

SW 799: Advanced Topics in Macro Social Work: Minicourse on Executive Leadership

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May 25, 2016 and June 1, 2016 (9 AM-5PM)

This Minicourse focuses on the Issue of Executive Leadership. After greetings, and discussion of the assignment (Preparing and Sharing a Self-Analysis based on the essays), I will introduce the session's conceptual framework – the 7 Cs. These are conceptualizations (of organizations and their executive leaders) as follows:

- ✚ Characteristics of Executive Leaders, (personal, physical, preferential)
- ✚ Crucibles (signature events that shape the Executive Leader)
- ✚ Collaborations (key helpers and supporters)
- ✚ Competencies needed by Executive Leaders, (industry knowledge, technical, inter/intrapersonal ,conceptual
- ✚ Conditions in which the executive leader works (the agency structure and culture),
- ✚ Contexts (what is going on outside the agency) and
- ✚ Change (kinds of change, managing change, personal elements of change)

This offering focuses on the first four of the C's – characteristics, crucibles, collaborations and competencies as well as the last C, Change.

Because of the intensive nature of this offering, participants are encouraged to spend some time ahead preparing. For example, reading in the area of executive leadership is appropriate, and it could be connected with the executive one chooses to interview, indeed, the interview can be completed in advance of the course commencement. Participants are encouraged to review this entire document and become familiar with the topics and their flow. Participants are asked to read the Organizational Theory piece and 7 C theory of Executive Leadership before the first session.

This course typically runs from 9-5 with an hour off for lunch. Typically the formal presentation ends at 4, and individual leadership issues are discussed after that.

However because we will have a speaker during lunch – and we will provide lunch – the session will go to 4m, with consultative opportunities available from 3-4.

Assignment

Apart from attendance and participation, each student will also complete a 1500 word reflection on their Executive Leadership Characteristics and Competencies. The following is a general template.

An introductory paragraph begins the work. Two to four additional paragraph paragraphs thumb nailing your core characteristics and core competencies, as well as locating yourself on the “staircase.” This should take from 300-500 words.

In the next 900 or so words reflect on yourself and use literature as a comparison point. Touch base with writing on your characteristics and competencies (eg. the woman executive/leader, the young executive/leader, etc.) Use ((that means incorporate) 12 references at least. (Your last page can be a reference and bib list, which does not count for your words. References are ONLY the ones used in the text. You may want to list other influential works that you have looked at, however. That is a Bibliography)

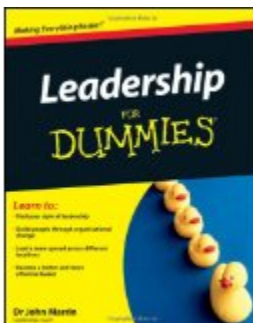
Wrap up with a plan for your Executive leadership education, based upon the foregoing analysis.

In Session 4 we will thumbnail this assignment, **which is not actually due until July 18th** (or sooner!) Submit on Canvas

Grading is S/U

Readings

Marrin, John. Leadership for Dummies



Session 1
Introductions/Overview/Organizational Theory
May 25th, AM 9-11:45AM

In this session the overall structure and elements of the minicourse are presented. A brief discussion of organizational theory is presented. The 7 C framework is presented, and the assessments are discussed. Differences between Executiveship and Leadership are presented.

Read: Organizational Theory Piece

Session 2
Characteristics
May 25th PM 1-4 PM

In the first half of this session, we will consider personal characteristics and temperament.

Myers Briggs

If participants have not already taken a Myers Briggs Type Inventory they are encouraged to do so before the initial session. Many sources are available on the web. <https://www.16personalities.com/free-personality-test>

The Strengths Perspective

Take the Strengths finder if you have not already done so. We will cover the cost and Rachael, my Associate will coordinate and join for a bit of the discussion

Read

Comparing the Meyers Briggs/Gallup Strengths Finder
<https://www.cpp.com/pdfs/mbti-strengthfinders-guide.pdf>

Competing Values

http://www.repeto.com/display/survey.cfm?s_id=F1CEE790_1AE4_4C5E_BA0D04CCC9E3CE2B

Take the Emotional Intelligence Assay (attached)

Take the Transformational/Transactional Change Assay

Consider the Theory of Multiple Intelligences

Abraham Zaleznick, Harvard Business Review, "Managers and Leaders: Are They Different) (1977) Reprinted in January, 2004)

Read: Dan Goleman ,Harvard Business Review " What Makes a Leader?" (1998) Reprinted January, 2004; Michael Maccoby, "Narcissistic Leaders- The Incredible Pros; the Inevitable Cons

Check Out Howard Gardner "Theory of Multiple Intelligences" Look on Google

Additional Reading

Nanjundeswaraswamy, T. S., & Swamy, D. R. (2014). Leadership styles. *Advances in Management*, 7(2), 57-62. Retrieved from <http://proxy.lib.umich.edu/login?url=http://search.proquest.com/docview/1502695803?accountid=14667>

Gesell, I. (2014). Facilitative leadership. *The Journal for Quality and Participation*, 37(1), 15-16,34. Retrieved from <http://proxy.lib.umich.edu/login?url=http://search.proquest.com/docview/1498365889?accountid=14667>

Cerni, T., Curtis, G. J. and Colmar, S. H. (2014), Cognitive-Experiential Leadership Model: How Leaders' Information-Processing Systems Can Influence Leadership Styles, Influencing Tactics, Conflict Management, and Organizational Outcomes. *J Ldrshp Studies*, 8: 26–39. doi: 10.1002/jls.21335

Session 3

June 1st AM

COMPETENCIES –EXECUTIVE

LEADERSHIP SKILLS

The Leadership Array – Ten Views

Session 3A PM

12 – 1 PM

Special Event

Event Description

Have lunch and hear from our alumna, **Surry Scheerer** about her path to leadership.

Surry began her career as a clinical social worker in private practice. She has since pivoted and extended her scope as a consultant and Coach Leader through the Ross School of Business Executive MBA Program. **Surry will share how she has utilized and leveraged her Clinical Social Work experiences and skills in her leadership roles today!**

Take the Executive
Competencies Assay in the package.

1. Thinking Competencies
2. Strategic Management Competencies
3. Leadership Competencies
4. Board Interpersonal Skills
5. Communications Competencies
6. Motivation Competencies
7. Adjustment Competencies (Self Management)
8. Scale and Scope Competencies

We will /review this in class. Then we will work in groups to develop a plan based on the MBTI, the EQ, the T/T Assay and the Executive Leader Assay to go forward in our career.

Session 4

Efficient Meetings/Effective Decision Making

EXECUTIVE SUCCESS ASSESSMENT

Directions: Please rate each item according to the scales provided.

Scales:

**Importance to Present
Position**

Ratings:

- 5 = Extremely Important
- 4 = Very Important
- 3 = Important
- 2 = Slightly Important
- 1 = Not Important

Proficiency in Skill

Ratings:

- 5 = Highly Proficient
 - 4 = Very Proficient
 - 3 = Proficient
 - 2 = Barely Proficient
 - 1 = Not Proficient
-
-

FACTORS

ASSESSMENT

A. THINKING SKILLS

| | | | | |
|--|-------------------|------------------|--------------------|------------------|
| | Importance | | Proficiency | |
| | Self | Executive | Self | Executive |
| | | e | | e |

| | | | | | | |
|----|--------------------|---|-------|-------|-------|-------|
| 1. | Seasoned Judgment | <ul style="list-style-type: none"> • Applying broad and seasoned experience to critical community issues; • Penetrating symptoms; • Looking at problems from many angles; • Making wise, timely decisions; • Making tough, pragmatic decisions when necessary. | _____ | _____ | _____ | _____ |
| 2. | Visionary Thinking | <ul style="list-style-type: none"> • Having clear vision for the organization; • Maintaining a long-term, big picture view • Recognizing growth potential opportunities. | _____ | _____ | _____ | _____ |
| 3. | Financial Acumen | <ul style="list-style-type: none"> • Understanding implications of key financial indicators; • Identifying soft spots in budgets and plans; • Using operating statements and other financial information when considering impact of actions. | _____ | _____ | _____ | _____ |

4. Global
Perspective

- Recognizing impact of community/national events on organization;
- Staying informed of trends in societal, political, technological and economic environments.

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Total
Divide by
13
Average

| | | | |
|----|----|----|----|
| | | | |
| 13 | 13 | 13 | 13 |
| | | | |

FACTORS

ASSESSMENT

B. STRATEGIC MANAGEMENT

| | | | |
|-------------------|------------------|--------------------|------------------|
| Importance | | Proficiency | |
| Self | Executive | Self | Executive |
| | e | | e |

1. Strategic Planning
 - Developing broad organizational strategies, translating them into objectives, and ensuring action plans are developed;
 - Concentrating on priorities;
 - Making strategic decisions.

2. Managing Execution
 - Tackling problems head-on;
 - Managing change;
 - Maintaining operating effectiveness;
 - Initiating efforts across functions;
 - Using key performance indicators and management control systems.

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Total
Divide by
8
Average

| | | | |
|---|---|---|---|
| | | | |
| 8 | 8 | 8 | 8 |
| | | | |

FACTORS

ASSESSMENT

C. LEADERSHIP

| | | | | |
|--|-------------------|------------------|--------------------|------------------|
| | Importance | | Proficiency | |
| | Self | Executive | Self | Executive |
| | | e | | e |

- | | | | | | | |
|----|--------------------------------|---|-------|-------|-------|-------|
| 1. | Attracting & Developing Talent | <ul style="list-style-type: none"> • Attracting high caliber talent; • Investing personal time in developing subordinates; • Giving constructive feedback. | _____ | _____ | _____ | _____ |
| 2. | Empowering Others | <ul style="list-style-type: none"> • Creating a feeling of energy and excitement; • Giving people opportunity and latitude; • Influencing others to go beyond norms to achieve; • Promoting collaboration and team play; • Buffering subordinates from interference. | _____ | _____ | _____ | _____ |
| 3. | Leadership Versatility | <ul style="list-style-type: none"> • Playing a variety of leadership roles; • Adjusting style to the demands of the situation. | _____ | _____ | _____ | _____ |

Total
Divide by
10
Average

| | | | |
|----|----|----|----|
| | | | |
| 10 | 10 | 10 | 10 |
| | | | |

FACTORS

ASSESSMENT

D. BROAD INTERPERSONAL SKILLS

| Importance | | Proficiency | |
|------------|-----------|-------------|-----------|
| Self | Executive | Self | Executive |

- | | | | | | | |
|----|-------------------------------------|--|-------|-------|-------|-------|
| 1. | Influencing & Negotiating | <ul style="list-style-type: none"> • Earning respect of senior executives; • Promoting ideas persuasively; • Building network of colleagues; • Shaping stakeholder needs; • Negotiating business deals; • Overcoming resistance. | _____ | _____ | _____ | _____ |
| 2. | Building & Sustaining Relationships | <ul style="list-style-type: none"> • Getting along well with superiors, peers, and subordinates; • Making people feel comfortable; • Staying in touch with employees at all levels. | _____ | _____ | _____ | _____ |

Total
Divide by 9
Average

| | | | |
|---|---|---|---|
| | | | |
| 9 | 9 | 9 | 9 |
| | | | |

FACTORS

ASSESSMENT

E. COMMUNICATIONS

| Importance | | Proficiency | |
|------------|-----------|-------------|-----------|
| Self | Executive | Self | Executive |

- | | | | | | | |
|----|-------------------------|--|---|---|---|---|
| 1. | Fostering Open Dialogue | <ul style="list-style-type: none"> • Promoting two-way communication; • Encouraging expression of contrary views; • Getting unfiltered information; • Listening carefully to input and feedback. | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| 2. | High Impact Delivery | <ul style="list-style-type: none"> • Making high impact presentations and inspiring confidence; • Projecting credible executive image; • Handling questions well. | <p>_____</p> <p>_____</p> <p>_____</p> | <p>_____</p> <p>_____</p> <p>_____</p> | <p>_____</p> <p>_____</p> <p>_____</p> | <p>_____</p> <p>_____</p> <p>_____</p> |

**Total
Divide by
7
Average**

| | | | |
|---|---|---|---|
| | | | |
| 7 | 7 | 7 | 7 |
| | | | |

FACTORS

ASSESSMENT

F. MOTIVATION

| Importance | | Proficiency | |
|------------|-----------|-------------|-----------|
| Self | Executive | Self | Executive |

- | | | | | | | |
|----|----------------------------------|--|-------|-------|-------|-------|
| 1. | Drive For Organizational Success | <ul style="list-style-type: none"> • Pursuing aggressive goals; | _____ | _____ | _____ | _____ |
| | | <ul style="list-style-type: none"> • Conveying commitment to understanding and doing what is best for organization, employees, customers and the community; | _____ | _____ | _____ | _____ |
| | | <ul style="list-style-type: none"> • Balancing priorities of different constituencies. | _____ | _____ | _____ | _____ |
| 2. | Entrepreneurial Risk Taking | <ul style="list-style-type: none"> • Seizing opportunities in marketplace; | _____ | _____ | _____ | _____ |
| | | <ul style="list-style-type: none"> • Stimulating organizational entrepreneurship; | _____ | _____ | _____ | _____ |
| | | <ul style="list-style-type: none"> • Encouraging innovation and risk taking. | _____ | _____ | _____ | _____ |

**Total
Divide by 6
Average**

| | | | |
|---|---|---|---|
| | | | |
| 6 | 6 | 6 | 6 |
| | | | |

FACTORS

ASSESSMENT

G. ADJUSTMENT

Importance **Proficiency**
Self **Executive** **Self** **Executive**

| | | | | | | |
|----|---------------------------|---|-------|-------|-------|-------|
| 1. | Maturity & Integrity | <ul style="list-style-type: none"> • Projecting self-assurance and unshakable confidence; • Standing up against criticism; • Maintaining high standards of personal integrity. | _____ | _____ | _____ | _____ |
| | | | _____ | _____ | _____ | _____ |
| | | | _____ | _____ | _____ | _____ |
| 2. | Adaptability | <ul style="list-style-type: none"> • Maintaining flexibility; • Managing stress and working constructively under pressure; • Weathering setbacks successfully; • Accepting change; • Growing with the job. | _____ | _____ | _____ | _____ |
| | | | _____ | _____ | _____ | _____ |
| | | | _____ | _____ | _____ | _____ |
| 3. | Career and Self Direction | <ul style="list-style-type: none"> • Having personal career, and organizational goals which are compatible and mutually reinforcing; • Pursuing continual learning and self-development. | _____ | _____ | _____ | _____ |
| | | | _____ | _____ | _____ | _____ |

Total
Divide by 10
Average

| | | | |
|----|----|----|----|
| | | | |
| 10 | 10 | 10 | 10 |
| | | | |

FACTORS

ASSESSMENT

H. SCALE AND SCOPE

| | | | | |
|--|-------------------|------------------|--------------------|------------------|
| | Importance | | Proficiency | |
| | Self | Executive | Self | Executive |
| | | e | | e |

- | | | | | | | |
|----|----------------------------|--|-------|-------|-------|-------|
| 1. | Cross-functional Knowledge | <ul style="list-style-type: none"> • Understanding role and operation of each function and how it interrelates; • Having good general management skills. | _____ | _____ | _____ | _____ |
| 2. | Industry Knowledge | <ul style="list-style-type: none"> • Knowing that it takes to be successful in this industry; • Understanding industry's history and trends; • Understanding competition. | _____ | _____ | _____ | _____ |
| 3. | Situation Versatility | <ul style="list-style-type: none"> • Functioning effectively in a variety of situations which present different challenges, such as finding new organizational opportunities, managing change, or running many organizational initiatives simultaneously. | _____ | _____ | _____ | _____ |

**Total
Divide by 6
Average**

| | | | |
|---|---|---|---|
| | | | |
| 6 | 6 | 6 | 6 |
| | | | |

Grand Total

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

INSTRUCTIONS FOR SCORING

Part I:

Complete the chart below for Executive Success – Assessment (ESA)

1. Transfer total scores for each competency section, and grand totals to the proper box in columns (B) and (D).
2. Determine your average score for each section by dividing column (B) by column (A) to obtain column (C); divide column (D) by column (A) to obtain column (E). Note: The numbers in column (A) represent the total criteria listed in each section of the tool. The composite score should be recorded in the space for Summary on the chart below.

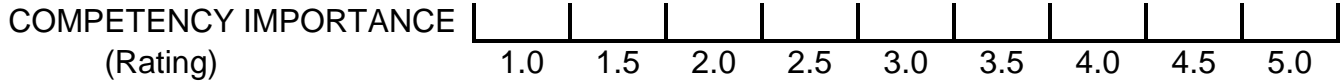
| SCORE CHART: | Total Criteria for this Section | Competency Importance (Left-hand column) Scores | | Proficiency Level (Right-hand column) Scores | |
|----------------------------------|--|--|------------------------|---|------------------------|
| Competency Criteria | Section (A) | Total (B) | Average (C) | Total (D) | Average (E) |
| Summary (ESA Total) | 21 | _____ | _____ | _____ | _____ |
| A. Thinking Skills | 4 | _____ | _____ | _____ | _____ |
| B. Strategic Management | 2 | _____ | _____ | _____ | _____ |
| C. Leadership | 3 | _____ | _____ | _____ | _____ |
| D. Board Interpersonal Skills | 2 | _____ | _____ | _____ | _____ |
| E. Communications | 2 | _____ | _____ | _____ | _____ |
| F. Motivation | 2 | _____ | _____ | _____ | _____ |
| G. Adjustment | 3 | _____ | _____ | _____ | _____ |
| H. Scale and Scope | 3 | _____ | _____ | _____ | _____ |

AVERAGE SCORE CHART

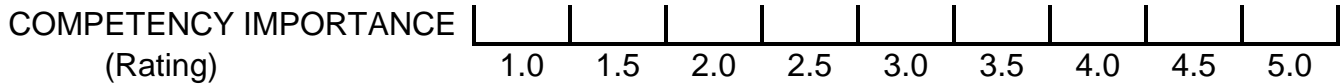
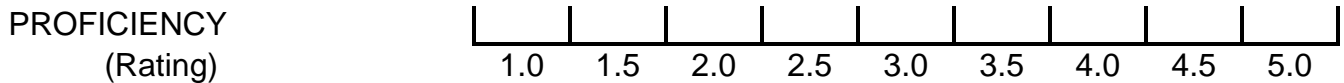
PART II:

Executive Success – Self Assessment

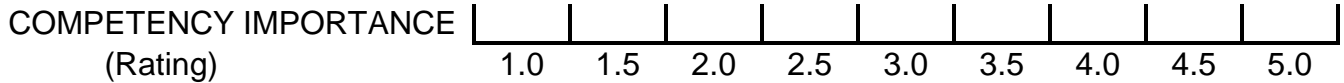
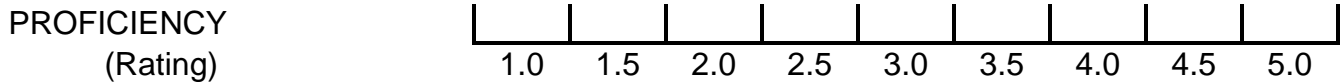
(Use the average scores C and E from Part I to mark or color in your competence importance and proficiency on the graphs below).



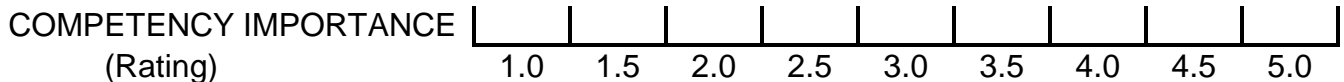
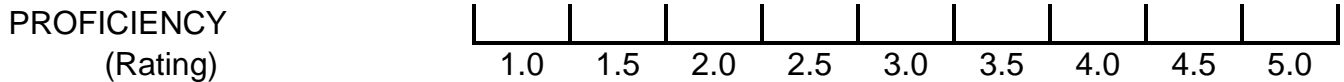
SUMMARY RATING FOR ESA ASSESSMENT



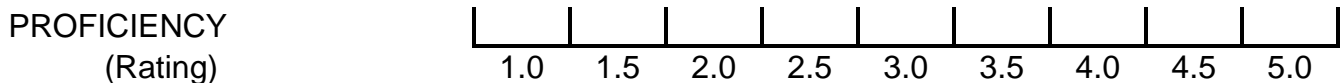
THINKING SKILLS



STRATEGIC MANAGEMENT



LEADERSHIP



COMPETENCY IMPORTANCE | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | 4.5 | 5.0
(Rating)

**BOARD
INTERPERSONAL SKILLS**

PROFICIENCY | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | 4.5 | 5.0
(Rating)

COMPETENCY IMPORTANCE | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | 4.5 | 5.0
(Rating)

COMMUNICATIONS

PROFICIENCY | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | 4.5 | 5.0
(Rating)

COMPETENCY IMPORTANCE | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | 4.5 | 5.0
(Rating)

MOTIVATION

PROFICIENCY | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | 4.5 | 5.0
(Rating)

COMPETENCY IMPORTANCE | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | 4.5 | 5.0
(Rating)

ADJUSTMENT

PROFICIENCY | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | 4.5 | 5.0
(Rating)

COMPETENCY IMPORTANCE | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | 4.5 | 5.0
(Rating)

SCALE AND SCOPE

PROFICIENCY | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | 4.5 | 5.0
(Rating)

TRANSACTIONAL/TRANSFORMATIONAL BALANCE ASSESSMENT

For each of the following 10 pairs of statements, divide 5 points between the two according to your beliefs, perceptions of yourself, or according to which of the statements characterizes you better. The 5 points may be divided between a and b in any one of the following ways: 0,5;4,1;3,2;2,3;1,4;0,5. No fractions are allowed.

- 1] -----a as a leader I have a primary mission of maintaining stability;
-----b as a leader I have a primary mission of change.
- 2] -----a as a leader I must cause events.
-----b as a leader I must facilitate events.
- 3] -----a I am concerned my followers are rewarded equitably for their work;
-----b I am concerned about what my followers want in life.
- 4] -----a a primary value I hold is justice for all.
-----b a primary value I hold is honesty in all matters.
- 5] -----a as a leader I spend considerable time in managing separate, but
related, goals.
-----b as a leader I spend considerable time in encouraging hopes,
expectations, aspirations among my followers.
- 6] -----a While not in a formal classroom sense I believe that a significant
part of my leadership is that of teacher.
-----b I believe that a significant part of my leadership is that of facilitator.
- 7] -----a as a leader I engage with followers at an equal level of morality.
-----b as a leader I must represent a higher morality.
- 8] -----a I enjoy stimulating followers to want to do more.
-----b I enjoy rewarding followers for a job well done.
- 9] -----a I am more social than a loner.
-----b I am more a loner than social.
- 10] -----a What power I have to influence others comes primarily from my
ability to get people to identify with me and my ideas.
-----b What power I have to influence others comes primarily from my
status and position.

Transformational/transactional leadership balance key
R

| # | Transformational | Transactional |
|----|------------------|---------------|
| 1 | b | a |
| 2 | a | b |
| 3 | b | a |
| 4 | a | b |
| 5 | b | a |
| 6 | a | b |
| 7 | b | a |
| 8 | a | b |
| 9 | b | a |
| 10 | a | b |

Source: W. Warner Burke (1987). Leadership as empowering others. In Srivastva, et al., Executive Power. San Francisco: Jossey-Bass, pp. 76-77. The transactional/transformational construct can be explored further in A. Zaleznik (1977). Managers and leaders: Are they different? Harvard Business Review, 55, 67-78.

the eq assessment

always/usually/sometimes/rarely/never

- v1] I am aware of even subtle feelings as I have tem
- v2] I find myself using my feelings to help make big decisions
- [3] when I am angry I blow my top or fume in silence
- [4] Bad moods overwhelm me

the eq assessment

always/usually/sometimes/rarely/never

- v5] I can delay gratification in pursuit of my goals instead of getting carried away by impulse
- [6] When I am anxious about a challenge, I can't prepare well
- v7] Instead of giving up in the face of setbacks , I stay hopeful
- v8] People don't have to tell me what they feel - I can sense it

the eq assessment

always/usually/sometimes/rarely/never

- v9] My keen sense of other's feelings gives me compassion about their plight
- [10] have trouble handling conflict and emotional upset
- v11] I can sense the pulse of a group and unspoken feelings
- v12] I can soothe my distressing feelings so they do not keep me from doing what I have to do

the eq score

v positive scoring

always = 4

usually=3

sometimes=2

rarely =1

never=0

v1,2,5,7,8,9,11,12

∫ reverse scoring

always = 0

usually=1

sometimes=2

rarely=3

never=4

∫3,4,6,10

your eq

v+1= _____

v+2= _____

v+5= _____

v+8= _____

v+9= _____

v+11= _____

v+12= _____

∫- 3] _____

∫- 4] _____

∫- 6] _____

∫ -10] _____