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

Class Meets:
Mondays, 9:10-12:10 AM Chicago Local Time

Instructor:
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Teaching Assistant:
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(810)417-9113

Virtual Office Hours: *Schedule office hours with me*
(If it is urgent, feel free to text and Caroline will get back to you.)

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.

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

- Have a better understanding on how to think critically as leaders.
- Have a mastery of 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.

**Synchronous Class Attendance:** Students are expected to engage in classroom discussions of readings and assignments. Class participation will include attendance, active participation in
classroom discussions (this can include contributions to the group chat). As class attendance is mandatory, you must notify the instructor of any absences at least 24 hours prior to the missed class. The course will proceed at a steady pace and sessions will cover a considerable amount of material, and as such you are responsible for making up missed class with the instructor or TA should you be absent.

**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:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Preparation and Engagement</td>
<td>18%</td>
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<tr>
<td>Weekly Worksheets</td>
<td>32%</td>
</tr>
<tr>
<td>Term Paper</td>
<td>15%</td>
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<tr>
<td>Team Presentation &amp; Feedback</td>
<td>20%</td>
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<tr>
<td>Final Exam: Team Simulation &amp; Presentation</td>
<td>15%</td>
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<td><strong>TOTAL</strong></td>
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**Class Attendance, Preparation & Engagement (14%):** Class Attendance, 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.

**Weekly Worksheets (36%):** I want you to walk away from this course equipped with tangible leadership frameworks and helpful notes that you can reference in the future. To make this process as clear and simple as possible, you will receive a packet of worksheets that cover all the core concepts, frameworks, and theories at the beginning of the quarter. You will be responsible for completing and submitting a picture/PDF of each week’s
worksheet at the due date. Some of the x.5 worksheets will ask you to reflect on the material from that week, all I ask is that you not to exceed the word count on the prompt. Reflection worksheets 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.

**Team Presentation & Feedback (20%):** Throughout the quarter, there will be many opportunities to work in groups during class, but this group presentation will afford you the opportunity to engage with your learning partner outside the classroom. Teams will select their and build their presentation and deliver the presentation during Week 8/9. Additionally, each person will be assigned a Team Presentation to watch, analyze and provide feedback to the other teams. Specifics will be discussed in class and posted on Canvas.

**Final Exam – Group Simulation (15%):** The final exam will take place during exam period and will be comprehensive of the material taught throughout the quarter. You will be assigned a random group with whom you will participate in a leadership simulation and build a presentation that will be delivered during the exam period.

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## Assignments:

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<tr>
<th>Due Date &amp; Time</th>
<th>Title</th>
<th>Description</th>
<th>% of Overall Grade</th>
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<tbody>
<tr>
<td>Duration of Quarter</td>
<td>Class Preparation &amp; Engagement</td>
<td>Do you show up to class prepared and ready to rumble</td>
<td>18%</td>
</tr>
<tr>
<td>Monday 03/29 9:10 AM CST</td>
<td>Worksheet 1</td>
<td>Complete &amp; Submit Worksheet 1</td>
<td>4%</td>
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<tr>
<td>Monday 04/05 9:10 AM CST</td>
<td>Intro Slide</td>
<td>Complete &amp; Upload Intro Slide to Drive</td>
<td>Class Participation</td>
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<tr>
<td>Monday 04/05 9:10 AM CST</td>
<td>Worksheet 2</td>
<td>Complete &amp; Submit Worksheet 2</td>
<td>4%</td>
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<tr>
<td>Monday 04/12 9:10 AM CST</td>
<td>Worksheet 3</td>
<td>Complete &amp; Submit Worksheet 3</td>
<td>4%</td>
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<tr>
<td>Monday 04/19 9:10 AM CST</td>
<td>Worksheet 4</td>
<td>Complete &amp; Submit Worksheet 4</td>
<td>4%</td>
</tr>
<tr>
<td>Monday 04/26 9:10 AM CST</td>
<td>Worksheet 5</td>
<td>Complete &amp; Submit Worksheet 5</td>
<td>4%</td>
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**Monday 05/03 9:10 AM CST**  
Worksheet 6  
Complete & Submit Worksheet 6  
4%

**Monday 05/10 9:10 AM CST**  
Worksheet 7  
Complete & Submit Worksheet 7  
4%

**Monday 05/17 9:10 AM CST**  
Worksheet 8  
Complete & Submit Worksheet 8  
4%

**Monday 05/24 9:10 AM CST**  
Team Presentation  
PPT Submitted Before Class & Presentations Live During Class  
20%

**Friday 05/28 11:59 PM CST**  
Team Presentation Feedback  
Google Feedback Form  
Team Presentation

**Wednesday 06/02 9:10 AM CST**  
Term Paper  
See prompt on canvas (1500 words max)  
15%

**TBD**  
Final Exam: Group Presentation  
Live Simulation & Group Presentation  
15%

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**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 UChicago standards of scholarship.

**Pass/Fail**: Students who wish to take the course pass/fail rather than for a letter grade must use the Harris Pass/Fail request form (https://harris.uchicago.edu/form/pass-fail) and must meet the Harris deadline, which is generally 9am on the Monday of the 5th week of courses. Students who take the course pass/fail must attend class meetings and turn in all assignments, achieving marks on assignments that are overall commensurate with at least a C- letter grade.

**Academic Integrity**: All University of Chicago students are expected to uphold the highest standards of academic integrity and honesty. Among other things, this means that students shall not represent another’s work as their own, use un-allowed materials during exams, or otherwise gain unfair academic advantage.

- 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.
- The Harris School’s policies are available in the *Harris Student Handbook* Canvas site.
  - All students suspected of academic dishonesty will be reported to the Harris Dean of Students for investigation and adjudication. The disciplinary process can result in sanctions up to and including suspension or expulsion from the University.
In addition to disciplinary sanctions, I will impose a grade penalty of “F” for students who have committed academic dishonesty.

Other penalties for violations could be imposed instead, alone or in combination. For example:

- Students will receive a grade of 0 on the worksheet or exam in question and cannot earn higher than a B- in the course, regardless of their performance on other assignments and exams.

_Disability Accommodations_: Students who have disability accommodations awarded by the University Student Disability Services Office should inform the Harris Dean of Students office by the end of the first week of class. The Harris Dean of Students Office will work with the student and instructor to coordinate the students’ accommodations implementation.

Harris students are not required to submit their accommodations letter to the instructor. Students from other divisions in the University must submit their accommodations letter to either the instructor or the Harris Dean of Students Office.

Students who do not yet have formal accommodations in place but who feel they need accommodations on a temporary or ongoing basis should contact the Harris Dean of Students Office or Student Disability Services.

_Diversity and Inclusion_: The Harris School welcomes, values, and respects students, faculty, and staff from a wide range of backgrounds and experiences, and we believe that rigorous inquiry and effective public policy problem-solving requires the expression and understanding of diverse viewpoints, experiences, and traditions. The University and the Harris School have developed distinct but overlapping principles and guidelines to ensure that we remain a place where difficult issues are discussed with kindness and respect for all.

- Specifically, the University identifies the freedom of expression as being “vital to our shared goal of the pursuit of knowledge, as is the right of all members of the community to explore new ideas and learn from one another. To preserve an environment of spirited and open debate, we should all have the opportunity to contribute to intellectual exchanges and participate fully in the life of the University.”
- Consistent with the University of Chicago’s commitment to open discourse and free expression, Harris encourages members of the leadership, faculty, student body, and administrative staff to respect and engage with others of differing backgrounds or perspectives, even when the ideas or insights shared may be viewed as unpopular or controversial. We foster thought-provoking discourse by encouraging community members not only to speak freely about all issues but also to listen carefully and respectfully to the views of others.

The schedule 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.
# Weekly Plan:

<table>
<thead>
<tr>
<th>Week 1 – 03/29/21</th>
<th>Laying the Foundation: Establishing Expectations, Clarifying Leadership Frameworks</th>
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<tbody>
<tr>
<td>OVERVIEW:</td>
<td>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.</td>
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| READ:             | Syllabus  
|                   | We-dership (Burnison)  
|                   | Personal Histories (HBR)  
|                   | Dare to Lead (Brown): A Note from Brené & Introduction (pp. xi-xix & 3-15) |
| COMPLETE:         | Monday 03/29 9:10 AM CST: Worksheet 1 |

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<tr>
<th>Week 2 – 04/05/21</th>
<th>Getting to Know Each Other While Building Our Communication and Feedback Skills</th>
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| OVERVIEW:         | Since we are on this leadership journey together, I want to offer the opportunity to meet one-on-one to get to know one another. I am excited to learn about you, develop an understanding of your thoughts about leadership, and learn about your goals for this course. Please visit this link to schedule a time that works with your schedule.  
|                   | During class, we will practice our key communication and feedback techniques as well as discuss common communication pitfalls and put them to work in a class exercise. |
| READ:             | Three Elements of Great Communication, According to Aristotle (Edinger)  
|                   | Dare to Lead (Brown) Section One & Two (pp. 19-43 & 44-69) |
| COMPLETE:         | Monday 04/05 9:10 AM CST: Worksheet 2 |
### Week 3 – 04/12/21

**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.

**READ:**
- Primal Leadership (Boyatzis, Goleman, McKee)
- Emotional Intelligence- 4 Domains
- Dare to Lead (Brown) pp. 185-197 & 208-217

**PREPARE:**
- Modly Apologizes (Larter) Case Study

**COMPLETE:**
- Monday 04/12 9:10 AM CST: Indigo Assessment & Worksheet 3

### Week 4 – 04/19/21

**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.

READ: Blink (Gladwell) Chapter 3: Section 3 & 4
How the Best Bosses Interrupt Biases on Their Teams (Mihaylo & Williams)
Kahneman Thinking, Fast & Slow Explained (Groenewegen)

COMPLETE: Monday 04/19 9:10 AM CST: Worksheet 4

Week 5 – Relationships and Leading: You Cannot Do It On Your Own

04/26/21 Building Sustainable Relationships, LMX Theory, 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 so 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.

READ: Managing Oneself (Drucker) pp.6-7 Responsibility for Relationships
Relationship-Based Approach to Leadership (Graen & Ulh-Bien) pp.223-235 (Domains of Leadership – 4 Stages of LMX Development)
The Leader as a Coach (Ibarra & Scoular)

COMPLETE: Monday 04/26 9:10 AM CST: Worksheet 5
# Week 6 – 05/03/21

**Team Dynamics: Structure and Elements, Norms, Cohesion, 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.

**READ:**
- The Psychology Behind Leadership (Coach & Couch) pp. 30-39 Chapter 2 Group Dynamics
- The Development and Enforcement of Group Norms (Feldman)
- Two Kinds of Conflict Mean Two Kinds of Response (Wayne)

**WATCH:**
- [Five Dysfunctions of a Team (Lencioni)](https://www.youtube.com/watch?v=Q6p7e28IVzI)

**COMPLETE:** Monday 05/03 9:10 AM CST: Worksheet 6

# Week 7 – 05/10/21

**Organizational Structure and Values: Culture and Climate, Bridging the 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.

**READ:**
- Decoding the DNA of Public and Private Sector Leaders (Bogaert & Van Keer)
- The Leader’s Guide to Corporate Culture (Groysbrg et. al)

**PREPARE:**
- Case Study: 2012 Obama Campaign: Learning in the Field (HBR)

**COMPLETE:** Monday 05/10 9:10 AM CST: Worksheet 7
Leading through Times of Uncertainty: Workplace Stress, Organizational Change and Easing Transition Through the Inevitable

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.

READ:
WORKPLACE STRESS: A collective challenge (ILO) pp. 2-10
Change Management in Government (Ostroff)
The Sandwich Generation: Emerging Role of Middle Managers in Organizational Change (Gilbert)

COMPLETE: Monday 05/17 9:10 AM CST: Worksheet 8

Team Presentations & Feedback

OVERVIEW:
Our final meeting will focus on our team presentations and providing excellent feedback for our classmates.

COMPLETE: Monday 05/24 9:10 AM CST: Presentation PPT Due
Wednesday 06/02 9:10 AM CST: Term Paper Due

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