

## Fundamentals of Leadership (PPHA 37420)

The University of Chicago | Harris School of Public Policy

Syllabus for Spring Quarter 2018 (Version 1.5)

Instructor: Thomas J. Lee

<b>Course Title</b>	<i>Fundamentals of Leadership</i> (PPHA 37420)
<b>Course Description</b>	<i>Fundamentals of Leadership</i> explores the nature and challenge of leadership in a wide variety of settings and for a wide range of purposes. It reviews classical thinking on leadership; compares analytical perspectives on leadership; defines leadership and management and explains why both are necessary and important, how they differ and how they resemble each other; sheds light on the ambiguity and confusion around leadership and tyranny; looks at successful leadership in dozens of contexts; offers a multi-stage process for understanding and planning the work of leadership; exposes numerous myths and misconceptions around leadership; finds the kinetic energy of leadership in clear, coherent, credible, consistent, and compelling communication; examines the similarities and differences between the kinds of communication that support leadership and the kinds of communication that support management, and considers the emotional intelligence required for exceptional, service-oriented leadership. On successfully completing this course, students will have a foundational mastery of the subject.
<b>Course Instructor</b>	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 dozens of 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 assigned reading and/or movie
- Lecture and discussion on weekly topics
- Relevant examples and stories of leaders and leadership
- Guest speakers when topical and available
- Presentations by students (late in the quarter)
- One or two short breaks

**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 and Movies**

Students will be responsible for reading assigned selections of books and viewing assigned movies prior to class. Class participation will be based in part on the assigned reading and viewing. Note that I have reduced the reading load by eliminating two books; it is no longer necessary to obtain *Words That Work* by Frank Luntz or *The True Believer* by Eric Hoffer, though I do recommend both for any serious student of leadership.

**PLEASE NOTE: Students are asked to watch the 1982 movie *Gandhi*, directed by Richard Attenborough and starring Ben Kingsley in the title role, prior to the first class meeting on March 26. We will discuss this movie and Mahatma Gandhi's leadership in the first class. Questions for discussion will be posted on Canvas.**

Required reading for this course will consist of excerpts from:

- *Transforming Leadership* by James MacGregor Burns
- *What Leaders Really Do* by John Kotter
- *The Influential Mind* by Tali Sharot
- *Thinking About Leadership* by Nannerl Keohane
- *Bad Leadership* by Barbara Kellerman
- *Primal Leadership* by Daniel Goleman
- *Rules for Radicals* by Saul D. Alinsky
- *BP and the Gulf of Mexico Oil Spill* by Michael Roberto  
(downloadable online at <https://hbr.org/product/bp-and-the-gulf-of-mexico-oil-spill/W11366-PDF-ENG>)

In addition, optional reading will be recommended from time to time. You will not be held accountable for optional reading.

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. 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. The movies are:

- *Gandhi* (1982), directed by Richard Attenborough \*
- *12 Angry Men* (1957), directed by Sydney Lumet
- *Apollo 13* (1995), directed by Ron Howard
- *The King's Speech* (2010), directed by Tom Hooper
- *Deepwater Horizon* (2016), directed by Peter Berg
- *The Devil Wears Prada* (2006), directed by David Frankel
- *Invictus* (2008), directed by Clint Eastwood
- *Norma Rae* (1979), directed by Martin Ritt
- *McFarland USA* (2015), directed by Niki Caro

\* Please view *Gandhi* prior to the first class period on March 26 and think about the questions posed on the Canvas site.

**Class Dates and Time** The course will meet weekly for lecture and discussion in Room 289A of 1155 East 60th Street from 3 pm to 5:50 pm each Monday beginning on March 26, 2018. Because of the Memorial Day holiday on Monday, May 28, class will meet that week from 3 pm to 5:50 pm on Thursday, May 31. The final exam will be online and due at 5 pm sharp on Monday, June 4.

## **Grades and Grading**

Final grades will be the product of:

1. 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 May 18, 2018. 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. (25 percent)
2. Completion of regular assignments based on readings and movies. (10 percent)
3. A presentation and critique (not to exceed 8 minutes) of the ideas of one or more contemporary thinkers/writers on leadership. (20 percent)
4. An online final exam (short essay) due on 4 June 2018. (20 percent)
5. Class preparation and participation (based somewhat on the quantity but especially on the quality of observations and questions). (25 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 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 censuring!) 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 2:30 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.

## **A Users Manual to Your Instructor**

A few observations about myself and my expectations:

- While I have taught leadership to business executives and managers for many years, this is my first foray into teaching for academic credit in a university. I am bound to make mistakes. Please feel free – indeed, feel invited – to offer advice that will enable me to grow professionally. In this sense, you are the teacher and I am the student.
- 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.
- 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.
- 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 work. 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.

- 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. While some of us have an easier time than others in mastering the arts of speaking and writing, anyone of above-average intelligence can acquire a working competency.
- 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.
- 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.

#### Special Notes

- Please check the Canvas site regularly for information on this course.
- This syllabus has been revised several times, most recently to eliminate the requirement to read *Words That Work* by Frank Luntz and *The True Believer* by Eric Hoffer. Make sure you are working off of the final version (v1.5).

#### Class Overview

Here is a rough schedule, subject to change, of the topics we will address:

#### Week 1 | March 26:

**Overview of course:** introduction to the study of leadership; five analytical perspectives, or lenses; competing definitions of leadership; discuss insights on leadership from *Gandhi*

#### Week 2 | April 2:

**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*

#### Week 3 | April 9:

**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 *Apollo 13*

- Week 4 | April 16:** **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*
- Week 5 | April 23:** **Trust and credibility:** the three voices; Trust Tulip; hope and optimism; masks of command; Deepwater Horizon case study; discuss insights on leadership from *Deepwater Horizon*
- Week 6 | April 30:** **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 *The Devil Wears Prada*
- Week 7 | May 7:** A **process for leadership:** portraits of leaders; opportunities and varieties of leadership; leadership in dilemmas and other difficult circumstances; discuss insights on leadership from *Invictus*
- Week 8 | May 14:** **Movement and revolutionary leadership:** the paradox of power; cases of movement leadership (Vietnam War protests, labor, environment, women's rights, civil rights, nationalism); discuss insights on leadership from *Norma Rae*
- Week 9 | May 21:** **Servant leadership and emotional intelligence:** leadership by example; what distinguishes truly great leaders; discuss insights on leadership from *McFarland USA*
- Week 10 | May 24:** **Student presentations;** outstanding questions; open discussion

(Monday, May 28, is a U.S. holiday. The university is closed that day. Our class will meet instead on Thursday, May 24, in the same room.)

Note: 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.

### Reading Assignments

All reading should be completed prior to the lecture of the week for which it is assigned. Please read Chapter 1 of *The Influential Mind* and the Introduction and Chapters 1-2 of *Thinking About Leadership*, and view Richard Attenborough's 1982 biopic *Gandhi*, 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 paper.

- Week 1:**
- Sharot, *The Influential Mind*, Chapters 1-2
  - Keohane, *Thinking About Leadership*, Introduction, Chapters 1-2



- Week 2:**
  - Kotter, *What Leaders Really Do*, Chapters 1-4
  - Burns, *Transforming Leadership*, Prologue and Chapters 1-4
  
- Week 3:**
  - Keohane, *Thinking About Leadership*, Chapters 3-6
  - Sharot, *The Influential Mind*, Chapters 3-4
  
- Week 4:**
  - Alinsky, *Rules for Radicals*, pp. 48-62 (chapter on Words) and pp. 81-97 (chapter on Communication)
  - Burns, *Transforming Leadership*, Chapters 8-13 and Epilogue
  
- Week 5:**
  - Roberto, *BP and the Gulf of Mexico Oil Spill*
  
- Week 6:**
  - Kellerman, *Bad Leadership*, Introduction and Chapters 1-3
  
- Week 7:**
  - Kellerman, *Bad Leadership*, Chapters 4-12
  
- Week 8:**
  - Alinsky, *Rules for Radicals*, Prologue and pp. 3-23 (chapter on Purpose), pp 24-47 (chapter on Means and Ends), pp. 63-80 (chapter on Education of an Organizer)
  
- Week 9:**
  - Goleman, *Primal Leadership*, Chapters 1-11
  
- Week 10:** (no further assigned reading)