LEADERSHIP
MGMT-GB.2363.20  MBA Spring 2017

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Office Hours: By appointment
Class Hours: T/R 1:30-2:50. 1/31 - 5/4
Deliverables: Book Review; Class Journal; Leadership Road Map. All due toward end of course.

Welcome to the elective course in Leadership!

- Do you wish to rise to the top and lead a large organization someday?
- Are you planning to be an entrepreneur and make your mark?
- Do you want to do good after doing well in your career and start your own philanthropy?
- Do you simply wish to know why some people lead while others just follow?
- Do you wish to analyze and understand your own potential for leadership?

If you answered ‘yes’ to any of the above, this course will benefit you. It is meant for those who wish to better understand and further develop their innate potential and propensity to lead others.

As you rise in your career, you will need multiple and often conflicting constituencies on board to follow your vision. But if you don’t lead, others will not follow. This course will help you toward honing some of the essential self-reflective skills you need to give form and substance to such vision. This course will also be of value to those who wish to have a broad intellectual understanding of the context of leading and the content of leadership.

By the end of this course, you should be able to answer the following questions about yourself:

- Am I a good leader? If so how do I get better at this? If not, what is preventing me from developing my leadership potential?
- When I lead, who follows?
- How do I know what separates a great leader from a merely good one?
- Even if I know what makes a great leader, how do I develop that skill set?
- How do I put to use such skill set to rethink, reframe and revision my career/life choices?

What is leadership? James McGregor Burns calls it in his opus “one of the most observed and least understood phenomena on earth”. He is right. If you google the word, you get over 100,000,000 hits! If you do a title search on amazon.com for books on this subject you get at least 7,700 listings. For example, take a nibble at this smorgasbord of definitions of leadership:
a. You cannot manage men into battle. You manage things; you lead people. 

b. A leader . . . is one who can persuade people to do what they don't want to do . . . and like it.

c. Leadership is the ability of a superior to influence the behavior of a subordinate or group and persuade them to follow a particular course of action.

d. What can a leader do? He can provide a vision. That's all he can do.

e. A leader is a reflection of his people.

f. Be gentle and you can be bold; be frugal and you can be liberal; avoid putting yourself before others and you can become a leader among men.

g. Management is doing things right; leadership is doing the right things.

(Here are the authors: (a) Grace Hopper, Admiral, U. S. Navy (b) Harry S. Truman, 1884-1972, Thirty-third President of the United States (c) Chester Bernard, Chairman, National Science Foundation, 1952 (d) Steve Jobs, Founder, Apple (e) Mahatma Gandhi (f) Lao Tze (g) Peter Drucker)

All of these perspectives are, of course, true in some sense. In this course, rather than defining what leadership is, we will instead analyze, through several case studies, what leaders actually do, how they do it and how they do it differently from others, and with what consequences.

Course Theme & Delivery

Leadership cannot be taught. But it can be learnt. That is, it can be learnt provided you commit to teaching yourself lifelong. This course will provide the template for that journey. By subjecting the actual conduct of leaders to systematic scrutiny and analysis, we will learn about what kind of leader behavior works best and under what circumstances.

Course Objectives

• Understanding what leadership is and is not: By analyzing real life cases from diverse contexts, you should be able to have a more fine tuned idea of the scope and limitations of leadership.

• Developing the skills needed to lead: By understanding the conduct of actual leaders and analyzing the effectiveness of their conduct, you should be able to further develop the natural leadership skills you already possess and leverage them more effectively in complex organizational situations.

• Understanding your own mindscape as a leader: Since effective leadership requires you to be aware of your own assumptions about leadership, your unarticulated preferences and unconscious style, we would, through discussion of actual cases, try to identify, comprehend, and critique our own assumptions and attitudes towards leaders and leading.

• Developing a personal agenda for successful integration of course concepts into your work/life: By the end of this course, you should have gained substantial insight into how best to harness your natural inclinations to lead toward a more successful management of your career path, perhaps even laying out a new one.
Course Materials


**Course E-Case Packet.** This is a collection of HBS cases and readings.  
*Order on line from: [http://www.bookstores.nyu.edu](http://www.bookstores.nyu.edu). To order, look under course and section number.*  
*You go online, pay for the Digital Coursepack, get a multi digit key code, and use that code to open up the Course Pack link provided in NYUClasses/Resources/Xanedu Coursepack.*

*Additional Recommended Text: (Very good for background reading)*  

**Supplemental Handouts.** I will also be handing out supplemental readings, culled from my personal collection on the subject, on various related topics to flavor class discussion.

**Course Requirements**

Following an interactive seminar/workshop format, we will freely and selectively integrate material on leadership from world history, economics, mythology, religion, psychology, anthropology and politics to help us gain a fuller understanding of the leader phenomenon. To help internalize the concepts and develop one’s own skills at leading, the course will involve several experiential exercises, individual assignments to promote reflection and a term project and presentation on an actual experience of leading in your work setting you have either initiated, participated in or directly witnessed.

Besides the text, you will be responsible for the readings and cases assigned for specific class meetings. I will also provide assorted handouts from my personal list of preferred readings outside the course materials.

**GRADING (with approximate weights)**

- Leadership Book Review & Critique: 30%
- Reflection Journal: 30%
- Leadership Roadmap: 20%
- Class Presence & Participation: 20%

**Leadership Book Review & Critique**

Each class participant will be invited to choose one book, preferably biography of a leader, from a list of many (to be provided by me in class), read it, write up a review and critique analyzing how well the chosen leader’s work and life conforms/does not conform to the Kabi Leadership Paradigm.
components: $E_1, E_2, E_3$ and $E_4$. You will also make a brief oral presentation to the class on your analysis.

**Reflection Journal**
Each participant should keep an informal journal which provides a *session by session reflection* on specifics of (a) *your observations* from that session and (b) *how they jibe with learning from sessions before* as well as your *own life experiences*. Reflections are to be typically written up *after* each session is over, approx one typed page (max) per session. I will collect the journal on the last class meeting. If you need my midstream feedback on your journal entries, I will be happy to provide them on an individual basis.

**Final Exam: Leadership Roadmap**
This is your final term paper, equivalent to your “final exam”. Think of it as a critical analysis of your own leadership potential and plans to move forward. This will be a typed report, approx 10 pages or so, double spaced, and it will have three parts:

**PART 1: Key Insights on Leadership Gained from Class**
In part 1, *you provide the most important insights or learning points on leadership you believe you have gained from the course*; you should also explain why you found them personally meaningful to you.

**PART 2: Leadership Audit**
In part 2, provide a critical self assessment of your leadership skill set in terms of the Kabi Leadership Paradigm dimensions, especially the various $E_o$ that facilitate/impede your leadership potential; your $E_1$ skillset based on your $C_1$ and $C_2$; your $E_2$ skillset based on your $I_1$ and $I_2$; your $E_3$ skillset based on your $D$ and $I$ skills. The following approach may be helpful:

- **$E_o$ /Assessment of past opportunities:** Here you provide a factual description and a critical self-assessment and analysis of important leadership challenges, opportunities and dilemmas your career/life has thrown at you so far; the specific ways you responded in those situations; and the overall success or failure of those outcomes.
- **$C_1$/$C_2$/$I_1$/$I_2$/$D$/$I$ Assessment of skillsets:** You should then use these experiences to arrive at a list of top five or so aspects about your conduct so far that, you believe, exemplify your successful leadership qualities. Please also mention what situations you found to be the most helpful in letting you blossom as a leader.
- **Assessment of Skill Gap:** You should also use these experiences to build a list of top five or so aspects about you that, you believe, prevent you from fully realizing your leadership potential. Please also mention what specific environments or situations have typically hindered your growth as a leader.

**PART 3 – The Road Ahead**
- In part 3, you should outline, in specific details, a career progression road map for the next ten to fifteen years or so. This part should also explain how such a road map will help you
leverage the leadership skills you already possess and help you acquire the ones you don’t have but need, as identified in part 2 above.

- Overall, this report will be assessed in terms of how well you have integrated your insights gained with course material discussed. I will especially look at how you have incorporated and internalized the different components of the leadership paradigm introduced (E1, E2, E3 and E4) and discussed in this course; how realistic, creative, and insightful your roadmap is; and the passion, conviction and intellectual rigor with which you provide the analysis.

Class Presence & Participation
This is a seminar type course and is intensely interactive. Keeping with the spirit of the course title, I will often invite you to lead the discussion on specific sessions. There will also be group exercises and role plays. As such, attendance is necessary and required in this course. Statutory warning: class absence is injurious to your participation grade!

Any time you need to get in touch with me, email is the best medium. Please email me your thoughts, reactions, feedbacks on the class progress anytime and often. I always appreciate your feedback as it helps me fine tune the content and delivery to better serve your career needs and expectations. Remember, I live right in your neighborhood, a mere mouse click away.
SAMPLE LIST OF RECOMMENDED BOOKS ON LEADERSHIP
FOR BOOK REVIEW

- **The Prince**
- **On Heroes, Hero-Worship, and the Heroic in History**
  Thomas Carlyle, Dodo Press, 2007
- **The Functions of the Executive**
- **My Years With General Motors**
  Alfred P. Sloan, (Diane Pub Co, 1990)
- **Jack: Straight from the Gut**
- **The U.S. Army Leadership Field Manual: Battle-Tested Wisdom for Leaders in Any Organization**
  by the Center for Army Leadership (McGraw-Hill, 2004)
- **The Defining Moment: FDR's Hundred Days and the Triumph of Hope**
- **Heroes: Saviors, Traitors, and Supermen. A History of Hero Worship**
  Lucy Hughes-Hallett, Knopf, 2005
- **Purpose: The Starting Point of Great Companies**
  Nikos Mourkogiannis, (Palgrave Macmillan, 2006)
- **Why Should Anyone Be Led by YOU? What It Takes to Be an Authentic Leader**
- **Leading through Conflict: How Successful Leaders Transform Differences into Opportunities**
- **Reinventing Leadership: Strategies to Empower the Organization**
  Warren G. Bennis and Robert Townsend, Collins Business Essentials, 2005
- **Alexander Hamilton**
  Ron Chernow (Penguin Press, 2004)
- **Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value**
  Bill George (Jossey-Bass, 2003)
- **Testosterone Inc.: Tales of CEOs Gone Wild**
  by Christopher Byron (John Wiley & Sons, 2004)
- **Why CEOs Fail: The 11 Behaviors That Can Derail Your Climb to the Top — and How to Manage Them**
  David L. Dotlich and Peter C. Cairo (Jossey-Bass, 2003)
- **Good Business: Leadership, Flow, and the Making of Meaning**
  Mihaly Csikszentmihalyi (Viking Penguin, 2003)
- **Leadership**
  Rudolph W. Giuliani and Ken Kurson (Miramax, 2002)
• Searching for a Corporate Savior: The Irrational Quest for Charismatic CEOs

• Transforming Leadership: The New Pursuit of Happiness

• Who Says Elephants Can't Dance? Inside IBM's Historic Turnaround

• The Structure of Scientific Revolutions
  Thomas S. Kuhn (University Of Chicago Press, 1996)

• The Hero with a Thousand Faces
  Joseph Campbell (Princeton University Press, 1972)

• Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness

All these books are available from www.amazon.com and almost all of them are available in paperback versions as well. You may want to read the brief overviews of the contents of books on the amazon website before you pick one.

FORMAT OF BOOK REVIEW & TALK: WRITTEN REPORT & ORAL PRESENTATION

• Approx 1 page of book review
• Approx 2 pages comparing the content with the leadership paradigm we have covered in course and critiquing it: does it fit with the class model; if so, how; does it make sense to you, what else would have made the book a more interesting read; and your personal takeaways on leadership from the book
• Do not exceed 4 pages (single/double space, any font, your choice)
• Also, make approx 4-6 slides to share with the class. (photocopy of the book cover, table of how it fits/does not fit the leadership paradigm, interesting quotes from the book, your personal takeaways)
• Bring hard copy to class. Also upload a soft copy.
• You will get to share your analysis with the rest of the class in oral presentations on the last two sessions of the course.

WHICH BOOK TO CHOOSE?

Please feel free to choose any one of the books from the list above plus the ones posted in NYUC/Resources/Documents. On the other hand, if you have a book in mind not listed here which deals with leadership issues or the leader phenomenon and you wish to review and critique it instead, please do so. But do alert me ahead. Each will need to choose a different title!

NOTE: Please also see an expanded list posted on NYUC/Resources/Documents. I strongly recommend you pick a biography of any leader, from any field, of your choice! Just make sure you run it by me and have it approved before you get started. No two students can choose the same book.
Schedule of Assignments

Theme: Introduction to Leadership & Leaders

1/31 
Session 1
Introduction.

2/2 
Session 2
Reading: Managers and Leaders: Are They Different?
In class exercise: Leadership Self Assessment Instrument

Theme: Leader as Conqueror

2/7 
Session 3
Intro to Kabi Leadership Paradigm
Read: Case. Leadership in Crisis: Ernest Shackleton and the Epic Voyage of the Endurance

2/9 
Session 4
NOTE: All video cases will be brought in by me and done in class. You don't need to prepare ahead for video cases.
Video Case: Alexander the Great/Julius Caesar/Napoleon. We will do one or more of these, depending on time. Please browse through The Prince by Machiavelli if you get a chance.

Theme: Leader as Coalition Builder

2/14 
Session 5
Read: Case Margaret Thatcher. We will discuss aspects of the political leader

2/16 
Session 6
Exercise. Public Image Assessment.

Theme: Leader as Rescuer

2/21 
Session 7
Video Case: Paul Levy: Taking Charge of the Beth Israel Deaconess Medical Center

Theme: Leader as Discoverer

2/23 
Session 8
Video case. Depending on time, we will discuss one or more of the following figures: Newton, Darwin, Einstein and Watson. Please browse through The Structure of Scientific Revolutions by Thomas Kuhn if you get a chance.
Theme: Leader as Creator

2/28  Session 9
In class Exercise on creativity.

3/2  Session 10
Video case. We will discuss one or more of the following figures in leadership in art: Da Vinci and Picasso. Please browse through How to Think Like Leonardo da Vinci by Michael Gelb and The Shock of the New - The Hundred Year History of Modern Art by Robert Hughes if you get a chance.

Theme: Leader as Designer

3/7  Session 11

3/9  Session 12
Midstream Course Review.

3/14-3/19  Spring Break

3/21  Session 13
In class exercise on energizing the followers.

3/23  Session 14
Read: CP HBS Reading. Beyond the Charismatic Leader: Leadership and Organizational Change
We will discuss the nature of charisma and its relation to leadership.

Theme: The Followers: Who are they and why do they follow?

3/28  Session 15
Video case. Enron: The Smartest Guys in the Room.

3/30  Session 16
Video case contd. Enron: The Smartest Guys in the Room.

4/4  Session 17
Read: Why People Follow the Leader: The Power of Transference
Read: Seven Transformations of Leadership

4/6  Session 18
We will discuss the relation between leadership and followership, and seek answers to these questions: Who follows whom or what and why?
Read: Case:  A Tale of Two Coaches. Coach Knight & Coach K

*Theme: Leader as Spiritual Guide.* 
*The Mythology of Leadership - Faith, Symbols and Values*

4/11  **Session 19**  
Video case. Ayatollah Khomeini.

4/13  **Session 20**  
Video case. Mahatma Gandhi  
We will discuss Gandhi, Khomeini and aspects of the spiritual leader. How do spiritual leaders connect with their followers? We will discuss the relationship between leadership, hero worship and the culture of power.

**Theme: Women as Leaders**

4/18  **Session 21**  
Read: *Women and the Labyrinth of Leadership*

**Book Review Presentations**

4/20  **Session 22**  
Book Review Oral Presentations & Discussion

4/25  **Session 23**  
Book Review Oral Presentations & Discussion (contd.)

4/27  **Session 24**  
Book Review Oral Presentations & Discussion (contd.)  
Course Review.

*Theme: Conclusion. The many faces of leadership*

5/2  **Session 25**  
Book Review Oral Presentations & Discussion (contd.) if needed.  
Please browse through *The Hero with a Thousand Faces* by Joseph Campbell if you get a chance.

5/4  **Session 26**  
Course Review.
LEADERSHIP

ABSTRACTS OF CASES AND READINGS (In order of discussion)

Managers and Leaders: Are They Different?
Managers and leaders are two very different types of people. Managers' goals arise out of necessities rather than desires; they excel at defusing conflicts between individuals or departments, placating all sides while ensuring that an organization's day-to-day business gets done. Leaders, on the other hand, adopt personal, active attitudes toward goals. They look for the opportunities and rewards that lie around the corner, inspiring subordinates and firing up the creative process with their own energy. Their relationships with employees and coworkers are intense, and their working environment is often chaotic. In this article, first published in 1977, the author argues that businesses need both managers and leaders to survive and succeed. But in the larger U.S. organizations of that time, a "managerial mystique" seemed to perpetuate the development of managerial personalities—people who rely on, and strive to maintain, orderly work patterns. The managerial power ethic favors collective leadership and seeks to avoid risk. That same managerial mystique can stifle leaders' development—How can an entrepreneurial spirit develop when it is submerged in a conservative environment and denied personal attention? Mentor relationships are crucial to the development of leadership personalities, but in large, bureaucratic organizations, such relationships are not encouraged. Businesses must find ways to train good managers and develop leaders at the same time.

Leadership in Crisis: Ernest Shackleton and the Epic Voyage of the Endurance
Provides an opportunity to examine leadership in the context of Ernest Shackleton's 1914 Antarctic expedition, a compelling story of crisis, survival, and triumph. Summarizes Shackleton's career as an officer in the British Merchant Marine, his work on several prominent Antarctic missions, and the competitive nature of polar exploration in the late 19th and early 20th centuries. Also examines Shackleton's planning and advance management of what he hoped would be the first-ever trek across the Antarctic continent. Details the events of this epic voyage aboard the Endurance. Readers have the opportunity to examine how, after the vessel became trapped in ice and the crew abandoned ship, the commander shifted his objectives and responsibilities from completing an historic march to ensuring the survival of all 28 expedition members. Considers Shackleton's efforts to maintain his team's morale, loyalty, and commitment in the face of extraordinary mental and physical trials during almost two years in the Antarctic.

Margaret Thatcher
Portrays Margaret Thatcher's rise to the leadership of Great Britain's Conservative Party. Thatcher's political career began with her election to Parliament's House of Commons in 1959. Sixteen years later she was elected the leader of her party, and then in 1979, she became prime minister. Thatcher's emergence as a world leader illustrates her unlikely transition from ultimate outsider to powerful insider.
Public Image Assessment
The Public Image Assessment exercise acquaints students with the ideal images they hold of themselves, the actions they engage in to convey these images, and the benefits and costs of these behaviors to themselves and to others. Social psychologists call this process impression management. Although managing others' impressions of us is a natural part of life--and there are good, pragmatic reasons for being concerned with the images we present to others--problems arise when people are driven by concerns about others' assessments of them. When the goal of validating one's image becomes more important than others, the task, or a group's mission, it becomes difficult to learn, take risks, and experiment.

Paul Levy: Taking Charge of the Beth Israel Deaconess Medical Center
On January 7, 2002, Paul Levy became CEO of the Beth Israel Deaconess Medical Center. He took over a troubled organization, in serious financial difficulty. This multimedia case describes the situation Levy inherited, his negotiations prior to taking the job, and his first six months as CEO. Includes extensive video interviews with Levy, conducted every two to four weeks during his first six months; a detailed timeline and calendar of events; excerpts from Levy's daily schedule, e-mail correspondence, internal reports, and memoranda; and selected Boston Herald newspaper articles. This case presents students with an unvarnished view of the gritty details of day-to-day general management.

General Electric: Reg Jones and Jack Welch
When GE's retiring Reginald Jones turned the job of CEO over to Jack Welch on April 1, 1981, the Wall Street Journal reported that GE had "decided to replace a legend with a live wire." Some wondered if the young dynamo could fill the elder statesman's very large shoes. But Welch had a very powerful and well-articulated vision of where he wanted his company to go. By 1984, he had regrouped GE's sectors, redefined its core businesses, made massive investment and disinvestment decisions, changed the company's approach to planning, and drastically cut personnel. Despite a major recession in the world economy and flat sales, profits rose from $1.5 billion in 1980 to $2.3 billion in 1984. This case chronicles the evolution of GE through the 1970s and early 1980s, focusing particularly on the changes wrought by Reg Jones and the way in which Jack Welch took that heritage and reshaped it to fit the demands of a new decade.

GE's Talent Machine: The Making of a CEO
GE believes its ability to develop management talent is a core competency that represents a source of sustainable competitive advantage. This case traces the development of GE's rich system of human resource policies and practices under five CEOs in the post-war era, showing how the development of talent is embedded into the company's ongoing management responsibilities. It describes the development of a 25-year-old MBA named Jeff Immelt, who 18 years later is named as CEO of GE, arguably the biggest and most complex corporate leadership job in the world and how he frames his priorities for GE and implements them, pulling hard on the sophisticated human resource levers his predecessors left him. Immelt questions whether he should adjust or even overhaul three elements of GE's finely tuned talent machine.
Beyond the Charismatic Leader: Leadership and Organizational Change

In ever more turbulent environments, executive leadership matters as never before. Organization speed, flexibility, and the need to execute discontinuous change require sharpened leadership skills. Charismatic leaders are important. These relatively rare leaders provide vision, direction, and energy for their firms. However, charisma is never enough to build competitive, agile organizations. Charismatic leadership must be bolstered by institutional leadership through attention to details on roles, structures, and rewards. Further, as most organizations are too large and complex for any one executive or senior team to manage directly, responsibility for managing in turbulent environments must be institutionalized throughout the management system.

Why People Follow the Leader: The Power of Transference

We all admire leaders. In trying to understand how leadership works, however, we often lose sight of the fact that followers are a crucial part of the equation. Regrettably, they get short shrift in the management literature, where they are described as merely responding to their leaders' charisma or caring attitudes. What most analyses seem to ignore is that followers have their own motivations and are as powerfully driven to follow as leaders are to lead. In this article, psychoanalyst, anthropologist, and management consultant Michael Maccoby delves into the unconscious recesses of followers' minds. He looks closely at the often irrational tendency to relate to a leader as some important person from the past—a parent, a sibling, a close friend, or even a nanny—what Sigmund Freud calls "transference." A solid understanding of transference can yield great insight into organizational behavior and endow you with the wisdom and compassion to be a tremendous leader. The author explains the most common types of transference—paternal, maternal, and sibling—and shows how they play out in the workplace. He notes that they have evolved as our family structures have changed. Whether followers perceive a leader as an all-knowing father figure, an authoritative yet unconditionally loving mother figure, or a brother or sister who isn't necessarily a model of good behavior, the leader can manage transferential ties by bringing unconscious projections to light. Then debilitating resentment and animosity can give way to mutual understanding and productivity—and a limping organization can start to thrive.

Coach Knight: The Will to Win

Successful college basketball coach Bob Knight was fired from his long-time role as basketball coach at Indiana University and hired in the same role at Texas Tech. Considers these events in the context of his long career and provides a context for discussing various styles of power, influence, and persuasion in his leadership role as coach and educator.

Coach K: A Matter of the Heart

Successful college basketball coach Mike Krzyzewski faces the decision whether to accept a lucrative offer to coach a professional basketball team or continue to coach at Duke University. Provides a context for discussing various styles of power, influence, and persuasion in the context of his coaching career.
Seven Transformations of Leadership
Most developmental psychologists agree that what differentiates one leader from another is not so much philosophy of leadership, personality, or style of management. Rather, it's internal "action logic"--how a leader interprets the surroundings and reacts when his or her power or safety is challenged. Relatively few leaders, however, try to understand their action logic, and fewer still have explored the possibility of changing it. They should, because leaders who undertake this voyage of personal understanding and development can transform not only their own capabilities but also those of their companies. The authors draw on 25 years of consulting experience and collaboration with psychologist Susanne Cook-Greuter to present a typology of leadership based on the way managers personally make sense of the world around them. David Rooke and William Torbert classify leaders into seven distinct action-logic categories: Opportunists, Diplomats, Experts, Achievers, Individualists, Strategists, and Alchemists--the first three associated with below-average performance, the latter four with medium to high performance. These leadership styles are not fixed, the authors say, and executives who are willing to work at developing themselves and becoming more self-aware can almost certainly move toward one of the more effective action logics. A Diplomat, for instance, can succeed through hard work and self-reflection at transforming himself into a Strategist. Corporations that help their executives and leadership teams to examine their action logics can reap rich rewards.

Women and the Labyrinth of Leadership R0709C-PDF-ENG

Two decades ago, people began using the "glass ceiling" catchphrase to describe organizations' failure to promote women into top leadership roles. Eagly and Carli, of Northwestern University and Wellesley College, argue in this article (based on a forthcoming book from Harvard Business School Press) that the metaphor has outlived its usefulness. In fact, it leads managers to overlook interventions that would attack the problem at its roots, wherever it occurs. A labyrinth is a more fitting image to help organizations understand and address the obstacles to women's progress. Rather than depicting just one absolute barrier at the penultimate stage of a distinguished career, a labyrinth conveys the complexity and variety of challenges that can appear along the way. Passage through a labyrinth requires persistence, awareness of one's progress, and a careful analysis of the puzzles that lie ahead. Routes to the center exist but are full of twists and turns, both expected and unexpected. Vestiges of prejudice against women, issues of leadership style and authenticity, and family responsibilities are just a few of the challenges. For instance, married mothers now devote even more time to primary child care per week than they did in earlier generations (12.9 hours of close interaction versus 10.6), despite the fact that fathers, too, put in a lot more hours than they used to (6.5 versus 2.6). Pressures for intensive parenting and the increasing demands of most high-level careers have left women with very little time to socialize with colleagues and build professional networks--that is, to accumulate the social capital that is essential to managers who want to move up. The remedies proposed--such as changing the long-hours culture, using open-recruitment tools, and preparing women for line management with appropriately demanding assignments--are wide ranging, but together they have a chance of achieving leadership equity in our time.
When Should a Leader Apologize--and When Not?
When corporate leaders or the organizations they represent mess up, they face the difficult decision of whether to apologize publicly. A public apology is a risky move. It's highly political, and every word matters. Refusal to apologize can be smart, or it can be suicidal. Readiness to apologize can be seen as a sign of character or one of weakness. A successful apology can turn enmity into personal and organizational triumph--whereas an apology that's too little, too late, or too transparently tactical can open the floodgates to individual and institutional ruin. Because the stakes are so high, Barbara Kellerman says, leaders should not extend public apologies often or lightly. One or more of the following conditions should apply: The apology is likely to serve an important purpose; the offense is of serious consequence; it's appropriate that the leader assume responsibility for the offense; the leader is the only one who can get the job done; and the cost of saying something is likely lower than the cost of staying silent. The author draws her conclusions from hard data and abundant anecdotal evidence, examining notoriously bad apologizers as well as exceptionally good ones. While selectivity is key, good apologies usually do work. What constitutes a good apology? Acknowledgment of the mistake or wrongdoing, acceptance of responsibility, expression of regret, and assurance that the offense will not be repeated.