

## **Fundamentals of Leadership (PPHA 37420)**

The University of Chicago | Harris School of Public Policy

Syllabus for Autumn Quarter 2018-2019 (Version 2.0)

Lecturer: Thomas J. Lee

### **Course Title**

*Fundamentals of Leadership* (PPHA 37420)

### **In a Nutshell**

What exactly is leadership? How does it differ from management? What do successful leaders do that unsuccessful leaders don't? What can we learn about leadership from the very best of leaders? Are leaders born or made? Are dictators and control freaks true leaders? Is good leadership inherently visionary? Must an effective leader have a charismatic personality? What common assumptions and perceptions on leadership turn out to be wrong? Why do appeals to reason and logic fail while appeals to emotion and values succeed? Can evil persons be good leaders? Why have the great leaders throughout history told so many stories? What can we learn about leadership from ancient philosophers in India and China? What's at the root of so much cynicism toward leaders? How do you use the process of leadership in your professional work to "sell" your ideas? All these questions and many more will be taken up in this class.

### **Course Description**

*Fundamentals of Leadership* explores the nature and challenge of leadership in a wide variety of settings and for a wide range of purposes. It defines leadership and management and explains why both are necessary and important, how they differ and how they resemble each other; it explores the similarities and differences between the kinds of communication that support leadership and the kinds of communication that support management; it compares and contrasts five analytical perspectives (or lenses) on leadership; it exposes numerous myths and misconceptions around leadership; it finds the kinetic energy of leadership in clear, coherent, credible, consistent, and compelling communication; it sheds light on the ambiguity and confusion around leadership and tyranny; it looks at successful leadership in dozens of contexts; it offers a multi-stage process for understanding and planning the work of leadership; it reviews classical thinking on leadership, and it considers the emotional intelligence required for exceptional, service-oriented leadership. On successfully completing this course, students will have an excellent foundational mastery of this complex but important subject, and their leadership will be far more compelling.

### **Course Instructor**

Thomas J. Lee is an expert on leadership who specializes on communication as the

energy for leadership, on servant leadership, and on the emotional intelligence that is vital to successful leadership. An alumnus of The University of Chicago's Harris School of Public Policy, he has taught leadership to executives and managers in some of the largest corporations in the world, and he has spoken on leadership throughout the United States, across Canada, and in a dozen other countries in South America, Europe, Africa, and Asia. He has published more than twenty-five articles on leadership and organizational communication. A former political journalist, he has interviewed U.S. presidents, governors, senators, representatives, and mayors, and he has served as executive speechwriter to the board chairman and chief executive of a Fortune 25 corporation. In that role he also benchmarked best practices in numerous top-tier organizations and applied principles of leadership communication to large-scale cultural and operational change.

**Course Structure**

Each weekly class will consist of:

- Review and discussion of insights on leadership from the assigned reading and movie
- Lecture and discussion on weekly topics
- Relevant examples and stories of leaders and leadership
- A guest speaker if and when topical and available
- Presentations by students (late in the quarter)
- One or two short breaks

Note: This is a class on *leadership*. Among other things, leadership requires commitment, initiative, and active participation. Thus, the class is not suitable for free riders. Moreover, it will be taught largely by the Socratic model. Most of each class meeting will be devoted to discussion; everyone will be expected to participate actively in each discussion. That will require full and complete preparation prior to each class. Each lecture and some core discussion questions will be posted to Canvas prior to class. Students will be expected to have read the lecture and the assigned texts, to have viewed the movie for that week, and to have thought critically about the discussion questions and all the material prior to class.

**Enrollment**

This class is intended mainly for graduate students in public policy. We welcome law and business graduate students as well, to the extent we can accommodate them, as the diversity of perspective produces a broader and richer classroom experience for everyone. The number of students who enroll will have a bearing on some components of the class.

**Application**

My background reaches across the for-profit and government sectors. The insights offered in this class will be equally applicable to work in either sector and to

personal and social contexts as well. Many of the examples we cite will be from business, and many will be from politics and diplomacy.

## Readings

Students will be responsible for reading assigned selections of books prior to class. Class participation will be based on preparation and participation on the assigned reading.

Required reading for this course will consist of excerpts from:

- *The Influential Mind* by Tali Sharot
- *Thinking About Leadership* by Nannerl Keohane
- *What Leaders Really Do* by John Kotter
- *Rules for Radicals* by Saul D. Alinsky
- *Bad Leadership* by Barbara Kellerman
- *Primal Leadership* by Daniel Goleman
- *The Servant Leader* by James A. Autry

Recommended reading will be drawn from:

- *Transforming Leadership* by James MacGregor Burns
- *Rules for Radicals* by Saul D. Alinsky (also required)

Still other optional reading will be recommended from time to time. You will not be held accountable for recommended or optional reading, but you may choose to cite such readings in your papers and the final exam.

## Use of Movies

Movies depicting historical leaders or exploring dramatic instances of leadership are an efficient and effective way to gain insight on leadership. Students will view and discuss these movies prior to the class for which they are assigned. Each movie will have discussion questions posted on Canvas.

The movies are:

- *Lincoln* (2012), directed by Steven Spielberg \*
- *12 Angry Men* (1957), directed by Sydney Lumet
- *Gandhi* (1982), directed by Richard Attenborough
- *The King's Speech* (2010), directed by Tom Hooper
- *Enron: The Smartest Guys in the Room* (2005), directed by Alex Gibney
- *Frost / Nixon* (2008), directed by Ron Howard
- *Selma* (2014), directed by Ava DuVernay
- *Spotlight* (2015), directed by Tom McCarthy

- *Invictus* (2008), directed by Clint Eastwood
- *It's a Wonderful Life* (1946), directed by Frank Capra

All the movies are available for a nominal fee on Amazon, Apple, Hulu, IMDb, Netflix, and/or other streaming sites, or can be borrowed at the Regenstein Library. You can save a few bucks by viewing the movies together with some of your classmates; if you do so, I would encourage you to have a discussion of your own immediately afterward.

**\* NOTE: Please watch the 2012 movie *Lincoln*, directed by Steven Spielberg and starring Daniel Day-Louis in the title role, prior to the first class meeting on October 1. We will discuss this movie and Lincoln's leadership in the first class. Questions for discussion will be posted on Canvas.**

### **Class Dates and Time**

The course will meet weekly for lecture and discussion in Room 289B of 1155 East 60th Street from 3:30 pm to 6:20 pm each Monday beginning on October 1, 2018. The final exam will be online and due at 5:00 pm sharp on Wednesday, December 5, 2018. I encourage you to submit it early so that you have fudge time in case of technical difficulty.

### **Grades and Grading**

Final grades will be the product of:

1. Class preparation and participation (based on both the quantity and quality of observations and questions during class). (20 percent)
2. A written critique (not to exceed 6 pages, approximately 1,500 words) of the leadership offered by a *well-known leader* in any endeavor, contemporary or historical, using concepts presented in the readings and lectures, due on TBD. The leader may or may not have, or have had, a high-level position in an organization. You should explain and comment on how the leader viewed and embraced the work of leadership regardless of position, office, or title. (15 percent)
3. Completion of regular assignments based on readings and movies. This will include posting comments and questions on Canvas. (15 percent)
4. A presentation and critique (not to exceed 8 minutes) of the ideas of one or more contemporary thinkers/writers on leadership. (10 percent)
5. An online final exam (essay) due on December 5, 2018. (40 percent)

I intend to distribute the final exam early in the quarter. That does not mean it will be easy; it does mean that you will know the key points you are expected to master well in advance of the final exam, and you will have ample time to prepare for the

final. Because you will have ample time to prepare, I expect your answers to be substantively complete, rich in detail, and rigorous in thought.

### **Academic Integrity**

The University of Chicago has high and stringent standards for academic integrity. If you haven't done so recently, please review these excerpts from the Student Manual of University Policies and Regulations (at <https://studentmanual.sites.uchicago.edu/policies#honesty>):

#### **ACADEMIC HONESTY & PLAGIARISM**

It is contrary to justice, academic integrity, and to the spirit of intellectual inquiry to submit another's statements or ideas as one's own work. To do so is plagiarism or cheating, offenses punishable under the University's disciplinary system. Because these offenses undercut the distinctive moral and intellectual character of the University, we take them very seriously.

Proper acknowledgment of another's ideas, whether by direct quotation or paraphrase, is expected. In particular, if any written or electronic source is consulted and material is used from that source, directly or indirectly, the source should be identified by author, title, and page number, or by website and date accessed. Any doubts about what constitutes "use" should be addressed to the instructor.

#### **ACADEMIC FRAUD**

Charges of academic fraud against students are subject to the University's policy on academic fraud when Office of the Provost determines that the regulations of the external sponsors (e.g. the federal government) are involved. In all other cases, charges of academic fraud against students are subject to this academic fraud policy only to the extent that they involve dissertations of students who have received their degrees, or work published or submitted for publication; other charges of academic fraud by students are subject to the University's area disciplinary system.

In addition, please read this article from The New York Times on 1 August 2010, "Plagiarism Lines Blur for Students in Digital Age," for a discussion of plagiarism on university campuses: <http://www.nytimes.com/2010/08/02/education/02cheat.html>.

Note that the dual expectations of academic originality and integrity, along with full and appropriate attribution of anything created by anyone else, apply to any and all work you submit under your name, regardless of its length or format.

### **Diversity**

Any class on leadership must make a special and determined effort to be inclusive and to nurture a welcoming environment for diverse points of view. Our discussions will naturally touch on political issues and political leaders, and the examples we cite will invariably invoke contemporary as well as historical issues and leaders. Some students will identify with the Republican Party or conservative

philosophy, and some with the Democratic Party or liberal philosophy. Some expat students will be experiencing their first taste of American culture and discourse. Please refrain from diminishing or misrepresenting any other student's character or political, cultural, religious, sexual, ethnic, or national orientation or background. Attempts at so-called humor in this vein are inappropriate. At the same time, we encourage a vigorous exchange of views; censoring oneself is every bit as damaging as censoring (or needlessly censoring!) one another. Just be respectful and affirming of everyone, and we will have a terrific experience.

**Office Hours**

I will be available from 1:00 pm to 3:00 pm prior to each class.

**Contact Information**

You can reach me by email (preferred) at [thomas.lee@uchicago.edu](mailto:thomas.lee@uchicago.edu) or, in the event of an emergency, by telephone or texting at 650-464-1770. That's my direct line; please use it sparingly but do use it if necessary. In the event you text me, please identify yourself in the first line.

**Special Notes**

- Please check the Canvas site (at PPHA 37420) regularly for information on this course.
- This version of the syllabus is 2.0. The current version of this syllabus will always be on Canvas.
- Remember to exercise leadership in class discussions, in the selection of topics for assignments and exams, and in your thinking and preparation for papers and exams.
- **All reading should be completed prior to the lecture of the week for which it is assigned.** Please read Chapters 1-2 of *The Influential Mind*, along with the *Glossary and Concepts* on Canvas, and view Steven Spielberg's 2012 movie *Lincoln*, prior to the first class.
- I encourage everyone to read ahead. It will more fully inform our discussions, and it will aid in the timely completion of your papers.
- You can find much more material on leadership at [www.arceil.com](http://www.arceil.com), the instructor's website. Students in PPHA 37420 will have privileged access to the Resources tab for students.

**Class Schedule**

Here is a schedule, subject to change, of the topics we will address and the readings and movies we will discuss:

**Week 1  
(October 1)**

**Overview of course:** instructor's expectations; review of Glossary and Concepts; introduction to the study of leadership; five analytical perspectives, or lenses; competing definitions of leadership; discuss insights on leadership from *Lincoln*.

Required Reading:

- Sharot, *The Influential Mind*, Chapters 1-2
- *Glossary and Concepts* (on the Canvas site for this course)

Required Viewing:

- *Lincoln* (2012), directed by Steven Spielberg \*

**\* NOTE: Please watch the 2012 movie *Lincoln*, directed by Steven Spielberg and starring Daniel Day-Louis in the title role, prior to the first class on October 1.** We will discuss this movie and Lincoln's leadership in the first class. Questions for discussion will be posted on Canvas.

**Week 2  
(October 8)**

**Leadership vis-à-vis management:** axioms and insights; four conceptual archetypes of leadership; the question of Hitler and "control freaks"; leadership without authority; Socratic leadership and the importance of questions; discuss insights on leadership from *12 Angry Men*.

Required Reading:

- Kotter, *What Leaders Really Do*, Chapters 1-4
- Keohane, *Thinking About Leadership*, Introduction, Chapters 1-2

Required Viewing:

- *12 Angry Men* (1957), directed by Sydney Lumet

Optional Reading:

- Burns, *Transforming Leadership*, Prologue and Chapters 1-4

**Week 3  
(October 15)**

**A historical perspective:** from the Buddha and antiquity to Fromm and modernity; historical examples of formal voice; impact of leadership on history; myths and misunderstandings on leadership; crisis leadership; discuss insights on leadership from *Gandhi*.

Required Reading:

- Keohane, *Thinking About Leadership*, Chapters 3-6
- Sharot, *The Influential Mind*, Chapters 3-4

Required Viewing:

- *Gandhi* (1982), directed by Richard Attenborough

**Week 4  
(October 22)**

**Communication** as energy: framing, metaphors, rhetoric, storytelling, dialogue, imagery, demagoguery, propaganda, semantics and semiotics; technology and

leadership; discuss insights on leadership from *The King's Speech*.

Required Reading:

- Alinsky, *Rules for Radicals*, pp. 48-62 (chapter on Words) and pp. 81-97 (chapter on Communication)

Required Viewing:

- *The King's Speech* (2010), directed by Tom Hooper

Optional Reading:

- Burns, *Transforming Leadership*, Chapters 8-13 and Epilogue

**Week 5  
(October 29)**

**Trust and credibility:** the three voices; cynicism; Trust Tulip; hope and optimism; masks of command; discuss insights on leadership from *Enron: The Smartest Guys in the Room*.

Required Reading:

- Kellerman, *Bad Leadership*, Introduction and Chapters 1-3

Required Viewing:

- *Enron: The Smartest Guys in the Room* (2005), directed by Alex Gibney

**Week 6  
(November 5)**

**Bad leadership** (arrogance, narcissism, evil, excess, incompetence): cases of paradoxical leadership (Kennedy, Johnson, Nixon); the problem of charisma; imperfectability and the need for self-awareness and self-discipline; discuss Trump's leadership style; discuss insights on leadership from *Patton* (1970, Franklin J. Schaffner) or *Frost / Nixon*.

Required Reading:

- Kellerman, *Bad Leadership*, Introduction and Chapters 4-12

Required Viewing:

- *Frost / Nixon* (2008), directed by Ron Howard

**Week 7  
(November 12)**

**A process for leadership:** portraits of leaders; opportunities and varieties of leadership; leadership in dilemmas and other difficult circumstances; discuss insights on leadership from *Selma* (possible guest speaker).

Required Reading:

- Alinsky, *Rules for Radicals*, Prologue and pp. 3-23 (chapter on Purpose), pp 24-47 (chapter on Means and Ends)



Required Viewing:

- *Selma* (2014), directed by Ava DuVernay

**Week 8  
(November 19)**

**Movement / revolutionary and tribal / incidental leadership:** the paradox of power; cases of movement leadership (e.g., revolution, women's suffrage, Vietnam War, abortion, labor organizing, civil rights, environment, MADD, Tea Party, nationalism, Black Lives Matter, gun control, #MeToo); discuss insights on tribal / incidental leadership from *Spotlight* (possible guest speaker).

Required Reading:

- Goleman, *Primal Leadership*, Chapters 1-11

Required Viewing:

- *Spotlight* (2015), directed by Tom McCarthy

Optional Reading:

- Alinsky, *Rules for Radicals*, pp. 63-80, (chapter on Education of an Organizer)

**Week 9  
(November 26)**

**Servant leadership and emotional intelligence:** leadership by example; what distinguishes truly great leaders; discuss insights on leadership from *Invictus*.

Required Reading:

- Atry, *The Servant Leader*

Required Viewing:

- *Invictus* (2008), directed by Clint Eastwood

**Week 10  
(December 3)**

**Student presentations;** discuss insights on leadership from *It's a Wonderful Life*; outstanding questions; open discussion.

Required Reading:

- (None)

Required Viewing:

- *It's a Wonderful Life* (1946), directed by Frank Capra

Optional Reading:

- (Review all required readings.)

**Note on Flexibility**

There is much, much more to this vast subject. As we move through the quarter, we may choose to jettison one topic in order to explore another of greater relevance and importance. Also, if we complete one week's agenda early, we may begin the following week's topic, and vice versa. Given a time-constrained choice between more material and more discussion, I generally favor more discussion.

**A Users Manual  
to Your Instructor**

A few observations about myself and my expectations:

- I am committed to the vital concept of servant leadership, which we will explore in Week 9. Essentially, that means I, as your leader, am at your service. It does not mean I will do your work or that I will overlook poor work, late work, or absent work. But you and your passion for learning are the twofold reasons we are here. It is my hope and expectation that you will seize opportunities to offer leadership throughout your life because of your experience in this class.
- I have been writing professionally for decades—first as a journalist, then as an executive speechwriter, and then as an essayist and blogger on leadership. You can find some of my essays at [www.arceil.com](http://www.arceil.com). In addition, for the past twenty years I have also spoken professionally in more than a dozen countries, primarily at professional conferences and in corporate venues.
- We will establish that communication is the energy of leadership and that leadership is the conductor and conduit of change. Anyone who seeks to bring about organizational, political, or cultural change must learn how to communicate extraordinarily well, in both writing and speaking, and to think clearly and behave congruently with the change in mind. As you will see, I tell a lot of stories and give a lot of examples. Both are vital to effective teaching, and storytelling in particular is a powerful tool for leaders. I will teach you how to tell good stories.
- As a professional writer and speaker, I am devoted to the written and spoken word, and I believe that words can be powerful enough to change the way people think, talk, and behave. Leadership requires clear, compelling, credible communication. If you haven't mastered these arts, do so soon. Further, I urge everyone to obtain professional training in the art of presenting and public speaking. I did, and it changed my career. You can begin by joining a local chapter of Toastmasters, by viewing TED Talks instructional videos online, and by taking an online Udemy or Coursera course on public speaking. Here are some free options: <https://www.inc.com/larry-kim/nine-places-to-learn-public-speaking-for-free.html>.
- Deadlines are important, and you must respect them. Throughout your career,

you will face tight deadlines that you will be expected to meet. In this class an assignment or paper submitted late, without obtaining permission beforehand, will be penalized one-half grade. Permission will usually be granted for genuine personal crises but not for the burden of other schoolwork. At the end of the quarter, any work that hasn't been satisfactorily completed will result in a grade of Incomplete. For any assignment, my advice is to start early and progress as rapidly as you can. Get a lot done right away.

- I am an American man with Midwestern roots, and my perspective will reflect my background. I have consulted and spoken in fourteen countries on five continents, and I will share some phenomenal stories from these experiences. The lectures will rock all over the place—from poetry and philosophy to books and movies, from shopping and working to sports and the opera, but most of all they will provide real stories of real leaders and real leadership. Get ready for a great ride.