PPHA 37415- Exercising Leadership in the 21st Century: Navigating as an Individual, Team & Organization

Instructor: Caroline L. Johnson

Course Overview: Learning to lead is one of the most daunting challenges professionals face as they advance in their careers. The stakes are high, failure is imminent, and there isn’t one clear roadmap to becoming a successful leader. In this course, we will demystify your leadership journey by focusing on three key areas of leader development: the leader as an individual, relationships and the team, and organizational leadership. In doing so, we hone your critical thinking ability and we will equip you with the theory, frameworks, and experiences to confidently go forward as leaders in the public, private, and non-profit sectors.

Structurally, the three modules will be organized so they build on each other. We will begin by focusing on you as an individual, refining your understanding of your personal strengths and values by employing a data-driven, evidence-based approach to self-discovery. During this deeply introspective module, you will also learn and practice effective communication and feedback techniques to build your confidence in handling delicate social situations. Next, we will delve into personal and professional decision making to help you understand your biases and work to overcome them. Developing self-awareness while also equipping you with the tools to make decisions and communicate with ease, will help you guide your growth in the team building and organizational segments to come.

Knowing yourself is important but getting to know others with the same level of clarity is also a key component of effective leadership. In our second module we will work to develop your interpersonal skills so you can navigate relationships and ultimately lead successful teams. Combining theory with classroom exercises, we will learn about teamwork and team dynamics, and then test out our skills in a low-stakes environment. This will help you figure out what leadership methods work best for you, what motivates your team, and how to adapt in future situations. Strengthening your interpersonal skills and team building capabilities will solidify your leadership foundation to help you become comfortable and adept at leading in the most dynamic situations.

As the world becomes more connected and organizations more complex, leadership will continue to become paramount – especially on an organizational level. Knowing this, our final module will focus on organizational leadership. Combining literature from the fields of social psychology and organizational behavior, we’ll develop the technical know-how and diagnostic skills to navigate and lead in the most complex organizations in the world. We’ll apply these organizational leadership skills to recent and relevant cases that will teach you to ask the hard questions so you can make a difference as leaders.

Overall, this course will challenge you to dig deep into yourself while also investing fiercely in your classmates. We will form friendships and learn about ourselves, while also growing into informed and confident leaders. You will walk away with frameworks that take the guesswork out of leadership and the experiences to know that you can succeed when faced with the most dynamic life challenges. Open your mind and come along for the journey with me.

Objectives:
At the successful conclusion of this course you will:

- Have a better understanding on how to think critically as leaders.
- Have an understanding of how your personal strengths, personal and organizational values, and opportunities for growth impact your leadership style.
- Have an in-depth knowledge of the most recognized and accepted theories of leadership, group and interpersonal dynamics.
- Have a foundation of tools associated with providing counseling and feedback, oral and written communication, decision making, team building and motivation, conflict management, and peer leadership to assume leadership roles at Harris and beyond.

**Pedagogical Approach:** We will use an applied learning approach to equip you with the theory and frameworks to build a solid leadership foundation, and then we will encourage you to apply those lessons both in and outside the classroom. As a huge advocate for experiential learning, I will afford you plenty of opportunities to immerse yourself in the material through a combination of classroom experiences, team building exercises, case studies and challenges outside the classroom. Each class session is predicated on a respectful and supportive learning environment where students are encouraged to open up, share personal experiences and learn from one another. We will develop this rapport by showing empathy, embracing vulnerability, and respecting each other’s thoughts and opinions.

**Dignity, Respect & Civility:** It is the shared responsibility both of instructor and student to maintain an atmosphere conducive to the promotion of academic freedom, while at the same time respecting the rights, safety, dignity and worth of every individual in the class. This includes being aware of the impact that your communications, practices and behaviors have on others, acknowledging and respecting the diversity of ideas, opinions and backgrounds that exist between and among us, and rejecting bigotry and intimidation of any kind.

**Class Attendance/Tardiness:** Regular class attendance is expected, you must notify the instructor of any absences at least 24 hours prior to the missed class. Please remember that you are responsible for all course material, regardless of attendance. Instructors often teach more than one section and you should attempt to sit in on other sections if a class is missed. The course will proceed at a steady pace and sessions will cover a considerable amount of material. Part of being a good leader is being on time, thus class will begin promptly at the assigned time. Please make every effort to be punctual and be settled prior to class beginning, we have lots of material to cover and I don’t want to shortchange you.

**Format and Presentation:** See Canvas for paper and presentation formatting guidelines. Please submit assignments as if they were being submitted to your boss – complete and on time. As leaders, you are expected to write well, and you will be evaluated on your communication skills. The effort put into these assignments is a direct reflection on the individual and will continue to be a primary reflection of your performance and communication skills throughout your career. While the written work in this course is ultimately designed for knowledge and personal development, it is also professional academic work and should contain intellectual language as well as course content.

**Required Course Material:**

All readings are available via Canvas except for the following required materials:

- **Indigo Strengths Based Leadership Battery** by Indigo Education Company
Grades and Grading Policy:

Course Requirements/Grading:

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<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tr>
<td>Class Preparation and Engagement</td>
<td>15%</td>
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<tr>
<td>Reflection Papers</td>
<td>20%</td>
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<tr>
<td>Term Paper</td>
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<tr>
<td>Group Presentation</td>
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<tr>
<td>Final Exam: Group Project/Presentation/Feedback</td>
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TOTAL 100%

Class Preparation & Engagement (15%): Class Preparation & Engagement is a broader measure than mere class participation and will be assessed a number of ways. You are required to have completed each session’s readings and assignments prior to each class meeting. The assigned readings are fundamental to the course and will greatly enhance your ability to add value during class discussions. Class participation will be evaluated based on the application and synthesis of course concepts during class discussions, exercises, cases, and assignments. Failure to meaningfully participate in class discussions or displaying a lack of preparation for class (i.e. not completing readings, assignments, etc.) will have an adverse effect on the Class Preparation & Engagement grade.

Reflection Papers (20%): You will be responsible for completing and submitting two personal reflection papers not to exceed 1000 words on the assigned prompts. The reflection papers serve as an opportunity for you to process what you’ve learned and apply those discoveries to your personal experiences. Specifics will be discussed in class and posted on Canvas.

Term Paper (20%): Your term paper will guide you through an individual leadership exercise and will challenge you to put the frameworks and lessons learned in class to work in real life. In this assignment I will ask you to analyze the experience and synthesize how you can apply the lessons learned to future leadership opportunities and larger organizations. Specifics will be discussed in class and posted on Canvas.

Group Presentation (15%): Throughout the quarter, there will be many opportunities to work in groups and teams during class, but this group presentation will afford you the opportunity to engage with your team outside the classroom. Teams will select their topic and the associated leadership concepts they will incorporate into their presentation, build it out and deliver it Week 8. Specifics will be discussed in class and posted on Canvas.

Final Exam – Group Project/Presentation/Feedback (30%): The final exam will take place during our final session of class and will be comprehensive of the material taught throughout the quarter. It will contain two parts: (1) a presentation that will be delivered in class and (2) a brief reflection and feedback paper that will be due at the end of the exam period.

All assignments will be submitted electronically via Canvas.
Any assignment submitted after the start time of the class in which it’s due will receive a score of 0.

Students in this class are required to adhere to the standards of Scholarship of the University of Chicago.

The approximate schedule week by week follows on the next pages, listing all readings including case assignments. Please read it carefully and plan ahead for the quarter. Email me if you have any questions.

Week 1 – One-on-One Office Hours with Caroline
Overview: Since we are not scheduled to meet as a whole class during our first week back, I want to offer the opportunity to meet one-on-one to get to know one another. I am excited to learn about you, get to know your thoughts about leadership, and better understand your goals for this course. Please visit this link to schedule a time that works with your schedule.

Prepare ahead of time: Read CP: Burnison, "We-ducation"  
Sign up: For an office hours session that fits your schedule here.

To Do:  
Indigo Assessment® **Must be submitted by Sunday at midnight** (link on Canvas)

Week 2 – Laying the Foundation: Establishing Expectations, Clarifying Leadership Frameworks, and Developing Communication and Feedback Skills to Facilitate Growth

Overview: Leaders are expected to create trusting and collaborative work environments to enable individuals to grow and teams to thrive, but often struggle with where to begin. During our first session, we will model a strong start by reviewing course policies and establishing common ground rules and class norms. We will introduce the basic course structure, theoretical frameworks and generate the collaborative culture that will facilitate your growth as a leader. Finally, we will introduce key communication and feedback techniques as well as common communication pitfalls and put them to work in a class exercise.

Prepare: Read CP: Policy / Syllabus / Course Objectives  
Read CP: Edinger, “Three Elements of Great Communication, According to Aristotle”  
Read Dare to Lead: pp. 5-15 & 16-23

To Do:  
Indigo Assessment® **Must be submitted by Sunday at midnight** (link on Canvas)

Week 3 – Understanding Yourself: Personality, Values and Background, and Mastering Emotional Intelligence

Overview: Throughout your academic and professional careers you’ve had many opportunities to get to know yourself, but today we will use the incredibly detailed results of your Indigo Assessment® to do a deep dive and get to know who you really are as a leader. As a group and individually, each student will work to understand their DISC behaviors, motivators and non-academic personal skills. We’ll then apply the discoveries in an experiential learning activity to contextualize the results through multiple real-world simulations. The activity will allow you to experience how your strengths and traits interact with differing motivators and behaviors, while practicing giving and receiving feedback. We will then pivot to discuss empathy and emotional intelligence. First defining EQ vs IQ, explaining Goleman’s four domains of emotional intelligence, expounding on the importance of EQ for leaders, and finally discussing how leaders can leverage their behaviors and motivators to improve their emotional intelligence. To tie it all together, we will introduce Authentic Leadership and discuss the roles of personality, motivators and emotional intelligence in developing your own authentic leadership style.

Prepare: Complete Indigo Assessment and Review Results  
Read CP: University of Minnesota Libraries, “Individual Differences: Values and Personality”  
Read CP: Ferry, “Empathy: The Surprisingly Crucial Business Skill”  
Read CP: Goleman, “Emotional Intelligence, 4 Domains”

Turn In: Indigo Assessment® submitted by Sunday at midnight (link on Canvas)

To Do: Personal Leadership Platform Reflection (DUE: Week 4)
### Week 4 – Decision Making: Personal & Professional Decisions and the Effects of Social & Cognitive Biases

#### Overview:
Regardless of industry or role, leaders consistently cite decision making as one of their greatest challenges in the workplace. Today, we'll take a deeper dive into personal and professional decisions, the biases that influence them, and how to overcome bias and make smart decisions.

Sticking with the overall structure of the course, first, we will examine personal decision making. Utilizing Kolb’s AOR model, we’ll discuss how to use the experiential learning cycle to improve decision making skills. Next, we’ll define social biases and correlate them to the different phases of the Action-Observation-Reaction model. To solidify these personal decision-making concepts, we’ll do an in-class reflection on our past personal experiences and discuss a few examples of when social biases influenced our decisions. We’ll apply our knowledge of the AOR model to reflect on past mistakes to improve our awareness for future experiences.

When looking at professional decisions, we’ll learn about Kahneman’s System 1 and System 2 modes of thinking to understand how the brain makes smart decisions. In discussing the different thinking methods, we’ll discuss heuristics, the shortcuts that help you navigate many of your daily decisions, and that when used inappropriately, those heuristics lead to cognitive biases. Finally, we’ll take a deeper dive into cognitive biases using the McKinsey RWE German Utility case.

#### Prepare:
- Read CP: Charan, Kahneman, “Decision Making” Sections 1 & 2
- Read CP: Gladwell, Malcolm, Blink p. xx-xx
- Read CP: McKinsey RWE German Utility Case

### Week 5 – Relationships and Leading: Social Capital at Work, What’s it Worth?

#### Relationship Sustainability, Leader Member Exchange, Coaching and Mentoring

#### Overview:
After spending the first three weeks of class focused on you as a leader, equipping you with the communication and feedback skills, developing your personal leadership platform, and strengthening your decision-making abilities; today, we’re going to shift our focus to relationships as a foundation to developing high performing teams. People and interpersonal relationships are central to all leadership efforts; thus, leaders must be adept at interacting with others and forming healthy, sustainable relationships with a diverse group of individuals.

Initially, we’ll discuss the importance of developing relationships that transcend traditional boundaries such as rank, role, department/division, industry and geography and then we’ll dive deeper into different aspects of relationships such as appropriateness, sustainability, and networking outside of your normal sphere of influence. Taking it one step further, we’ll introduce Leader Member Exchange theory, and learn the importance of intensive, dyadic, leader/member relationships and coaching/mentoring on a team. Using a team building exercise, we’ll test out some of the concepts discussed in class and we’ll tee up next week’s discussion on Team Dynamics.

#### Prepare:
- Read CP: Starcevich “Coach, Mentor: Is there a difference?”

#### Turn In:
- Personal Leadership Platform Reflection submitted on Canvas before class

#### To Do:
- Term Paper (DUE: Week 10)
### Week 6 – Team Dynamics: Norms, Cohesion, Structure and Elements, and Conflict Resolution

**Overview:** Can you think back two different experiences with a team, one where it went very well and you accomplished your goals, and one where your team just didn’t get along or achieve your objectives? Can you pinpoint 4 defining characteristics that set those two experiences apart? In today’s session, we’re going to dive deep into teams and equip you with the toolkit you need to form your dream team and keep it performing at the top of its game. We’ll begin with the basics of group interaction and influence and then brainstorm what it takes to elevate those relationships into a high performing team.

As such, we’ll look at team criteria, structure, norms, culture, and cohesion. Evaluating not only how to assess your team’s current state, but also how to develop and implement a game plan for strengthening your team. Finally, we’ll complete another in-class exercise to put the team building concepts we’ve learned into action.

**Prepare:**
- Watch CP: Lencioni “Five Dysfunctions of a Team”
- Read CP: Wayne “Two kinds of conflict mean two kinds of response”

**To Do:**
- Team Building Reflection (DUE: Week 6)

### Week 7 – Organizational Structure and Values, Culture and Climate, Bridging Distance & Cultural Gaps

**Overview:** During our third and final block of learning, we will pivot the lessons we’ve learned about the individual and the team and apply them to the greater organization. First, we’ll dig into the elements of formal organizations, organizational complexity, and organizational values/philosophy and then discuss how each element impacts leadership. Understanding the larger organization and how to function within a greater eco-system is a key skill for leaders to be effective across a broad range of organizations.

The conversation will then shift to the informal organization, focusing on organizational climate and culture. Using the Children’s Hospital and Clinics case, we’ll leverage our knowledge on emotional intelligence, decision making, and team building to learn how to influence organizational culture on a larger scale.

**Prepare:**
- Read CP: Carmeli, Tishler, “Individual Differences: Values and Personality”
- Prepare Case: HBR Children’s Hospital and Clinics

**Deliver:**
- Team Building Reflection submitted on Canvas prior to class

**To Do:**
- Group Presentation (DUE: Week 9)

### Week 8 – Part 1: Leading through Times of Uncertainty- Understanding Organizational Change and Easing Transition Through the Inevitable

**Part 2: Bringing It All Together: The Individual, The Team, & The Organization**

**Overview:** Heraclitus, a Greek philosopher, has been quoted as saying “change is the only constant in life,” which has never been truer than today. As leaders, we must not only be prepared for change ourselves, but we must ready our teams and organizations to thrive during periods of ambiguity and transition.

Change is stressful, and as leaders your first challenge when dealing with change is understanding human reaction to change. To fully grasp these emotions and their lifecycle, we will introduce the SARA model...
and also learn how stress manifests itself. We will look at the sympathetic and parasympathetic nervous systems and their functions as it relates to responses to stress/danger, and how extended periods of stress can affect individuals, teams and the organization.

Next, we will introduce Beer’s Model to understand how to overcome resistance to change and we will dive deeper into the organizational challenges in implementing change. We will tie everything together with a discussion incorporating: stress and reactions to change, human factors in stressful situations, and how leaders can work to reduce stress and facilitate transition within their organizations.

In the second half of class we will review our key learnings from the three course modules: the individual, the team, and the organization. Then we will complete our team presentations to further solidify our learning from this quarter.

Read CP: BruiBhui, Kamaldeep et al. “Perceptions of work stress causes and effective interventions in employees working in public, private and non-governmental organisations: a qualitative study”
Read CP: Challenger Case Read Ahead

Deliver: Submit Presentation Slides **24 hours before class via email or Canvas**

**Week 9 – Final Exam: Experiential Leadership Simulation**

Overview: Our final exam will divide the class into small teams and you will be tasked with a real world simulation. You will be allotted a limited time to develop a plan, while dealing with emergent information to consider as part of your scenario. Teams will complete deliverables in the allotted time, and then convene for short group presentations to share their solutions with the class. Once presentations are complete, each individual will complete feedback on his/her experience as their final deliverable for the final exam.

Prepare: Review course materials and notes to prepare for the final simulation.

Turn In: Term Paper submitted on Canvas before class