COURSE DESCRIPTION AND OUTLINE

TARGET AUDIENCE
Anyone who aspires to leadership roles and would like to learn from successful leaders should consider this course. These experienced leaders will discuss a number of their key leadership experiences. For example, we can ask them about their achievements, their roles in both leading and following, self analysis, self preparation, mentoring, goal setting, learning experiences, principles they developed, stress, missed opportunities, work/life balance, mistakes and satisfactions.

SKILLS TO BE LEARNED:

HOW TO
Understand the demands of leadership roles at various levels
Develop your own personal plan for leadership
Groom yourself to be prepared and selected for leadership roles
Carry out leadership roles, and
Support your current leaders.

I hope you visualize a picture of where you are going, and gain confidence in your ability to do it.

SOME KEY QUESTIONS TO BE ADDRESSED
• How do leaders learn their roles? What about their vision and courage?
• Do circumstances propel leaders into roles, or do they prepare to be chosen?
• How do leadership roles compare at different levels in organizations?
• Are there enduring characteristics of leaders across roles and situations?
• What are the joys and pains of leading?
• How much leadership do I wish to assume?

METHOD OF LEARNING
After our first meeting you will begin to organize yourselves into teams of three or four students. The bios of visiting leaders appear in this course outline. Your team will select two leaders and for each of them, your team will summarize what you learned and hand in a hard copy of a report at the beginning of the class following the leader’s visit. This is the time when we will generally discuss what we learned from the leader. At the conclusion of the course you will write your own personal plan for achieving, carrying out and enjoying leadership roles during your career.

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<tr>
<th>EVALUATION</th>
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<td>Exercises</td>
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<td>Team reports on two leaders</td>
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REPORTS

1. ANALYSIS OF LEARNING FROM VISITOR’S LEADERSHIP EXPERIENCES
   Your team of three or four people (no fives, please) should submit a report regarding the learning from two visiting leaders during the course. The typed reports should be handed to me in hard copy form at the beginning of the class following the visitor’s appearance. These reports should be five to six double-spaced pages in length (1500 words). You will describe your team’s key learning points from the total experience with the visitor. I will return them to you reasonably promptly with comments and a grade. Early in the course, your team will choose two leaders for your written reports.

2. EXERCISES
   There will be a number of typed one-page hand-in exercises during the progress of the course. These are designed to help you solidify your thoughts on various topics. Because these exercises are highly individual and subjective, I assign them a Pass or Fail grade with a usual comment of “Noted” and return them to you. They are intended to stimulate your thinking. You should also be able to use some of this thinking in your Personal Plan for Leadership at the conclusion of the course.

3. YOUR PERSONAL PLAN FOR LEADERSHIP SUCCESS
   This is an individually-written report of about eight to 10 pages (maximum 2500 words) that describes what you plan to do about selecting industries or professions, assessing your own skills and traits, preparing new leadership skills, setting goals and bench marks, achieving leadership positions over time, carrying them out, sacrificing to win leading positions, developing your powers of observation, becoming a good follower and assembling your road map for successful leadership – at the level you choose. This individual report is due to Ms. Elaine Carson either in hard copy or electronic form no later than Monday, December 3, 2012. She will make me a hard copy on which to write comments, and you can pick up your Plan with these comments in 2R34 after the Christmas break. Please tell Ms. Carson if you want us to mail the commented copy to you (especially if you are on exchange).

4. CLASS CONTRIBUTIONS
   For each class, two students who have been appointed monitors for the class that day will hand me their assessments on a class seating chart at the conclusion of the session.

ATTENDANCE
As a professional school, we place great emphasis on keeping regular commitments such as arriving in class and other events on time, attendance at every class, appropriate preparation for class, and submission of assignments on time. Our experiential learning process is premised on an expectation that a student will attend all scheduled classes and other assigned events that are part of the program. We believe that missing a class cannot be fully compensated for by an individual student, even if we ensure that the student has done the relevant individual and learning team preparation.

Under University regulations, your instructor can determine at what point absenteeism has become excessive and thus can prevent you from writing the final exam (www.uwo.ca/univsec/handbook/exam/attend.pdf). If you miss more than 25 percent of the course you cannot have fully mastered the material. As a result, absence from more than five (5) of the 20 classes may result in your inability to receive credit for the course. As a professional courtesy, if you cannot be in class, please let me know ahead of time by sending me an email.

CONTACT
My Administrative Assistant is Ms. Elaine Carson in Room 2R34. I will be working out of my home office for the majority of this term so please set up appointments by emailing me and I will meet you in my office, 3N38 or another mutually convenient location. Ms. Carson’s telephone number is 519 661 3494. My email is khardy@ivey.uwo.ca.
During the summer between my junior and senior year at Ivey I worked in the Brand Department of Procter & Gamble in Toronto, and upon graduation joined the sales and marketing department of a company that fabricated building materials for the construction industry. I earned an M.B.A. and Ph.D. from the University of Michigan and joined the Ivey faculty in 1968. Today, I am Emeritus Professor at the Richard Ivey School of Business.

From 1988-92, I was Director of the HBA Program and from 1993-99, Associate Dean Research and Faculty Development and then directed the entrepreneurship institute for three years. From 2003 to 2006 I was also a Visiting Professor at the University of Michigan; in 1987 the same at INSEAD in Fontainebleau, France; and in 1973-74, the same at NEMI in Oslo, Norway.

My special expertise is in strategic planning, leadership development and making good use of boards of directors. I have served on six boards of directors and consulted on strategy issues to companies such as AT&T, Call-Net, DuPont, Mobil Oil, Nabisco, Ontario Hospital Association, Bell Canada, Union Carbide and Zeneca. I have taught executive education programs in Brazil, Columbia, England, Finland, Ireland, Kenya, Mexico, Norway and other countries.


COURSE MATERIALS

There is a package of readings, and the text is Malcolm Gladwell’s Outliers: The Story of Success.
COURSE ASSIGNMENTS OUTLINE

SECTION A  GREAT LEADERS

1. **INTRODUCTION: HOW WE WILL LEARN FROM PROVEN LEADERS**
   
   **Wednesday, September 5.**

   This is a personal course; it is all about how you plan to develop and apply yourself as a leader throughout your career. This is also an experiential learning course in which we build on the experiences of you and the visitors so that you can create a leadership roadmap that should have real value for you. We will make some use of known practice and theory and you will be doing lots of observing, analyzing and writing.

   In this first class we will discuss the dimensions of leadership that seem salient to you, as well as why you should plan for leadership roles. I hope that over time you will develop a picture of where you would like to practice leadership and gain confidence in your ability to make it happen.

   We will also review the evaluation system to be used in this course.

   Pick up the textbook *Outliers: The Story of Success* and the package of reading materials at your earliest convenience.

   **Concept du Jour: Mapping Your Future... a little bit of planning makes the medicine go down...**


   **Assignment**
   1. What inspirational leaders have you read about? What inspirational leaders have you met in person? What did they do and what were their apparent traits and ways of doing things? What made people follow them?
   2. What leadership experiences have you had to date? What were the main things you learned from them? What questions were created in your mind by these leadership experiences?
   3. Why would you like to take on leadership roles? What are some of the costs in preparing for and carrying out these leadership roles? What are some of the rewards?
   4. What can we say about Steve Jobs and his innovations in creating mental models?
SECTION B  SETTING YOUR SIGHTS, DEVELOPING YOUR PLANS

2. LEADERSHIP ARENAS

MONDAY, SEPTEMBER 10

Concept du Jour: “Me, Inc.”
Assignment
Exercise 1. On one typed page please try to capture the key characteristics of an industry that would excite your career passions - along with a little bit of explanation. Please hand in this page at the beginning of class.

1. What process will you use to identify a likely target industry?
2. What is the explanation for the Roseto mystery?
3. If there is indeed a “calendar effect” for youth in achieving supremacy in sports, what, if any, significance is there to your month of birth and your eventual leadership?

We will set up a schedule of team reports on learning from each visitor. Bring the names of your three or four team members. We will number each team and work out coverage of the visitors on the board to ensure that each team writes at least two learning reports, and each leader has some reports written about his/her visit.

We will also set up peers to monitor and evaluate class contributions.

3. PICKING YOUR SPOT TO LEAD: MEET MR. PIERRE BERGEVIN, HBA ’89, PRESIDENT AND CEO, CUSHMAN & WAKEFIELD LIMITED

WEDNESDAY, SEPTEMBER 12
Read: 1. Mr. Bergevin’s biography provided at the back of the course outline. Feel free to conduct your own research into his background beyond the bio that we provide.
3. Chapter Two in Outliers, “The 10,000-Hour Rule”

Concept du Jour: Dr. Hodgson’s Career Choice Matrix (Mr. Bergevin will describe it)
Assignment
1. Prepare about three thoughtful questions that you might like to ask Mr. Bergevin about his leadership experiences.
2. According to Bryant what are the five key qualities of successful CEOs? Should we take these as required qualities for successful leadership in large organizations?
3. What is the significance of the 10,000 hour rule for you?
4. LEADERSHIP FUNCTIONS

**Mond ay, S ept ember 17**

**Read:** 1. “What Leaders Really Do”, John P. Kotter

**Concept du Jour: Three-cycle organizational planning**

**Assignment**

**Exercise 2.** On a single typed page write what you think the 10 major general activities that you will be doing when you are eventually leading a strategic business unit (SBU)? Please hand in this page at the beginning of class and keep a copy for yourself.

1. Let’s first discuss what we might have learned from our discussion with Mr. Bergevin. Teams who selected Mr. Bergevin will send me your team reports of no more than six double-spaced pages regarding what you learned from him. The hard copies are due at the beginning of this class.
2. What do you think of the matrix for selecting industries and jobs?
3. What did Mr. Bergevin do to prepare to become a significant leader? What were some of the costs of leadership?
4. Kotter’s article makes the distinction about leaders who manage change from managers who manage complexity. At what point are you practicing management and when are you practicing leadership? Is this distinction, if true, important? Why? What do you see as major activities of strong leaders?

5. SKILLS AND TRAITS THAT MAJOR LEADERSHIP ROLES MIGHT REQUIRE OF YOU: MEET MR. DOUG MURPHY, HBA ‘85, PRESIDENT, CORUS ENTERTAINMENT

**Wednesday, September 19**

**Read:** 1. “What Makes a Leader?” Daniel Goleman, HBR

**Concept du Jour: Emotional Intelligence**

**Assignment:**

1. Prepare three thoughtful questions for Mr. Murphy.
2. According to Goleman what is “emotional intelligence” and why is it so important for leadership?
3. What skills will you likely need as a leader, considering the functions you will probably be performing in 10 years? What skills will you develop further?
4. What personal traits will help you perform these functions? Which traits might you want to develop further?
6. **ANALYZING YOUR OWN LEADERSHIP DRIVERS**

**Monday, October 1**

**Concept du Jour: Work/Life Balance**

**Assignment**

**Read:** “The Many Colors of Success: What do Executives Want Out of Life?” INSEAD Faculty Working Paper, by Professor Manfred Kets de Vries

**Exercise 3:** Pretend that you are now at the conclusion of a 30-year career in an industry that you enjoyed. Your colleagues in the industry are throwing a retirement party for you.

On one typed page write down what you hope they will say about you, your achievements and your leadership in their testimonials. Please hand in the page at the beginning of the class (and keep a copy). If you keep this page in a reachable place over the years, how could it help you, if at all?

1. First, we will discuss what we learned from Mr. Murphy. A few teams will hand in their learning reports.
2. Are you surprised at what executives seem to want? What do you want out of your career?
3. What will determine how far you go as a leader?
4. Let’s also talk about areas of leadership planning such as career, financial, family, community, personal health… and any other areas you deem important.

7. **SELF ASSESSING YOUR LEADERSHIP TALENT AND POTENTIAL: MEET MS. LINDA HASENFRATZ, MBA 97, CEO, LINA MAR CORPORATION (MANUFACTURING)**

**Wednesday, October 3**

**Concept du Jour: Self Reflection... mirror, mirror on the wall...**

**Assignment:**

1. Prepare three thoughtful questions for Ms. Hasenfratz.
2. Under what circumstances have you initiated leadership by voluntarily spearheading a project? Why do you think the others followed you, or did they?
3. In session 5 you analyzed the skills and traits you will likely need. Any further thoughts?
4. Informal Exercise: For your own use only, write two lists: your own 1. traits and 2. skills which will permit you to be a comfortable leader.
5. How can you verify some of the softer skills and traits you may have ...or need to work on? For example, is it worth chatting with your friends, parents, or classmates about the way they see your skills and traits?

**CANADIAN THANKSGIVING**
SECTION C  MAKING IT HAPPEN

8. SELF PREPARATION

Wednesday, October 10
Read: Chapter Five in Outliers, “The Three Lessons of Joe Flom”

Concept du Jour: The Preparation Gap
Assignment
1. We will discuss what we learned from Ms. Hasenfratz. Some groups will be turning in their six-page learning reports.
2. What further educational programs and other learning experiences do you plan to pursue? Why?
3. What particular attributes and skills do you want to develop? Why? How will you do it and when?
4. How much are you willing to postpone other major indulgences or commitments while you prepare yourself for your planned levels of leadership?
5. What was the key to Joe Flom getting ahead? What are some of the implications for you?

9. BUILDING EMPATHY AND SENSORS FOR FEEDBACK

Monday, October 15
Read: Chapter Three in Outliers, “The Trouble With Geniuses: Part One”

Concept du Jour: Tuning In
Assignment
1. What is the trouble with being smart as hell but being unable to get along with others?
2. How good are your sensors for what’s happening around you? How do those sensors work, for example, what cues do you look for during an interview?
3. How can you improve your sensing skills?
4. How much empathy do you have for those around you? Is it worth building your capacities to observe and empathize? What would you get out of it?

10. GAINING ORGANIZATIONAL POWER; MEET MS. BARBARA STYMIEST, HBA ’78, CURRENTLY CHAIR OF RESEARCH IN MOTION (RIM) INC, FORMERLY CHIEF OPERATING OFFICER, ROYAL BANK OF CANADA AND FORMER CHIEF EXECUTIVE OFFICER OF TSX GROUP

Wednesday, October 17

Concept du Jour: Organizational Clout
Assignment:
1. Prepare three thoughtful questions for Ms Stymiest.
2. What is organizational power? Why do you need it? How do you get it? How do keep it?
3. How do you plan to use it?
4. What does this phase of building your capacity for leadership mean for you?

Break October 24 — 28
11. GAINING FOLLOWERS  
**Monday, October 29**

**Read:** “Why Should Anyone Be Led By You?” Robert Goffee and Gareth Jones, HBR

**Concept du Jour: Loyalty**

**Assignment:**
1. What did you learn from Ms. Stymiest? Several teams will turn in learning reports.
2. What are some of the commonalities, if any, among our first three visiting leaders?
3. When you followed someone enthusiastically in a team or in a large group, what factors made you do it confidently and happily?
4. Was there ever a time when you could not inspire people around you to follow your lead? What was the obstacle? How did you overcome it?
5. What do you think are the characteristics of effective followers? How do you plan to be an effective follower?
6. How do you avoid being betrayed by your followers?
7. In many circumstances you will be a leader in some areas and a follower in others. Could switching roles pose any difficulties for you? How do you plan to tackle those challenges?

12. COPING WITH TOXIC LEADERS AND TOXIC ORGANIZATIONS  
**Wednesday, October 31**

**Read:**
1. “The Work of Leadership”, Ronald A. Heifetz and Donald Laurie, HBR, and

**Concept du Jour: Stayin’ Alive**

**Assignment:**
1. According to Heifetz and Laurie what is the work of leadership? Do you agree?
2. From your experience and general reading, how is power in the workplace sometimes abused?
3. What are the symptoms of toxic work environments? How do these develop?
4. What are some of the symptoms of toxic leaders? Why do they persist?
5. What can you do to avoid these toxic situations, deal with them or escape them?

13. GETTING NOTICED, PUTTING YOUR CASE FORWARD: MEET MS. AMANDA HSUEH, HBA 06, MARKETING MANAGER, OLD EL PASO, GENERAL MILLS, CANADA  
**Monday, November 5**

**Read**
1. Chapter Four in *Outliers*, “The Trouble With Geniuses, Part 2”

**Concept du Jour: Visibility**

**Assignment:**
1. Prepare three thoughtful questions for Ms. Hsueh.
2. What are some of the issues in securing ‘first trust’ for increasing responsibility?
3. How do you plan to make your accomplishments visible to senior management?
4. Can you visualize your leadership level in 10 years? What might be some targets with respect to self-preparation and levels of responsibility that you could set?
14. LEADERSHIP STYLES AND THE EVOLVING CHALLENGES AS ONE PROGRESSES

**Wednesday, November 7**

Read: “Leadership That Gets Results”, Daniel Goleman, HBR

**Concept du Jour: Styles of Leadership**

**Assignment**

1. We will discuss what we might have learned from Ms. Hsueh. Several teams will turn in a team report concerning what you learned from her.
2. What is a leadership style?
3. Can you accept that you could develop more than one leadership style? What’s the rationale for this?
4. Under what circumstances can you foresee yourself acting very autocratically? Do any of the styles bring attendant hazards?
5. What leadership styles have you mastered so far, and which styles do you want to work on?

15. COACHING AND BEING COACHED

**Monday, November 12**

Read: Chapter Six from Outliers, “Harlan, Kentucky”

**Concept du Jour: Taking Direction**

**Assignment**

1. What skills and attitudes does it take to be “coachable”? To be a good coach?
2. How might you find and use a mentor?
3. What would it take to become a good mentor to others? What would you gain from it?
4. Coaching and the teaching of coaching have been raised to a high level in many sports. Let’s discuss this idea for a few minutes and find some examples of highly skilled coaching in sports. Do we know companies that are famous for their coaching?

16. PLANING—SELF-ASSESSMENT, ASPIRATIONS, AREAS OF LEADERSHIP, VALUES, GOALS, TIME HORIZONS, PHASES, COMMITMENT TO PLAN

**Wednesday, November 14**

**Concept du Jour: Benchmarks**

**Assignment**

1. Let’s start with a time line of a 30-year leadership career and break it into time periods we could call phases. What might those phases be?
2. Given the broad aspirations you described in Exercises 2 and 3, how might you go about preparing to a) break them out by phase, b) start preparing for them and c) begin to achieve them?
3. For a FUN EXERCISE (no writing) for all of you who are interested in sports, let’s try to identify broader concepts in sports that might have a parallel in management. For example, a feint or misdirection play in sports might be used on competitors in business. Other sports concepts might be overloading one zone, full court presses, disguising defenses, etc. Elite athletes commit themselves to goals, rigid schedules, visioning, regular feedback etc – is there a parallel among business leaders?
4. Alert: by **Monday, December 3**, be prepared to turn in your Personal Plan for Leadership report describing your current road map for achieving successful leadership.
17. BECOMING THE LEADER WHO DEVELOPS PEOPLE ... AND LEVERAGES IT: MEET MS. SHELLY JAMIESON, IEP, FORMER SECRETARY OF THE CABINET AND HEAD OF THE ONTARIO PUBLIC SERVICE AND NOW CEO, CANADIAN PARTNERSHIP AGAINST CANCER

MONDAY, NOVEMBER 19
Read: Chapter Seven in Outliers, “The Ethnic Theory of Plane Crashes”
Concept du Jour: Comfort Zones
Assignment
1. Prepare three thoughtful questions for Ms. Jamieson
2. According to some of the readings, leaders are required to push their team members outside their comfort zones. What does this mean?
3. What are some of the difficult task and activities that you anticipate carrying out to push your followers out of their comfort zones and on to greater success?
4. Will you try to manage their distress? How? Will this be stressful for you?

18. KSFS FOR EFFECTIVE LEADERSHIP

WEDNESDAY, NOVEMBER 21
Read: Chapter Eight from Outliers, “Rice Paddies and Math Tests”
Concept du Jour: Modeling
Assignment
1. We will discuss what we learned from Ms. Jamieson. Some teams will turn in a report on what you learned from Ms. Jamieson.
2. As we reflect back across the first class when we discussed leaders we admired and then met several successful leaders in person, what are the factors that really stand out about all or most of them? What seem to be the key success factors for practicing effective leadership?
3. Which of the visiting leaders would you most like to emulate? Why? What work will it take to match their performance(s)?
4. What seem to be the key success factors for becoming an effective leader?

19. THE IMMEDIATE LEADERSHIP CHALLENGES: MEET MR. RANSOM HAWLEY, HBA 09, KEY ACCOUNT MANAGER, S.C. JOHNSON

MONDAY, NOVEMBER 26
Read: Chapter Nine from Outliers, “Marita’s Bargain”
Concept du Jour: Aligning With the Organization
Assignment
1. Read Mr. Hawley’s bio and prepare three thoughtful questions for him.
2. What are some of the possible issues in aligning your goals, culture and values with those of the organization that hires you? How do you determine an organization’s culture and values?
3. What are the likely challenges in getting your leadership capabilities up and running?
20. INTEGRATING THE EXPERIENCE AND THE PERSONAL LEADERSHIP PLAN

WEDNESDAY, NOVEMBER 28

Concept du Jour: Getting Out on Your Own Balcony

Assignment
1. We will discuss what we learned from Mr. Hawley. Several teams will turn in a report on what you learned from him.
2. We want to discuss your individual learning about leadership in this course. What are your major conclusions about the requirements to prepare and take on major leadership roles?
3. To what degree do you think there is luck in the fit between leaders and the situations they face, for example, a Winston Churchill in a time of Britain’s national security crisis? How will you know when to accept a particular challenge to lead?
4. What did you learn about yourself and your ability to lead that you are willing to share with the class? Are you still as enthusiastic about wanting leadership challenges? How far along do you think you are on the road to becoming a very effective leader? How will you become a more effective leader?
5. Your Personal Plans for Leadership are due on Monday, December 3 - by midnight!

GOOD LUCK IN ALL YOUR ENDEAVOURS!
1. Nation Maker: Sir John A MacDonald: His Life, Our Times, Volume 2, 1867-1891, Richard Gwynn, 2011, Random House Canada, pps. 676. Few Canadians appreciate the vision, stamina, compassion or ingenuity of this leader who helped build a nation when normal economic and political forces would probably have led to Canada’s annexation or amalgamation with the USA. You probably know him as Canada’s first (and third) Prime Minister; what you might not know is how he and his government brought the provinces into Confederation, his part in the Louis Riel saga, his ardent protectionist stand, his concept for the formation of the Northwest Mounted Police and the reasons for the extravagant terms he gave to Donald Smith and private entrepreneurs to build the CPR railway across Canada. His career was a constant balancing act among the many forces facing this fledgling nation.

2. Franklin and Winston: an Intimate Portrait of an Epic Friendship, Jon Meacham, Random House trade paperbacks, 490 pages. Two leaders who are friends face conflicting pressures late in 1939; Churchill desperately needs American resources to fight the Nazis but Roosevelt cannot win a third term in office if he openly provides aid to Britain for a war that most Americans view as remote and a European squabble - at least until December 7, 1941. It became a triangle when Churchill and Roosevelt began meeting with Joseph Stalin to coordinate the Allies’ efforts.

3. Tecumseh: A Biography by Amy H. Sturgis, 2008. Few Canadians seem to know that a significant battle of the War of 1812 between Britain and the U.S., the Battle of the Thames, was fought near London, Ontario by an invading American force of about 3500 men. Opposing the Americans was Henry Procter, a British general, and Tecumseh, a Shawnee Indian born in 1768 near Chillicothe, Ohio, who with his mystic brother was attempting to unite the Native peoples of New York, Ohio, Michigan, Indiana and Upper Canada. Tecumseh had become disillusioned with the Americans who continued to violate land purchase agreements with Native peoples and he aligned with the British who made promises of support.

In the Battle of the Thames, Tecumseh led a group of about 500 fighting men alongside Procter who led 800 ill-fed British soldiers. Procter kept backing his men up the Thames River toward London, looking for a suitable place to make a stand. Tecumseh agreed with Procter on Moraviantown but Procter failed to fortify his position appropriately. Tecumseh died in the battle on October 5th, 1813 and Procter retreated to lead a later battle at Brantford. There were casualties on both sides but the Americans captured about 600 British soldiers and later traded them in a prisoner exchange. As it happened, the enlistment periods for the American militia component had run out so they returned to Fort Detroit. Tecumseh’s death nullified any chance for the Native population to join forces against the American’s land encroachment. The war ended in a draw with the signing of the Treaty of Ghent in 1815; there were no changes from the geographic boundaries prior to the hostilities.

This is the 200-year anniversary of the War of 1812 and there is some irony about it. The Americans declared war on Britain in August of 1812 because they believed the British were supporting Native resistance to American expansionist land claims and because Britain was perceived as failing to recognize American independence. At the beginning of the war many Canadians favored the Americans because many had immigrated from the U.S. In 1812, the British were still fighting
Napoleon in Europe and did not want to divert many troops to this frontier. Alas, when the Americans burned Fort York (Toronto), they really angered the British and Upper Canadians. When the war with Napoleon was over in 1814, the British became aggressive, won the Battle of Bladensburg near Washington and burned the White House. The Americans got their anthem, and we got Laura Secord and a greater sense of national identity.

4. **The Devil’s Casino: Friendship, Betrayal and the High-Stakes Games Played Inside Lehman Brothers**, Vicky Ward, John Wiley and Sons, 2010, 270 pages. This book provides a detailed insider's description of the rise and fall of Lehman Brothers from the '80s through to 2008. Four traders car-pooled from the Hamptons into the city every morning for a decade and one of them engineered the rescue in the '94 Mexican peso crisis and drove the subsequent growth of Lehman in an effort to match Goldman Sachs. Another one got rid of the other three and led Lehman into bankruptcy.

5. **Unbroken: A World War II Story of Survival, Resilience, and Redemption**, Laura Hillenbrand, Random House, 2010, 473 pages. This is the true story of Louis Zamperini who competed in the 1936 Olympics, served in the US Air Force in the South Pacific and survived internment in a Japanese prisoner of war camp. He is 92 and continues to share his experiences with audiences around the world.

6. **Great By Choice:Uncertainty, Chaos and Luck- Why Some Thrive Despite Them All**, Jim Collins and Morten Hansen. *From the fly jacket* - Why do some companies thrive in uncertainty, even chaos, and others do not? Based on nine years of research, buttressed by rigorous analysis, and infused with engaging stories, Jim and coauthor Morten Hansen enumerate the principles for building a truly great enterprise in unpredictable, tumultuous, and fast-moving times. This book is classic Collins: contrarian, data driven, and uplifting.


The authors' harmoniously interwoven perspectives provide a deep sense of the powerful role that the notion of possibility can play in every aspect of life. Through uplifting stories, parables, and personal anecdotes, the Zanders invite us to become passionate communicators, leaders, and performers whose lives radiate possibility into the world.

8. Hi Prof Hardy, I took a class here at ESADE called Strategic Career Management and they gave us this article to read called *Career Imprinting Chapter 3, Place: Understanding Breeding Grounds*. It's about how the organizations you work for impact you in terms of your outlook and abilities. I thought it was really relevant to Learning from Leaders and may give you ideas for questions to ask the guest speakers. I have 5 other chapters of the book I can send if you'd like, but this one gives the overview of the theory. Tony Jiang, HBA ‘11.
Hi Professor Hardy, Recently, I read this article called Steve Jobs: Superhero and it reminded me of a discussion regarding leadership during class. Specifically, how certain great leaders (Steve Jobs, Larry Ellison, Michael Jordan, etc.) don't necessarily show the "empathy" or "soft skills" that appeared as major themes throughout our course. I think more important than empathy, is recruiting the right talent and pushing/challenging them in whatever manner is required to achieve results they didn't think was possible. The results will speak for themselves and your team will receive a sense of satisfaction in completing a previously 'unachievable' feat. I do think, however, that greater leeway is given to those with an aura surrounding them or those known as the best. Kerry Mui, HBA ’12. See also Steve Jobs: A Biography, Walter Isaacson, Simon and Shuster, 2011

10. "The 10 Worst Stereotypes About Powerful Women" courtesy Lorian Leong, HBA 12

"The Secret Power of Extroverts"
http://www.forbes.com/sites/jennagoudreau/2012/01/26/the-secret-power-of-introverts/

--> "Furthermore, she believes that extroverted and introverted leaders excel in different areas and can learn from each other. Studies show that introverts are better at leading proactive employees because they listen to and let them run with their ideas. Meanwhile, extroverts are better at leading passive employees because they have a knack for motivation and inspiration."