PPHA 37412- The Power of People:
Team, Organizational, and Community Leadership

Class Meets:
Wednesdays, 9-11:50 AM Chicago Local Time

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

<u>Course Overview:</u> Leaders are not lone wolves, they depend on relationships to achieve their desired results, regardless of the problem. The most successful leaders carefully build, develop, and lead high performing teams in an almost formulaic manner. This course will optimize the way you lead teams, during any phase of team development, to achieve incredible results. Overall, during the team building module we hope to help you discover what leadership methods resonate most with you, to motivate your team, and equip you with the tools that you can adapt and apply to future situations.

During the second half of the course, we will reflect on the fact that as the world becomes more connected and organizations more complex, leadership will continue to become paramount – especially on an strategic level. 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 relevant exercises that will teach you to ask the hard questions so you can make a difference as leaders.

Overall, this course is designed to have you work with the same, carefully formulated, and hand selected team from our first meeting throughout the duration of the course. Together we will solve problems, experiment with frameworks, and seek the guidance of class mentors to help your team optimize their performance while also having fun. It will provide an engaging and interactive learning experience that is sure to challenge you and help you grow as a leader.

<u>Course Objectives:</u>
        At the successful conclusion of this course, students will be able to:
- Utilize the frameworks and tools taught in class to successfully lead teams and organizations to the next level.
- Apply the levers of team leadership to a real-life scenario or case.
- Guide your team's culture and climate to optimize harmony, cohesion, and performance.

- Think critically about how to shift your mindset as a leader from small unit leadership to strategic, organizational leadership. how to think critically as leaders.
- Share your in-depth knowledge of the most recognized and accepted theories of leadership, group and interpersonal dynamics with your team and others interested in leadership.

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, and challenges outside the classroom. Each class session is predicated on a respectful and supportive learning environment where students are encouraged to learn from one another. We will develop this rapport by showing empathy, embracing vulnerability, and respecting each other's thoughts and opinions.

Synchronous Class Attendance: As class is incredibly interactive and exercise based, in person attendance is mandatory (in accordance with Harris policy). Please 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.

Required Course Material:
All readings are available via Canvas.

Assignments:

Due Date	Title	Description	% of Overall Grade
Duration of Quarter	Class Preparation & Engagement	Do you show up to class prepared and ready?	25%
Week 1.5	Team Basics Survey	A survey to optimize team assignment.	5%
Week 3	Team Accelerator Proposal	A team assignment. Details on Canvas.	15%
Week 5	Everest Simulation & AAR Writeup	Team simulation, individual writeup. Details on Canvas.	20%
Week 7	Communication at the Top Video	A team assignment. Details on Canvas.	15%
TBD	Final Exam	Individual assignment. Details on Canvas.	20%
		Total =	100%

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.

<u>Grades and Grading Policy:</u>

    <u>Course Requirements/Grading:</u>

Class Preparation and Engagement	25%
4 Assignments	55%
Final Exam: Simulation & Paper or Exam	<u>20%</u>
TOTAL	100%

Weekly Plan:

Week 1 – Team Basics- Groups vs. Teams, Team Dynamics, Cohesion, Task Selection, Peer Leadership, Vision Setting

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, establishing common ground rules, and setting class norms. We will introduce the basic course structure, expectations, and dive into our first lesson.

LEARNING
OBJECTIVES: **At the successful conclusion of this session students will be able to:**
- Explain what distinguishes a group and a team.
- Suggest four specific recommendations for evolving a group into a team.
- Differentiate between group norms and cohesion and describe four steps to develop each.
- Advise on the four phases of team development and describe a leader's role in the process.
- Apply the levers of team leadership to a real-life scenario or case.

READ: Syllabus
We-dership (Burnison)
The Psychology Behind Leadership (Coach & Couch) pp. 30-39 Chapter 2 Group Dynamics
The Development and Enforcement of Group Norms (Feldman)

ASSIGNMENT: **Team Basics Survey-** I want to hear from you: what kind of team you want to join, which role you see yourself thriving at, and what your vision for this class is. This survey will help me help you build teams that you will thrive alongside during the course of the quarter.

Week 2 – Conflict Management- In-Groups/Out-Groups, Adjusting Course, Hiring & Firing, Seeking the Support of a Team Advisor

OVERVIEW: Conflict, disagreements, and team discourse are signs of team development, and when approached respectfully and thoughtfully can be a healthy way to advance the team and its objectives. Today we will learn a conflict resolution styles and a model to navigate disagreements and diffuse tense situations. We will then learn what to do to drive a collaborative team that prevents disruptive divides between people on the team. And finish the lesson with talking about how to add/subtract teammates and advisors to make your team most successful.

LEARNING
OBJECTIVES: **At the successful conclusion of this session students will be able to:**
- Analyze the five styles of conflict resolution and which situations to apply each strategy to.
- Apply the SBID! conflict resolution tool to a resolve a sticky situation.
- Connect LMX theory and in-groups/out-groups to a past situation they have experienced and explain how knowing what they know now, they would mitigate the situation.
- Use the framework of how to select an advisor to seek out and meet with your team advisor.

READ: Two Kinds of Conflict Mean Two Kinds of Response (Wayne)

DUE: **Team Basics Survey – DUE before class 2.**

ASSIGNMENT: **Team Accelerator Proposal-** Use the tools you have learned thus far in the class to develop a plan for your team. Put together a proposal for how your team will excel and what your goals are for the quarter.

Week 3 – Playing with Fire- Culture & Climate, Power & Influence- How Do Leaders Navigate these Touchy but Important Subjects

OVERVIEW: 90% of executives believe culture is important at their firms, but only 15% of the same executives believe their culture is exactly where it needs to be. Most people within organizations feel the same way, but they do not know where to start to address their culture. Today we will give you the tools to analyze a corporate culture, understand the climate, and move the needle on both. We will equip you with the skills to develop your own team culture, set a positive climate, and fix one when its off.

We will also discuss power and influence and why they are important concepts for leaders regardless of if they're in the public, private, or non-profit sectors. Our lesson will help us develop an understanding of power, how it is gained and lost, and how to use it ethically to drive results.

LEARNING OBJECTIVES: **At the successful conclusion of this session students will be able to:**
- Recite the 4 characteristics of culture and explain in layman's terms what they mean for a team.
- Compare and contrast the concepts of culture & climate and know how they drive strategy.
- Devise your team's culture based on Schein's culture framework and stages of culture development.
- Infer which of the Integrated Cultural Styles are best for which kind of teams and articulate how one changes their cultural style from one to the next.
- Identify the 5 bases of power and 11 influence tactics and when/how to ethically use each.

READ: The Leader's Guide to Corporate Culture (Groysbrg et. al)

DUE: **Team Accelerator Proposal- DUE before class 3.**

Week 4 – Diversity, Equity, & Inclusion Today- How to Leverage Diverse Talent to Create Winning Teams

OVERVIEW: There is no doubt diverse teams are valued in today's workplace. In this class session, we will unpack basic concepts of DE&I, including unconscious bias, how to make your team and workplace more equitable and inclusive, and why organizations are proactively embracing diversity and inclusion to drive results. We will also learn how to get the best people in the best roles and give them the support they need to thrive.

LEARNING OBJECTIVES: **At the successful conclusion of this session students will be able to:**
- Define important terms- diversity, equity, inclusion, gateways, pathways, covering, etc.
- Explain how to create equity as it applies to gateways and pathways.

- Assess the signs of unconscious bias and how to interrupt it to create a more fair and friendly workplace for diverse teams.
- List the seven business cases that you can use to advocate for improving DE&I on teams.

READ: How the Best Bosses Interrupt Biases on Their Teams (Mihaylo & Williams)

ASSIGNMENT: **Everest Simulation & After Action Report Writeup-** Complete the Harvard Business Press Everest Simulation with your team and complete individual writeups about the simulation & your team performance.

Week 5 – Organizational Design- Formal & Informal Organizational Factors, Creating a Team of Teams, Transcending Tribal Behaviors by Leveraging Org. Values

OVERVIEW: After spending the first four weeks of class focused on small unit leadership, today we're going to shift our focus to the organizational level of leadership. 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 our Everest Simulation experience and team building knowledge, we will work to understand learning cultures and how to influence organizational culture on a larger scale.

LEARNING   **At the successful conclusion of this session students will be able to:**
OBJECTIVES: - Examine important factors of the formal organization- size, formalization, complexity, level of authority, and explain how they influence an organization's performance.
- Prescribe how an organization can change its climate and culture to drive results.
- Perform an organizational values assessment with limited information and analyze if the organization is living into their values.

READ: Decoding the DNA of Public and Private Sector Leaders (Bogaert & Van Keer)

DUE: **Everest Simulation & After Action Report Writeup- DUE before class 5.**

Week 6 – Broadening Your Scope- How to Shift Your Perspective, Navigate Internal/External Complexities, Build Trust with Key Stakeholders

OVERVIEW: As General Petraeus, CENTCOM Commander, said about organizational leadership, it is "exercised at a level of an organization where the individual is truly determining the azimuth for the organization, [and] is actually charting the path." This requires a massive mindset and operational shift away from how you lead teams, and requires leaders to look at the big picture, while also considering the needs of their organization.

Leaders also must build trust and navigate complex relationships internally, externally, and with key stakeholders, often with constrained time requirements, increased responsibility, and more distance from the front line than they have ever experienced. This class will explore that and more, focusing on how to communicate at an organizational level.

LEARNING OBJECTIVES:	**At the successful conclusion of this session students will be able to:** - Envision the transition from a team leader to thinking about life in the C-suite. - Articulate four key actions to take as they transition into an organizational leadership role. - Demonstrate the communication skills necessary to lead strategically- through a written executive summary and a 5-minute briefing or 15 minute press briefing. - Identify the seven types of pivots and what factors need to be in place to execute the pivot.
READ/WATCH:	David Petraeus on Strategic Leadership https://www.belfercenter.org/publication/david-petraeus-strategic-leadership
ASSIGNMENT:	**Communication at the Top-** Together with your group- find an example of an organizational leader who fumbled their communication. Conduct an analysis of what he/she did well, what went wrong, and develop an executive summary of the issues and your recommendations for how he/she should recover from this gaffe. Then I want you to record a 5-15 minute briefing or press briefing (Q&A) with how you would have communicated with your stakeholders.

Week 7 – Sailing into the Unknown- Navigating Uncertainty, Headwinds, Taking Stock of Industry Trends, & Pivoting at the Right Time

OVERVIEW:	As many of us learned in the pandemic, when things are uncertain, people have two choices- 1. Freeze and eventually become obsolete or 2. Adapt and overcome. Some companies chose the former and some the latter. In this class we will look at what the more successful group did to be agile, learn and fail quickly, and navigate into unknown waters. We will talk about how they drove their own results while keeping a pulse on the external factors, but also focused on what they were good at to get through the most tumultuous times. We will then look at pivots, when to make them, strategy around pivoting, and how to execute a successful pivot.
LEARNING OBJECTIVES:	**At the successful conclusion of this session students will be able to:** - Draw on the lessons of the most agile and adaptable organizations world-wide to set themselves and their teams up for success in the future. - Plan and develop a resiliency effort for their teams to be ready for the next big disruption. - Identify the seven types of pivots and what factors need to be in place to execute the pivot.
READ/WATCH:	Lean Startup Summary (Chapter 8 pp. 31-35)
ASSIGNMENT:	**Communication at the Top-** Together with your group- find an example of an organizational leader who fumbled their communication. Conduct an analysis of what he/she did well, what went wrong, and develop an executive summary of the issues and your recommendations for how he/she should recover from this gaffe. Then I want you to record

a 5-15 minute briefing or press briefing (Q&A) demonstrating how you would have communicated with your stakeholders.

Week 8 – Leading through Times of Uncertainty- 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 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 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 and the ADKAR 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.

LEARNING OBJECTIVES: **At the successful conclusion of this session students will be able to:**
- Audit their stress management skills and develop a plan to become more resilient for future challenges.
- Illustrate how individuals at different levels of the organization react to change and explain how to help people work through those phases to accept the change.
- Recognize indicators of hyper-stress and list 5 ways to help their teams mitigate stress at work.
- Demonstrate how to use Beer's Model of Change and ADKAR to facilitate large scale organizational change.

READ: Change Management in Government (Ostroff)
The Sandwich Generation: Emerging Role of Middle Managers in Org. Change (Gilbert)

DUE: **Communication at the Top- DUE before class 8.**

Week 9 – Crisis Management- Building Organizational Resilience and Being Ready to Act When Crisis Ensues

OVERVIEW: Crisis is looming, and it is not a matter of if it hits, but more a matter of when. This class will talk about the different types of crises that might affect your organization and present a framework for how to deal with crisis. We will also take it upstream and look at what it means to develop a resilient team and put a plan into action to create organizations who are ready to adapt and overcome when it is time.

LEARNING   **At the successful conclusion of this session students will be able to:**
OBJECTIVES: - Explain the five steps of the McKinsey Crisis Management Model.
                - Develop a plan for how an organization will develop more resilient members.
                - Assess the success of crisis management on a case.

READ: WORKPLACE STRESS: A collective challenge (ILO) pp. 2-10

Final Exam: Term Paper or Written Exam TBD

OVERVIEW: To wrap up your learning for the quarter we will either assign a term paper or written exam.

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

Course Admin:

Students in this class are required to adhere to the UChicago standards of scholarship.

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.

Assignment 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.

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.

<u>Disability Accommodations:</u> 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.

<u>Diversity and Inclusion:</u> 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.