

The Institute for Effective Leadership

The Institute for Effective Leadership is a program that develops leaders through the use of great works of literature. Relevant to today's leadership issues, the program is based on case studies of current executives and their corporate leadership styles.

Each of the eight-month long Rhodes Institute courses has three components:

- a classic work in the liberal arts
- contemporary works consisting of readings, articles, and case studies
- a discussion of leadership theories relevant to both

Discussion is led by a Rhodes professor who teaches in the same discipline as the selected classic work. Then a facilitator from the business community helps the class tie together the classic and contemporary prototypes with leadership theory. The format of the class is one of lively discussion and exchange of ideas.

You will gain insight to such critical leadership issues as creativity, empowerment, charisma, power and strategy, as well as ethics and values.

WHERE: Dorothy King Hall, University at North Parkway, across University from the main Rhodes campus; convenient parking.

WHEN: Wednesday mornings, 8:00 a.m. – noon, continental breakfast and snacks included

COST: \$1150 includes books, films, materials, and refreshments

\$100 discount for previous IEL participants, Rhodes College alumni, and other Meeman Center program alumni

A \$200 deposit reserves a space with \$950 balance due by September 15 or register with full payment of \$1050 by September 1 to save another \$100.

Thirty-two hours of CPE are available for CPAs who attend this course; 3.2 CEUs are available for professional development.

Class size is limited to 25.

SYLLABUS: - October 2009 – May 2010

October 7: Orientation - Intro to program, materials distribution, discussion of program goals

October 21: **12 Angry Men**

Daniel Cullen, Associate Professor of Political Science

This film depicts the dynamics of one juror convincing eleven other jurors to reconsider a hasty decision. It demonstrates how important it is for an effective leader to be able to read the behavioral clues of others. The second reading is best seller *The Tipping Point*, by Malcolm Gladwell, that examines how group decisions are formed and quickly spread.

Nov. 18: **The Rise of Silas Lapham**

Leslie Petty, Assistant Professor of English

This 1885 work by William Dean Howells is considered by many to be the first American novel to treat seriously business ethics in the modern American workplace. When the narrative opens, Silas Lapham is the quintessential self-made man, having started a paint company on his small farm that has grown into a large corporation. However, as someone with "new money," Lapham has never been accepted into the old Boston society that surrounds him, and his desire for this acceptance leads him to make some questionable choices. Nevertheless, his moral compass is strong, and by the end of the novel, one realizes that Silas's true "rise" has not been financial, but moral. The companion work is "All My Sons," the 1947 play by Arthur Miller.

January 20: **Martin Luther King Jr.'s "Letter from Birmingham Jail"**

Russell Wigginton, Former Assistant Professor of History, Vice President for College Relations

The letter captures King's thinking at the height of the nonviolent protest movement in the United States. This is a glimpse into King's ability to lead through the use of language. It also reveals King's disappointment over criticism of his leadership by a group of Alabama clergymen, his understanding of why oppressed people must resist their oppression, and his deep faith in the fundamental decency of all Americans. The additional reading will be from *Lincoln on Leadership: Executive Strategies for Tough Times*, providing a rich comparison of leadership styles and ethics. Contemporary articles will also outline recent ethi-

cal leadership failures pertaining to the U.S. banking and auto industries.

February 17: **Machiavelli's The Prince**

Stephen Wirls, Associate Professor of Political Science

The Prince is the ultimate revolutionary study of politics. Machiavelli's new political science looks at how states actually begin, at what characteristics and actions are necessary to gain power and establish stable political order. These necessities are the basis of Machiavelli's notorious critique of classical political thought and Christian morality. We will also discuss excerpts from *Oval Office, Stories of Presidents in Crisis from Washington to Bush*.

March 17: **King David**

Steve McKenzie, Professor of Religious Studies

What kind of man and leader was King David - a basically pious and righteous person or a tyrant who ruthlessly acquired and maintained power? And what is the nature of the Bible's story about him - a historical account, a fictional tale, apologetic propaganda, or something else? The class will explore the rich ambiguity of Bible's story of King David and different interpretations of his character that result from it. The contemporary reading will be *The Heart of an Executive: Lessons on Leadership from the Life of King David* by Richard Phillips.

April 21: **Adolph Hitler and Winston Churchill**

Natalie Person, Associate Professor of Psychology

This course explores the nature of charismatic leadership. It portrays how charisma can have a powerful, positive impact on a nation, institution, or business, as well as disastrous consequences. It identifies Adolph Hitler as a charismatic individual who, although an infamous figure in human history, nevertheless inspired powerful emotional loyalty, intense effort and substantial sacrifice among his subordinates and/or followers. A rich contrast will be studied through *Churchill on Leadership: Executive Success*, focusing on the leadership of Winston Churchill.

May 19: Henry VIII and Elizabeth I

Michael Leslie, Professor of English and Dean of British Studies at Oxford

Based on speeches by King Henry VIII (who acceded to the throne in 1509) and his daughter Queen Elizabeth I, this session compares the two monarchs who dominated England through the violent and traumatic changes of the sixteenth century. We will contrast a leader who bullied and enforced his will with his daughter, who - in the dubious and weak position of a female monarch - could not have behaved as a tyrant even had she wanted to. What did Henry's tyranny achieve and how did his subordinates respond to him? How did Elizabeth sustain her position and support? To what extent was she able to rule as well as reign? The discussion will be complemented by extracts from various movie representations of Henry and Elizabeth including the 2007 "Elizabeth: the Golden Age," looking at the ways in which modern film-makers and audiences try to make contemporary sense of Tudor history, which is in some ways very recognizable and in others completely alien.



Our Success Story

is best told by Institute Participants

I've participated in the IEL program twice and plan to do so again. As an entrepreneur running a small professional services firm, my product is "knowledge work." I need intellectual stimulation to keep the creative juices flowing. I find that the readings, Rhodes professor lectures and interaction with a diverse group of people, provide a great return on a modest investment of time and money. Rhodes and the IEL program are valuable resources for our City.

Kelly O. Finnell, President,
Executive Financial Services, Inc.

The IEL class has been one of the most meaningful seminars in my career. Because of the diverse nature of the subject matter, the outstanding faculty, superb facilitation and the interaction with leaders in the community, I know of no other program which gives so much for the money.

Ed Champagne, Director, Learning & Development,
Varco Pruden Buildings, Inc. (TN)

I have attended many seminars, classes and conferences, but none has been more enjoyable or useful than the Executive Leadership program at Rhodes. Good books, stimulating discussion,

and a wonderful group of participants, moderators and instructors are the recipe that makes the program a unique, invigorating experience. I highly recommend it to any leader or potential leader who needs an infusion of energy and ideas.

George Shadroui, Vice President of Communications
ALSAC/St. Jude

The Rhodes Leadership course is a marvelous opportunity for anyone involved in the community. With the knowledgeable facilitator and outstanding Rhodes faculty, you read literature and discuss classic leadership styles and their relevance in today's world. Whether you are in the workplace or on a community board, you will find these sessions always challenging, interesting and fun.

Dorothy Orgill Kirsch, Community Volunteer

The demanding readings, the provocative discourse and the interaction of classmates and faculty greatly broadened my understanding of leadership and compelled me to evaluate and grow in my own leadership capability.

Mayor Sharon Goldsworthy, Mayor, Germantown, TN

Steve E. Priddy, business facilitator of the Institute, is retired from the post of Vice President of Human Resources at FedEx. He has over 32 years of diversified HR experience including 25 of them at FedEx. He serves on Boards of Directors for several national HR associations, community and civic groups, and is a frequent participant and speaker at industry conferences and advisory boards.

Cissy Whittaker, program assistant

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The Institute for Effective Leadership at Rhodes 2009-2010



Great literary works have embedded in them some extraordinary ideas about the evolution from managing to leading. The benefit of using classic literary works in leadership development is that participants can practice the art of leadership vicariously through exploration of the text. How a leadership trait worked or didn't work, or how it might have worked in a different situation, can be discussed openly and thoroughly before applying it to current situations.



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