ... let that sink in for a minute ... LIVE FIRE!!!! Evokes some interesting thoughts doesn't it? We will run this course lock, stock and barrel in that mode. Everything we will do, our speakers, our discussions, our presentations, our everything will be predicated on LIVE FIRE! It is vital that you begin to feel the heat of battle that will be a state of normalcy for you in the business environment. Stay focused and energized to the world around you for it is that world from which we will learn our lessons as we begin the journey. Get EXCITED!

## **“UP PERISCOPE”**

### **AN INSIDE VIEW**

"If you tell me, I will listen. If you show me, I will see. But if you let me experience, I will learn." The depth of this simple saying from a Chinese philosopher in the 5<sup>th</sup> century captures perfectly the essence of the teaching process in all my classes regardless of subject. My students / associates are my customers and if the customer is not satisfied and fulfilled after the experience, that customer will not return and even worse, will share their negative experience with dozens of others immediately. The customers / students are provided absolute clarity in the syllabus and in our initial joining of my expectations of them. As importantly, I seek their expectations of me so at the junction of the two crossroads, the real work can begin. There are ten core principles that formulate the mile markers of the journey:

1. The best way to learn is to teach
2. You will never learn to lead until you learn to serve
3. There are no losers on a winning team and no winners on a losing team
4. Accountability foundation: If you can measure it, you can manage it
5. Leaders LEAD
6. Feedback is the breakfast of champions
7. Nothing happens in isolation so the dots do and must connect
8. Communications 360!
9. No Surprises & Absolute transparency
10. If you are working on anything other than Jim, Inc performance, you are working on the wrong thing

The core to the learning journey is with the establishment of a business enterprise we call Jim, Inc. It is a team-based organization with not more than five students on each team. A team leader is appointed by me before I even meet them. From the team leaders a Chief Operating Officer, (COO) is appointed that runs a team, but also heads the ten team leaders and reports directly to me as CEO. Any and all matters of the class during the entire semester channel to and through the COO. A performance appraisal system with a form that is provided to the team leaders, are instructed to conduct a formal performance appraisal with their teams requiring each team member to initial the form after the interview. The completed performance appraisals are collected by the COO and submitted to me for review. This occurs every two weeks throughout the semester.

All work of the semester is team-based meaning examinations, presentations, research papers, essays. As the CEO, there are team leader meetings at least three times each semester and if I sense issues arising I will devote special time and focus on that team and / or the individual. The team leaders are allocated power of influence via the performance appraisal system as well as providing me with a point allocation for each of the semester work components. That allocation is based on the team member involvement and contribution to the specific block of work. If 500 points are available and the team member does not do his / her part, the team member is given a zero for that block. That is true for all of the blocks of work. At the end of the semester 1,000 points is allocated for the team leader to assess the overall involvement and contribution for each team member thus having significant impact on their final grade.

For this system to work, the CEO must establish clarity of authority and responsibility balance to / for the team leaders. The team leader is the key to the whole process. That person is well placed to surface issues within the team early allowing time to either solve the issues or bring it up the chain through the COO and then to me as CEO. So is this transferable? It most certainly is for it is the way business operates. The class is our business for it is not a traditional class experience. The CEO and the Team Leaders will form the Board of Directors of Jim, Inc. Every phase and component of the class will be a collective effort of the Jim, Inc. Board from discipline to the work to attendance to delivery to everything. As the CEO, my primary role is to cast a vision that stretches the capability of the class but also does whatever is necessary to ensure the whole class strives to meet the challenge of the course experience. This is very serious of business and the opportunity to function in an environment that models the world of normal business will prove interesting and invaluable for those graduating and learning to live in a world driven by accountability.

We celebrate successes and we will correct offenders that impede or impugn the class's cultural evolution with the student team leader being the point on the spear. My role as professor / CEO is to be the giant shadow of authority that is always there, but also as the cheerleader, stand-up comic, executioner, or whatever role needs to be played to ensure the teams and thus the class is a success. The work load is heavy and complex, but time tested by thousands of students for it is a right, unique, and very positive learning process. It is probably not feasible to execute unless the professor has the heart, the energy, the transparency, and the desire to devote to such a process and to each student. However, once launched and the culture evolves, the workload on the professor is transferred to the teams which is where it should be as a CEO watching his business grow and develop.

The learning is enriched by guest speakers that address specific topics within the curriculum. The semester is sprinkled with external professionals in their field as speakers that also become part of the students' network when that class contribution is completed. The speakers, all business leaders themselves, then become part of a fact-finding interview process at the business location when the team sets up a formal interview visit time in business attire. The interview educates the team on the mission, vision, strategies, financials, communications, and marketing systems the business uses and many other business-critical elements of information. The team then, along with the business leader during class, makes a formal presentation to the class on the elements listed and lessons learned from the course and observed first hand at the business location. The crux of the process is to package all the learning of the semester into a business plan to market an assigned good / service to a hedge fund investor group. This group is comprised of a team of former students of mine that make an initial appearance at the first class.

They then return on the last class when the teams presented their business plan to the head fund group for decision to invest or not and why to the teams.

The examinations are all ten question discussion-type that seeks to ascertain that the student / team “understands” the concepts via the questions by using in-class examples to illustrate their answers / understanding. As the CEO / Professor, I set myself up on day one as the example of the Leader and thus strive with every interaction verbal, email, presentation, etc, to display Leadership characteristics beginning with RESPECT that the students can emulate in their business and personal lives going forward.

In summary, it is impossible to begin to synthesize into three to four double spaced pages the richness of the calculus of a unique business education approach. My students love it as is evidenced by course evaluations and feedback. The approach is not easy by any stretch of the imagination, but students love to be stretched via clear vision, immoveable boundaries of behavior, and respect with them and toward them. A core boundary, for example, is a zero-tolerance on absenteeism. Taking attendance in a very public manner sends powerful signals on the importance but also allows for personal interface on appearance, humor, sense of problem issues, etc, within the class. The class setting is a clear view of leadership in action that provides an umbrella for effective learning through example. Modeling a business environment as a learning laboratory is, well, the only way I will teach for the rest of my teaching life for it is right, it is real and it works. Much like Wolf Blitzer’s Situation Room approach, a myriad of global events is mixed into the learning environment to keep the learning fresh, pertinent and viable. It still amazes me when I see the students become “hungry” to understand what is happening in their world; that world in which they are going to earn a living, raise a family and prosper or not in the years ahead. Students to care and do appreciate the extra time, effort and energy afford them individually and collectively by the professor. Why? They are worth it!

Two formulae comprise the entire process:

- Behavior = f(Individual and the Environment)
- Productivity = f(Individual, the Group, and the Environment)

The professor must become knowledgeable at a personal level of each student for the Behavior formula to work. The Productivity formula is impossible unless the Behavior formula becomes the state of normalcy within the culture you are developing. There is NO CHANGE until there is a measureable change in behavior and that is the definition of culture change! The professor / CEO is the manager of the Environment of the class room or the workplace in Jim, Inc! The architecture for the whole experience is Ken Blanchard’s Situational Leadership Model for at the core of the SLM rests the responsibility for the leader, the professor, to invest in each student to begin to know and understand their level of competency and motivation. Collectively, that determines the leadership style that is used in the learning adventure.

Each team will have specific work to accomplish and at the outset let it be stated that the work **WILL GET DONE**. Let me further iterate that the teams working alongside each other as well as concentrically are by definition, Synergy. We all Win or we all Lose ... trust me on that principle statement. If during the semester a team or a class sees a team or a team leader falling behind or struggling, I expect the other team leaders and teams to energize to support and level out the field for all the teams for it is all the teams that must work synchronously for Jim, Inc to succeed.

Two guiding principles will be at the core of all we will do which are Continuous Improvement and Customer Service. No business, organization, family, etc, will survive in long term unless both of these principles are in-place at all times. This course now even before it begins, all the time investment during the journey and the years ahead after the experience will be still founded on these core principles. They have stood the test of time and experience!

All of this takes time, effort and energy but, and most importantly, it works so that makes it all worthwhile! See, the students are the “fixers” of tomorrow to those of us that have experienced, done and created the reality of today are mandated to provide, give all we have to enlighten the “fixers” of tomorrow in any way

**DYNAMICS OF LEADERSHIP FALL - 2009**

4

**PROFESSOR JIM WILLIAMS**

**KENT MAIN CAMPUS BSA 110 TUE 6:15 PM – 8:55 PM**

**2:29 PM 8/12/2009**

and every way we can find. That, to me, is the true definition of Education for it is not about the professor but all about the student. The burden of the work, which will get done, rests with the student but the organization, the teams, the vision and the structure as well as the professor all come to the confluence of effective learning.

## **COURSE OBJECTIVES**

Upon completion of the course, the student should be able to:

- **Understand** the field of organizational behavior and its challenges
- **Describe** the evolution of management
- **Learn** the power of Situation Leadership to effectiveness
- **Understand** motivation as a vital component of organizational growth
- **Learn** the difference between leadership and managing
- **Describe** Goal setting as a SMART model
- **Describe** the power of Mission, Vision, & Strategy
- **Discuss** the five types of power in an organization
- **Describe** the role of training, education & communication in organizations
- **Describe** effective change process instruments and impact
- **Create** a desire to step into a leadership role in each student

## **COURSE DESCRIPTION**

Strategic and Tactical; two very different yet very connected elements of a business enterprise that will be at the forefront of our time together in seeking to bring the light of clarity of their importance. As we begin the journey in 2009, the currents of traditional philosophies are more confusing with each passing day. I would never have imagined that there would be scholarly debate about transcending from a Free Market economic system toward a Big Government Socialism economic system. As I have prepared my mind for our time together and realizing the core purpose of this course, Integrated Business Policy & Strategy, it has become blatantly apparent that we should build this journey around the two divergent poles of a Free Market versus a Centrally Planned Economy. So Adam Smith and Karl Marx become the paternal source of the DNA over three hundred years ago that has shifted us, grown us, enriched us, provided immeasurable wealth for us, created a cavern of Big Government and Entitlement programming on a scale Roosevelt could not have imagined. So it is the best of times and the worst of times in which we live it seems!

As the name of the Course projects, we must for we should truly drill in the furrows of this thing called BUSINESS from the spinal column of Policy and the skeletal system of Strategy as you move to a point in your life to decide a direction for that career. Business in a Free Market is remarkably different than a business in a CPE, Centrally Planned Economy. Mind you, there will be those that might wish to turn this position for this course into a political or ideological forum to attack but alas, that will not happen. It is my intention to put the facts before you and you to the rest of us in a way that clears the way for you, the individual, to decide what is best for you, for society and for our world which is your world you are building for your children and grandchildren. Strategic management is vital for envisioning a business threshold carries with it energy to push an organization even through the tough times as no doubt we can all attest to witnessing daily.

Dynamics of Leadership, the course, is developed on the premise that students are challenged to think critically about the material at hand and their own attitudes about the learning. Refining the tools you will be developing and employing throughout your careers is a core learning process of the adventure. The

**DYNAMICS OF LEADERSHIP    FALL - 2009**

5

**PROFESSOR JIM WILLIAMS**

**KENT MAIN CAMPUS    BSA 110    TUE 6:15 PM – 8:55 PM**

**2:29 PM    8/12/2009**

prevailing theme of the course is leadership and change and the demands it places on people and organizations to grow and adjust while maintaining well being in an environment of constant and rapid change. The fundamental basis of the Course is that there is no Business until there is a successful negotiation of price for a good or service transaction. The syllabus concept is tethered to that transaction as a commercial venture that is dissected into its component elements which are then threshed out in a host of experiences during the semester.

The formula for GDP, simply, is  $GDP = C + I + G + (X - M)$  which means that if you add all consumer spending, C, to all Investment and then add G, government spending, and then add the value of exports and then reducing by the value of Imports, you have GDP. When you realize that the greatest contributor to GDP is consumer spending, dwarfing the "I" and the "G," then it becomes a business policy and strategy focal point for leaders. The global economic slowdown is causing consumer spending and investment dollars to slow or dry up while more "inefficient" government spending is escalating and thus unbalancing the formula. So you see, it is about Leadership of business; the linking point for our journey. As the US economy continues to struggle, the realization of lack of understanding and implication of GDP by the average student has reached a state of alarm for me. Therefore, we will spend more time with this vital topic as we wrap the Leadership matters around the sprocket of GDP to see how strong the axles of our wagon really are thus can it carry the real load long enough for real GDP positive turn around?

The world is focused on an array of issues that impact, impugn and impede business at a global perspective daily. News media is in hyper-drive with coverage of the vast expanse of breaking issues not the least of which is the Middle East conflict with its Biblical and historic cataclysmic potential. Drilling into current global events will serve as a fountain gushing with the waters of information we will drink in some way in each class. Simply, EFFECTIVE LEADERS:

L     LEAD  
E     ENERGIZE  
A     ACHIEVE  
D     DIRECT  
E     EDUCATE  
R     RESOURCEFUL  
S     SPONTANEOUS

## **VALUES, VOICE, VISION ... THE THREE V's OF COMPETITIVENESS**

In the vernacular of management, Mission is a term that gets bantered around and usually gets ultimately relegated to a dusty presentation file and pulled out when a new person comes in or a new presentation has to be built. As a professional manager and now as a professor, the reality of what power the definition in action of what Mission is truly is a core component of an effective organization. Mission carries, for me at least, a very simple, subtle yet pertinent meaning which is that Mission is the reason for the organization to exist. It answers the question, "Who are we, really?"

In listening to an excellent presentation today on the strategic role of communication, my mind was lifted to a new perch from which the deeper meaning of Mission was ushered into my brain. Mission, simply, means nothing and carries no value unless the words "gain legs" in the internal and ultimately into the external world. The realization that Mission must flow through the internal organization from the top is important but it is shallow when you realize that the value of Mission to an organization only gets measured by the responses and reactions of the unseen, unattached component of business; the customer.

People external to an organization, frankly, could care less about a few words written; shown or parroted we call Mission. Those words, not unimportant at all within the organization, become the fuel that energizes the kinetic element of organizational effectiveness. When the reality of what an effective

Mission can do, or not, for an organization, a family, etc, is grasped deeply, three facets of that reality come into focus from the cloudy horizon of the competitive jousting that gets obscured and desensitizing. The 3V's that are driven to competitive reality from Mission are Values, Voice and ultimately, Vision. Values provide the boundaries of the organization. Management has the role to install and constantly monitor and reinforce those boundaries. An organization without boundaries is a house of cards for it will collapse. Voice is what people really hear and the key word is "really" for much talk goes on in organizations but what people really hear through actions is what cause the members of the organization to commit their heart and soul to the endeavor. Vision is that magical component that empowers and energizes the organization. It is the place where the Mission will go. The pathways to that location are the strategies of the organization.

There is much that can be expanded by this one-pager but this is the essence or the White Paper for organizational effectiveness for leaders. Study the 3Vs and manage each with great care for it is the confluence of the 3Vs that means success for failure in the long term. Values, Voice, Vision ... look for them, test them, measure them!

# STRATEGIC LEADERSHIP FORWARD



## THE ROLE OF CAVALRY ... STRATEGY IN OPERATION

From the U.S. Army's Field Manual for CAVALRY, FM 17-95 states that: "The fundamental purpose of cavalry is to perform reconnaissance and to provide security in close operations..."

- Cavalry clarifies the fog of battle
- Cavalry is an economy of force
- Cavalry conserves combat power
- Cavalry is ideal for offensive / defensive missions as an economy of force
- Cavalry is a catalyst that transforms the concepts into capability
- Cavalry is maneuver which is the essence of fight
- Cavalry is the "eyes and ears" of the commander
- Cavalry provides situational awareness

CAVALRY depicts what I view as a perfect description and thus definition of Leadership as it applies to the operational element of strategy. Read it again! Key bullets of Cavalry are likewise true for Leaders of organizations. Therefore, strategic management must have eyes to see, ears to hear, feet to maneuver, smell to sense and touch to assess the composite of information required to make right and timely decisions. Casting a longer view and a wider footprint is the role of Cavalry in a tactical environment meaning, therefore, for tactics to fulfill the mission, eyes and ears must be provided for the decision makers or the commanders. Strategic leadership is focused on exactly the same criteria; a longer view and a wider footprint.

In our academic journey this semester, the team leaders and I, as the CEO, comprise the strategic dimension of our course objectives to be accomplished while the teams and their members are the tactical foot soldiers and artillerymen for the battle before us. The military metaphor might be perhaps distasteful but it provides a perfect illustration of strategic leadership meshing into a master plan of tactical implementation for success or failure. Flexibility is the verb that purposes energy forward as the forces of planning, organizing, directing, coordinating and controlling are, the principles of management that are brought to bear on the enemy / the competition. See, it really is a war zone and winners win but losers, well, lose big time!

# ORGANIZATION

## JIM, INC

Getting work done effectively and efficiently in organizations must be accomplished via an established process. My experience has taught me many things but one absolute is central is in clearly defining the work in a priority mechanism. The work that is being captured in this syllabus, my contract with you, flows through three components in a descending priority order or flow:

1. Goals
2. Roles
3. Interpersonal

### GOALS

There must be clarity and agreement on the measurable benchmarks of a journey, a job, or a career. Goals are statements only unless the criteria of being SPECIFIC, MEASURABLE, ATTAINABLE, REALISTIC and TIME-FRAMED are met. The goals I envision for this course are:

1. You will attain an A grade for course if you choose to do your part
2. Those that have invested in you to be in the course will see a measurable ROI
3. A hunger to want to know more and more will be triggered long after this course
4. You will be better equipped to be effective business leaders

### ROLES

- **CEO** – provides vision, establish boundaries, determine policies, teach
- **COO** – central coordination link with the team leaders on all matters
- **OPERATIONS DIRECTORS** – coordinate / communicate all work of the teams
- **TEAMS** – developers and presenters of the work assignments

### INTERPERSONAL SKILLS

The interpersonal nature of things is vital ONLY when there is clarity of WHY something is important. Establishing GOALS provides the individual and the organization the vital WHAT. The ROLES in conjunction with the WHY and the WHAT provides us with clarity of HOW to get the work accomplished effectively and more efficiently. Void of that is conflict, frustration and exasperation; all cancers to effectiveness.

As your CEO it is MY RESPONSIBILITY to ensure via the syllabus, class conduct and EFFECTIVE COMMUNICATION that each student remains completely clear and aligned on the Goals, the Roles AND THEN the Interpersonal Skills required to GET THE WORK DONE!

## PROFIT CENTERS

Team development is not easy. Working in teams is not for the faint of heart or for those that love to bask in their own sun light or spot light. The Team is the core nugget to exemplary performance and we will

**DYNAMICS OF LEADERSHIP FALL - 2009**

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**KENT MAIN CAMPUS BSA 110 TUE 6:15 PM – 8:55 PM**

**2:29 PM 8/12/2009**



utilize the Team process at every opportunity during our journey. The result of team-based work, while slower and more frustrating at times, will normally always yield a richer, deeper result that the organization can better utilize in its strive for global competitiveness. That is, after all is said and done, what this whole journey is about; preparing you to become part of an organization within which you can be part of the solution and less a part of the problem. There are four distinct gateways a group will go through on its journey toward being a team:

- Forming
- Storming
- Norming
- Performing

I wish to address a topic that is core to our learning process for it provides the check-and-balance required for an effective organization. That system which is more of an operating principle rests with the Team. The Team and its leader are the core operating unit for any and all issues and works for the class. This is no surprise for it is vital to work within the framework established with the team configuration to ensure alignment, clarity and also, and most importantly, to provide a "trip wire" if issues from within the team, the individuals, should arise. Remember, NO SURPRISES will always win the battle for leaders as you prepare for just that; leadership.

Everything we do will be conducted within the boundaries of our class and that nobody will impinge upon you from outside for I will protect that boundary from external forces. Innate with that, thus, is that if any of you at any time have issues with the class or with me specifically, that redress process goes initially to the team leader for resolve and if not resolved it is then brought to me. If that does not resolve the matter then the student has every right to go outside the framework of our class for resolution. I will even assist that student with ensuring resolution is attained.

You as my customers know I care, you realize I want the best for you and will do all I can to guarantee a world-class learning experience and I believe have lived and reinforced that many times during our time together. I say that to that that I am not on trial here but rather and much importantly the integrity of the process and the system has been impugned and thus violated. The boundaries have been poisoned and that is for me to manage which I am doing in this writing to all my students.

This is an issue of PRINCIPLE so based on that PRINCIPLE, if any of you at any time on any topic have issues with the class, me or even the bath rooms; you initially go to your team leader. If that does not resolve it, you with your team leader bring the matter to me. If that does not resolve I will go with you to whomever you feel is right to gain resolution. THAT IS HOW EFFECTIVE ORGANIZATIONS operate.

You will quickly come to realize that this is a class but it is not conducted as a traditional class. This venture is a business and thus we are conducting ourselves as an effective business would operate. With the size of the class it is my decision, as the CEO, to establish a tiered organizational structure. That structure will be the vehicle through which all the components of our journey will be completed. The class teams

- **Professor Williams**      **CHIEF EXECUTIVE OFFICER**
- **Team Leaders**      **OPERATIONS DIRECTORS**
  - ALFA      Eric Roxbury      CHIEF OPERATING OFFICER
  - BRAVO      Jennifer Hoffmannbeck
  - CHARLIE      Tommy Bowen
  - DELTA      Ted Jurewicz
  - ECHO      Ben Myers
  - FOXTROT      Jessica Henderson
  - GOLF      Ben Boggess
  - HOTEL      Anna Carney

- INDIA Elise Siuda
- JULIETTE Alfred Policy
- KILO Amy Bender
- LIMA Brandon Price

# **THE BLOCKS OF WORK**

## **EXAMINATIONS**

There will be **TWO discussion-type examinations; a mid-term and a final exam...** This will be a TEAM project. The teams can use any reference materials they wish to support the answers but all sources will be documented and properly credited. The fundamental of my testing is to see clearly that you **UNDERSTAND** the question thus why I will never use multiple-choice standardized testing materials. The business world does not question things expecting an answer of A, B, C, D, etc. The examination will be emailed to each student one week prior to the due date for the examination turn in. The exam will be turned in hard copy. Effective writing skills are a vital component of our journey so I expect your work to be professionally submitted in spelling, grammar, sentence structure and referencing any sources you might choose to utilize. Criteria for examinations and research papers are found in the JIM WILLIAMS' PHILOSOPHY OF TEACHING file you will receive. The examination is to be turned in on the scheduled class indicated in the syllabus. If not turned in the test score will be reduced by ten points for each late class period leading up to the actual submission.

## **BUILDING THE BUSINESS PLAN**

Business planning is vital to business success. I view this academic journey as a business and thus investment of capital for future returns must yield an ROI or a return on investment. People that yearn to work in a vacuum or carry their own load in a silo will, frankly, struggle this entire semester. A business plan can have many elements but each of the teams will develop its own team business plan to incorporate the following elements:

- Basic assumptions upon which the plan is built
- Team logo / Mission, Vision and Strategies to accomplish the work
- A scorecard that provides transparency on key performance indicators -- KPI
- Attendance accountability policy and metric
- Financial means to manage the inter-team portfolios
- Work completion process / accountability system
- Involvement of ALL team members
- SWOT the process at the beginning and at the end of the journey
- Lessons learned from the journey
- Opportunities for Improvement

The team will develop a **State of the Business** summary that will be presented within the first two weeks of the semester and a final wrap up business plan at the end of the semester covering the components status outlined above for the business plan.

## **BOOK PROJECT**

- |  |                  |
|--|------------------|
| • <b><u>The Goal: A Process of Ongoing Improvement</u></b> | ALFA / GOLF      |
| • <b><u>Nine Shift</u></b>                                 | BRAVO / LIMA     |
| • <b><u>The End of Detroit</u></b>                         | CHARLIE / KILO   |
| • <b><u>The Wal-Mart Way</u></b>                           | DELTA / JULIETTE |
| • <b><u>Lincoln on Leadership</u></b>                      | ECHO / FOXTROT   |

The teams, as shown above, are assigned a book to purchase as cheaply as possible via the internet. Each member of the team is to obtain a copy of the book and read it. Creativity, role play and energy will drive this skit-approach to learning. Each team will do three things to present the book:

- 10 page double spaced ARIAL font 14 paper outlining the book's author, core issues addressed, global implication, historical implication and SWOT analysis of the book
- PowerPoint presentation not to exceed 7 charts to "teach" the book to the class
- A skit to portray the key elements and characters of the book

## **CORPORATE LEADERSHIP PROFILING**

The ten teams will be assigned a significant business enterprise to track and report on throughout the semester. The information will be presented via PowerPoint to the class with each team member required to present part of the information. The team should secure a copy of the company's 2007 Annual Report and their 10K that can be gotten from Investor Relations at the assigned company.

- |                         |          |
|-------------------------|----------|
| • Goodyear              | ALFA     |
| • AFLAC                 | BRAVO    |
| • United Airlines       | CHARLIE  |
| • Progressive Insurance | DELTA    |
| • Volkswagen            | ECHO     |
| • Subway                | FOXTROT  |
| • Verizon               | GOLF     |
| • Burger King           | HOTEL    |
| • Ford Motors           | INDIA    |
| • Travelocity           | JULIETTE |
| • Lufthansa             | KILO     |
| • Bridgestone           | LIMA     |

The team will develop a presentation for their assigned company that captures the following:

- Overview of the industry and sector the corporation exists in
- Health and viability or weakness in the sector over the last ten years

- Corporate Mission
- Corporate Vision
- Corporate Values
- 3 Corporate strategies
- Key commercial / advertising messages
- Business ethics policy
- Example of their advertising and what does it convey
- Financials over the last five years
  - Net sales
  - Cost of Goods Sold
  - EBITDA
  - Net Income
  - Retained Earnings
  - Common Shares outstanding
  - Market Capitalization at end of year for each of the five years
- CEO profile
- Assess the corporate culture
- Would you want to work there - why / why not?

## **RESEARCH PAPER / PRESENTATION**

Writing skills as well as effective presentation delivery skills are vital in today's global commercial world. Therefore, a team-based research project / paper / presentation are assigned. The paper will be approximately 5-7 pages in length, double spaced with a font of Arial 12. The presentation will be a maximum of 5 PowerPoint charts. The topics are to be developed and presented are shown on the scheduled evenings

## **GDP AUTOPSY REPORTING**

Each team will be assigned a key nation in the global economy. That team is to track events in that nation as well as key economic indicators to provide input and updates to the class on an ad hoc basis. This is not a presentation but rather a running stream of knowledge turned to dialog as each team teaches the rest of the class about their nation in the supply chain of global activity. I want each country compared to the same key indicators of the USA and the consolidated BRIC for a sense of relativity. Understanding, by nation, the composition and trends of the elements of our GDP formula is vital to leaders. The key indicators are:

- Gross Domestic Product
- GDP breakdown ... Agriculture %, Manufacturing %, Service %
- GDP per capita
- Population
- Misery Index
- Ten year trends in Consumer Spending, Capital Investment & Government Spending
- Ten year trend in Current Account balances (X-M)
- DJIA country equivalent stock index history five year history and current performance

The team assignments are:

**DYNAMICS OF LEADERSHIP    FALL - 2009**  
**PROFESSOR JIM WILLIAMS**  
**KENT MAIN CAMPUS    BSA 110    TUE 6:15 PM – 8:55 PM**  
**2:29 PM    8/12/2009**

• ALFA	Brazil	Bovespa
• BRAVO	Russia	RTSI
• CHARLIE	India	BSE
• DELTA	China	SCI
• ECHO	Japan	NIKKEI
• FOXTROT	Germany	DAX
• GOLF	Australia	ASE
• HOTEL	Mexico	MXV
• INDIA	Canada	TMX
• JULIETTE	Vietnam	HOSE
• KILO	France	CAC
• LIMO	South Africa	JSE

## **STRATEGIC LEADERSHIP PROFILING**

Each team will be assigned a significant global issue to track, research and prepare to educate the class on the leadership issues of their topic. The information will be presented via PowerPoint to the class with each team member required to present part of the information. Seeking the strategic nature and sets of issues the topic currently faces with the caveat shown below should frame the knowledge development. The team will develop a comprehensive body of knowledge about their assigned topic. The team will be called upon present the topic and findings and recommendations via PowerPoint presentation not to exceed ten charts. The team assignments are:

• ALFA TEAM	Boeing in a global war with EADS
• BRAVO TEAM	NBA as a global example of globalization
• CHARLIE TEAM	NATO as a post WWII relic in a new world order transition
• DELTA TEAM	FED as the "manager of the world's money supply" facing a hurricane
• ECHO TEAM	OPEC as the balance of power in petro-politics transitions
• FOXTROT TEAM	MLB and drug testing as a strategic issue
• GOLF TEAM	The Bolshevik Revolution and Mother Russia today
• HOTEL TEAM	Hugo Chavez as a dictator in Latin America; a long tradition
• INDIA TEAM	The human side of the healthcare debate as the Baby Boomers age
• JULIETTE TEAM	An Olympic Game; what is the game to get one and how much is it
• KILO TEAM	Iran as a ancient culture and her Persian DNA and implication
• LIMA TEAM	Incarceration and America's prison economics and implications

## **PERSONAL JOURNALING**

Journaling is a process, a management process that instills and internalizes key points and lessons learned from an experience witnessed. There is no knowledge until it is recorded so journaling is the physical manifestation of knowledge for wisdom is unattainable in the void of knowledge. At the end of each class period we will share together, each student will be allocated time to record in a personal journal responses to the following points:

1. What lessons did I learn today that I can explain to someone that did not experience it
2. If you had to teach what was learned today, what three key teaching points would you focus on
3. What would you have changed about today to have made your learning richer
4. If you could tell Professor Williams anything to make the day better, what would it be
5. Name three people you will engage in the next 24 hours on the points we learned today

## **REQUIRED BOOK**

- **The Goal: A Process of Ongoing Improvement** by [Eliyahu M. Goldratt](#) ISBN 9780884271789
- **Nine Shift** by William Draves & Julie Coates ISBN 1 57722 030 7 [www.lern.org](http://www.lern.org)
- **The End of Detroit** by Micheline Maynard ISBN-10: 0385507690
- **The Wal-Mart Way** by Don Soderquist ISBN-10: 0785261192
- **Lincoln on Leadership** by Don Phillips ISBN 0446394599

## **GRADING SCALE**

<b>Grade</b>	<b>Percentage</b>
A	100-95
A-	94-90
B+	89-86
B	85-83
B-	82-80
C+	79-76
C	75-73
C-	72-70
D+	69-65
D	64-60
F	59-0

## **GRADE POINT BREAKDOWN**

- |  |              |
|--|--------------|
| • Midterm Exam                         | 1,500 points |
| • Final Exam                           | 1,500 points |
| • Corporate leadership profile         | 500 points   |
| • Research paper 1                     | 1,000 points |
| • Research paper 2                     | 1,000 points |
| • Research paper 3                     | 1,000 points |
| • Team Business plan presentation      | 500 points   |
| • <u>Book Project</u>                  | 1,000 points |
| • Team member involvement / commitment | 1,000 points |
| • GDP autopsy                          | 500 points   |
| • Personal journal                     | 500 points   |

**TOTAL**

**10,000 points**

# CLASS ROADMAP

## CLASS 1 TUE SEP 1

- Introductions
- Plato's Cave and seeking the new reality for leaders
- $GDP = C + I + G + (X - M)$
- Behavior & Productivity
- Definition of leadership
- Class expectations and team based work

## CLASS 2 TUE SEP 8

- GDP autopsy
- Leading in a service industry through people
- Syllabus blocks of work review / clarification / finalization
- Team Business Plan presentations

Ray Hexamer

## CLASS 3 TUE SEP 15

- GDP autopsy
- Situational Leadership Model ... the roadmap for the journey
- Stages of team development and team leadership
- Herby and CVP

## CLASS 4 TUE SEP 22

- Industry project journal status / review by team
- GDP autopsy
- Communications as a strategic reality

Sue Grabowski

### CENTRALLY PLANNED ECONOMY

- Define a CPE and its core principles and biography of Karl Marx
- What is an oligarch and example some Russian examples
- What is the role of Risk and Entrepreneurship in a CPE
- Illustrate the Bolshevik Revolution and its human / economic realities
- Solidarity and the Shipyards of Gdansk defined as the Case for Change
- What did it really mean when said, "the Berlin Wall fell"?

ALFA  
BRAVO  
CHARLIE  
DELTA  
ECHO  
FOXTROT

### FREE MARKET ECONOMY

- Define Free Enterprise as an economic system
- What are the core principles of Free Enterprise / biography Adam Smith
- What is the role of Risk and Entrepreneurship in a FE
- Describe The Wealth of Nations
- Illustrate FE through the lens of the USA today
- The implication of the "right to own private property" means

GOLD  
HOTEL  
INDIA  
JULIETTE  
KILO  
LIMA

## **CLASS 5 TUE SEP 29**

- **EMAIL MID TERM**
- The Kent State Challenge
- GDP autopsy

Dean Yank Heisler

## **CORPORATE LEADERSHIP PROFILING**

- |                         |         |
|-------------------------|---------|
| • Goodyear              | ALFA    |
| • AFLAC                 | BRAVO   |
| • United Airlines       | CHARLIE |
| • Progressive Insurance | DELTA   |
| • Volkswagen            | ECHO    |
| • Subway                | FOXTROT |
| • Verizon               | GOLF    |
| • Burger King           | HOTEL   |

## **LET'S SKIT-LEARN**

- |   |                  |
|---|------------------|
| • Mutiny on the Bounty Case Study of Leadership<br><a href="http://www.motivation-tools.com/workplace/bounty_mutiny.htm">http://www.motivation-tools.com/workplace/bounty_mutiny.htm</a>                  | ALFA / BRAVO     |
| • Transactional Analysis as a human reality and leadership challenge  | CHARLIE / DELTA  |
| • Leadership philosophy at West Point case study<br><a href="http://www.rctm.com/Products/leadershipProducts/leadership/6849.htm">http://www.rctm.com/Products/leadershipProducts/leadership/6849.htm</a> | ECHO / FOXTROT   |
| • Transformational Leadership – the only kind that really matters Case Study<br>▪ <a href="http://leadership.au.af.mil/documents/homrig.htm">http://leadership.au.af.mil/documents/homrig.htm</a>         | GOLF / HOTEL     |
| • The Power of Pavlov's Doggie for Leadership today   | INDIA / JULIETTE |
| • Paradigms and throwing starfish in the sea as a metaphor  | KILO / LIMA      |

## **CLASS 6 TUE OCT 6**

- **TURN IN MID TERM**
- GDP autopsy
- The Goodyear Tire & Rubber Company as a Global Company
  - Goodyear Global Quality Policy
  - Goodyear Lean / 6 Sigma as a business strategy
  - Goodyear low cost tire production strategy / process

Don Stanley  
Dave Woodyard  
Jim Williams



## **CLASS 7 TUE OCT 13**

- Industry project journal status / review by team
- GDP autopsy
- Gaining consensus / Lost at Sea

### **RESEARCH PAPER / PRESENTATION**

- |  |         |
|--|---------|
| • Iran and her nuclear threat as a global economic issue       | ALFA    |
| • Boeing and the Government – Billions of Mistrust Dollars?    | BRAVO   |
| • Richard Nixon Positive and Not                               | CHARLIE |
| • The Panama Canal and its global shipping impact              | DELTA   |
| • Global auto manufacturing in Dixie – a Global Transition     | ECHO    |
| • The Lilly Ledbetter Case profile and implication             | FOXTROT |
| • Paradigm change Arne Duncan style in US education; the Model | GOLF    |

## **CLASS 8 TUE OCT 20**

### **EMAIL MID TERM EXAM**

- GDP autopsy
  - Continuous Improvement & Customer Service in real time
  - Managing Customer Service at Chick-Fil-A
  - Business Fundamentals at the Golden Arches
- Doug Pugh  
J.T. Ansel

### **RESEARCH PAPER / PRESENTATION**

- |   |          |
|---|----------|
| • Phil Jackson's empowerment approach to effective leadership | HOTEL    |
| • Oil Exporting Countries and the US Debt Relationship        | INDIA    |
| • Saddam Hussein and the Kurds                                | JULIETTE |
| • Afghanistan and Pakistan and India; the trio of terror      | KILO     |
| • Japan's Reconstruction and the American influence today     | LIMA     |

## **CLASS 9 TUE OCT 27**

### **TURN IN MID TERM EXAM**

- GDP autopsy
  - Global Healthcare Challenges and Opportunities in Canton
- Ed Roth - CEO

## **STRATEGIC LEADERSHIP PROFILING**

- |                 |   |
|-----------------|---|
| • ALFA TEAM     | Boeing in a global war with EADS                                    |
| • BRAVO TEAM    | NBA as a global example of globalization                            |
| • CHARLIE TEAM  | NATO as a post WWII relic in a new world order transition           |
| • DELTA TEAM    | FED as the "manager of the world's money supply" facing a hurricane |
| • ECHO TEAM     | OPEC as the balance of power in petro-politics transitions          |
| • FOXTROT TEAM  | MLB and drug testing as a strategic issue                           |
| • GOLF TEAM     | The Bolshevik Revolution and Mother Russia today                    |
| • HOTEL TEAM    | Hugo Chavez as a dictator in Latin America; a long tradition        |
| • INDIA TEAM    | The human side of the healthcare debate as the Baby Boomers age     |
| • JULIETTE TEAM | An Olympic Game; what is the game to get one and how much is it     |
| • KILO TEAM     | Iran as a ancient culture and her Persian DNA and implication       |
| • LIMA TEAM     | Incarceration and America's prison economics and implications       |

## **CLASS 10 TUE NOV 3**

- **EMAIL MID TERM EXAM**
- GDP autopsy

### **RESEARCH PAPER / PRESENTATION**

- The Toyota Production System root structure and DNA today ALFA
- "The Oprah Effect" defined, quantified and strategic management implication BRAVO
- The Berlin Airlift strategy, economics, impact, logistics CHARLIE
- Define hedge fund and who they pervade today's business climate good / bad DELTA
- Define and delineate Moral Hazard and Systemic Risk exemplifying today's world ECHO
- Saturn's 3 Rings: Penske, UAW, GM as a strategic initiative FOXTROT
- Define Bourgeois and Proletariat from a historical perspective GOLF

## **CLASS 11 TUE NOV 10**

- GDP autopsy

### **RESEARCH PAPER / PRESENTATION**

- Bankruptcy 7, 11 & 13 defined by category / type and examples HOTEL
- Define and quantify "Federal Debt" and its implication for business INDIA
- Define and delineate Moral Hazard and Systemic Risk exemplifying today's world JULIETTE
- Reconstruction of the South after the Civil War and the Carpetbaggers KILO
- The Avon marketing strategy, history and status today LIMA

## **CLASS 12 TUE NOV 17**

- GDP autopsy
- Unions in the 21<sup>st</sup> century Chris Ricker

## **CORPORATE LEADERSHIP PROFILING**

- Ford Motors INDIA
- Travelocity JULIETTE
- Lufthansa KILO
- Bridgestone LIMA

## **CLASS 13 TUE NOV 24**

- Course evaluations
- GDP autopsy

### **JAPANESE QUALITY LEADERSHIP DNA**

- Profile Japan pre / post World War II economics / government ALFA
- Cultural reality of the Emperor and especially Hirohito BRAVO
- Profile Douglas MacArthur and role as Occupation Commander CHARLIE
- Profile the Japanese soldier and national commitment DELTA
- Profile Ed Deming and Joe Juran and their theories ECHO
- Statistical Process Control overview FOXTROT
- Six Sigma process overview GOLF
- Overview America's response to Deming / Juran philosophies HOTEL
- Profile Toyota / Nissan / Honda as statistical-based leaders INDIA
- Profile Toyota Production System and its JIT component JULIETTE

## **CLASS 14 TUE DEC 1**

- GDP autopsy
- **EMAIL FINAL EXAM**

## **BOOK PROJECT**

- |   |                  |
|---|------------------|
| • <u>The Goal: A Process of Ongoing Improvement</u> | ALFA / GOLF      |
| • <u>Nine Shift</u>                                 | BRAVO / LIMA     |
| • <u>The End of Detroit</u>                         | CHARLIE / KILO   |
| • <u>The Wal-Mart Way</u>                           | DELTA / JULIETTE |
| • <u>Lincoln on Leadership</u>                      | ECHO / FOXTROT   |

## **CLASS 15 TUE DEC 8**

### **LEADERSHIP IN THE JUDICIARY**

- |   |          |
|---|----------|
| • Constitutional foundation for the Supreme Court                         | ALFA     |
| • Tripartite process for a Supreme Court Justice for checks & balances    | BRAVO    |
| • Describe the power to make law by the Supreme Court                     | CHARLIE  |
| • Why is appointing a Justice such a legacy issue for a sitting President | DELTA    |
| • Key landmark decisions by the Supreme Court                             | ECHO     |
| • Role of the Chief Justice and Profile John Roberts                      | FOXTROT  |
| • Autopsy of Sotomayor issues unfolding from a leadership perspective     | GOLF     |
| • Key civil rights Supreme Court decisions and implications today         | HOTEL    |
| • Female history on the Supreme Court                                     | INDIA    |
| • Profile the current Supreme Court justices and salary                   | JULIETTE |
| • Profile Roe V. Wade while defining Due Process and Stare Decisis        | KILO     |
| • How does the Supreme Court serve as part of the check & balance process | LIMA     |

## **FINAL EXAMINATION**

- GDP autopsy summarized / lessons learned
- Turn in Final examination / personal journals / Team Evaluations
- SWOT the course / Lessons learned
- Final team business plan presentations