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## Leadership Alerts

Articles & Links on Educational Leadership, Tech and Customer Service

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### Top Management Journals

[Lafley, A. G., Martin, R. L., Rivkin, J. W., & Siggelkow, N. \(2012\). BRINGING SCIENCE TO THE ART OF STRATEGY. \(cover story\). Harvard Business Review, 90\(9\), 56-66.](#)

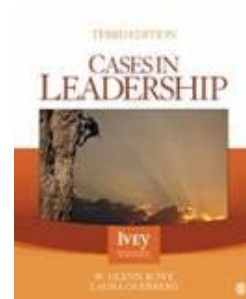
Many managers feel doomed to trade off the futile rigor of ordinary strategic planning for the hit-or-miss creativity of the alternatives. In fact, the two can be reconciled to produce novel but realistic strategies. The key is to recognize that conventional strategic planning, for all its analysis, is not actually scientific it lacks the careful generation and testing of hypotheses that are at the heart of the scientific method. The authors outline a strategy-making process that combines rigor and creativity. A team begins by formulating options, or possibilities, and asks what must be true for each to succeed. Once it has listed all the conditions, it assesses their likelihood and thereby identifies the barriers to each choice. The team then tests the key barrier conditions to see which hold true. From here, choosing a strategy is simple: The group need only review the test results and choose the possibility with the fewest serious barriers. This is the path P&G took in the late 1990s, when it was looking to become a major global player in skin care. After testing the barrier conditions for

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### BOOKSHELF SPOTLIGHT

Cases in leadership



What makes great leaders great : management lessons from icons who changed the world

several possibilities, it opted for a bold strategy that might never have surfaced in the traditional process: reinventing Olay as a prestige-like product also sold to mass consumers. The new Olay succeeded beyond expectations- showing what can happen when teams shift from asking "What is the right answer" and focus instead on figuring out "What are the right questions?" INSET: Assessing the Validity Of a Strategic Option. [ABSTRACT FROM AUTHOR]

[Katzenbach, J. R., Steffen, I., & Kronley, C. \(2012\). \*\*CULTURAL CHANGE THAT STICKS\*\*. \*Harvard Business Review\*, 90\(7/8\), 110-117.](#)

The article argues that corporate cultures can develop with guidance that emphasizes their strengths. Rather than imposing changes to an established corporate identity, managers can guide corporate change by matching strategy and culture, focusing on a few critical behavior shifts among employees, and measuring cultural evolution. An example is provided in healthcare provider Aetna Inc. and Chief Executive Officer John W. Rowe. Topics include business performance, business planning, and employee surveys that determine strengths and weaknesses. INSET: The Cultural Slide at Arthur Andersen.

[Antonakis, J., Fenley, M., & Liechti, S. \(2012\). \*\*Learning Charisma\*\*. \*Harvard Business Review\*, 90\(6\), 127-130.](#)

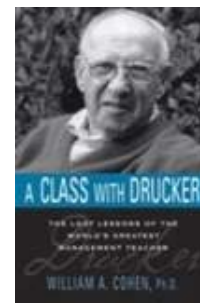
Many believe that charisma, the ability to captivate and inspire an audience, is innate. But through research in the laboratory and in the field, the authors, who all work at the University of Lausanne, have identified 12 tactics that help managers become more influential, trustworthy, and "leaderlike" in the eyes of others. Great orators and politicians employ these techniques instinctively, but anyone can learn how to use them. Nine of the tactics are verbal: metaphors, similes, and analogies; stories and anecdotes; contrasts; rhetorical questions; expressions of moral conviction; reflections of the group's sentiments; three-part lists; the setting of high goals; and conveying confidence that they can be achieved. Three are nonverbal: animated voice, facial expressions, and gestures. Though there are other tactics that leaders can use-repetition, humor, talking about sacrifice-the 12 singled out by the authors have the greatest effect and can work in almost any context. And the research shows that they also have a larger impact than strong presentation skills and speech structure. This article explores the 12 tactics in detail, providing examples from business and politics, and offers guidance on how to start implementing them. [ABSTRACT FROM AUTHOR]

[Hernandez, S., & Hernandez, I. \(2011\). \*\*Key resources on marginalized students\*\*. \*New Directions For Community Colleges\*, \(155\), 85-89. doi:10.1002/cc.460](#)

This chapter provides resources to assist student affairs personnel at community colleges as they interact with students from marginalized groups, students whose experiences in college need to be heard and brought to the center. The resources described are practice oriented and include Web links of professional organizations with further sources of information for



**A class with Drucker [electronic resource] : the lost lessons of the world's greatest management teacher**



each particular marginalized group. Funding opportunities are also identified to help further support community colleges' ability to program, recruit, and retain these marginalized populations. The goal of each community college to serve all students will largely depend on the willingness of administrators, faculty, and staff to critique and confront why certain student groups remain on the margins of their respective campuses. [ABSTRACT FROM AUTHOR]

[GUP, T. \(2012\). Life Lessons in Diversity. Chronicle Of Higher Education, B20.](#)

In this article the author discusses the U.S. Supreme Court case Fisher v. University of Texas at Austin, which deals with race-based admissions policies, and argues that diversity is essential to the mission of higher education. He comments on the experiences of several successful minority students at Harvard University, including his own as a Jewish student, and explores how the college admissions process is in itself a discriminatory process.

