



PPHA 37415- Exercising Leadership in the 21st Century: Building Your Authentic Leadership Style

Class Meets:

Tuesdays, 5-7:50 PM Chicago Local Time

Instructor:

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Teaching Assistant:

Virtual Office Hours: [*Schedule office hours with Caroline*](#)

(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 encounter 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 and help you grow into an informed and confident leader. Employing a myriad of tools- assessments, frameworks, exercises, and long-standing leadership theory- we will explore the topic of self-leadership and support you as you articulate your own authentic, values-based leadership vision so that you are prepared to go forward as an influential Harris Graduate in the public, private, or non-profit sector.

Overall, this course will challenge you to dig deep into yourself while also investing fiercely in your classmates. As a tight-knit and deeply supportive group, our class will form friendships and learn about ourselves, while also encouraging you to gain a mastery of your personal strengths and core values, to develop a roadmap for the future. Overall, 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.

Course Objectives:

At the successful conclusion of this course students will:

- Possess an in-depth knowledge of the most recognized and accepted theories of leadership, group, and interpersonal dynamics.
- Demonstrate a mastery of their personal strengths, values, and opportunities for growth impact your leadership style.
- Incorporate at least five leadership development frameworks into the construction of their own personal leadership platform articulating their authentic leadership style.
- Display a proficiency with using tools associated with values, communication and feedback, oral and written communication, decision making, motivation, conflict management, resilience, 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.

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 except for the following required materials:

Dare to Lead: Brave Work. Tough Conversations. Whole Hearts., by Brené Brown (2018).

Indigo Strengths Based Leadership Battery- by Indigo Education Company (\$25- specific link will be provided by professor on Canvas)

Assignments:

Due Date	Title	Description	% of Overall Grade
Duration of Quarter	Class Preparation & Engagement	Do you show up to class prepared and ready to participate	20%
Weeks 2, 3, 4, 7, 8, 9	Reflections	Best 5 of 6 Reflections (300 words max)	25%
Week 5	5-7 min Video	Deliver a speech or tell a story using the communication frameworks from class	5%
Week 9	Team Presentation	PPT Submitted Before Class & Presentations Live During Class	20%
Week 9	Team Presentation Feedback	Email directly to subject & CC TA & Professor	5%
TBD	Final Exam: Term Paper	See prompt on canvas (2,000 words max)	25%
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.*

Grades and Grading Policy:

Course Requirements/Grading:

Class Preparation and Engagement	20%
Assignments	30%
Team Presentation & Feedback	25%
Final Exam: Term Paper	<u>25%</u>
TOTAL	100%

Class Attendance, Preparation & Engagement (20%): Class Attendance, Preparation & Engagement is a broader measure than mere class participation and will be assessed a number of ways. Grade 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.

Reflections (25%): There will be 6 assigned reflections over the course of the quarter. I will drop your lowest grade, so only 5 will be graded.

Team Presentation (20%) & Feedback (5%): 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 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 – Term Paper (25%): The final exam will be a term paper with your personal leadership platform that encompasses frameworks and concepts from the class.

The schedule follows on the next pages, listing example readings. Please read it carefully and plan for the quarter. Email me if you have any questions!

Weekly Plan:

Week 1 – Values, Purpose, Start with Why

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 values. We will introduce the basic course structure, theoretical frameworks and generate a collaborative culture that will facilitate your growth as a leader.

We will then jump into our first lesson and exercise on understanding and defining personal values. Simon Sinek will inspire us to “find our why” and we will begin our journey to find renewed clarity to lay the foundation for learning.

LEARNING OBJECTIVES: **At the successful conclusion of this session students will be able to:**

- Identify their two or three most important core values and explain why those are the guiding tenants of their life.
- Explain how they will take their values off the wall and into the hall in their professional and personal lives.
- Articulate their why- why are they seeking to cultivate a personal leadership style, why are they enrolled in this course at this time, and why are they at Harris.

READ: Syllabus
We-dership (Burnison)

ASSIGNMENT: Personal Values Reflection- 300 words

Week 2 – Goal Setting, Self-Discipline, Coaching & Mentoring

OVERVIEW: The first step to attacking your goals is to articulate what they are. You have to develop a process to hold yourself accountable for achieving them and build a support network to help you work towards achieving your goals. Today we will do just that.

Our guest speaker will talk about her experience getting to the top of her sport as an Olympian, and then she will lead us through her method of goal setting. In practice, this process goal setting at work looks a lot like the skills and progress matrices businesses use to track their employees and projects, but most people don't think to apply the concept to their personal lives and career development. Today we will pull up from the daily grind, reflect on your values that you identified in week one, identify which factors are truly important to building a fulfilling life, and put pen to paper to map out steps to operationalize their values into tangible goals.

LEARNING OBJECTIVES: **At the successful conclusion of this session students will be able to:**

- Connect their values and purpose statements to tangible goals they want to achieve in their personal and professional lives.
- Map out their goals for the next two years, clarifying specific metrics, steps, and reasoning why those goals are important.
- Gain the support of a classmate and external mentor to support them as they work towards one of their goals in this class.

READ: The Leader as a Coach (Ibarra & Scoular)
Dare to Lead (Brown) Section One & Two (pp. 19-43 & 44-69)

COMPLETE: Process Goal Setting Reflection- 300 words

Week 3 – Behaviors, Motivators, Heart, 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. The activity will allow you to experience how your strengths and traits interact with differing motivators and behaviors.

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.

LEARNING OBJECTIVES: **At the successful conclusion of this session students will be able to:**

- Explain the behavior (DISC) and motivator results of your Indigo Assessment.
- Correlate the results with life experiences you have had and explain why you understand what went wrong and how you would change your decision/behavior based on what you know about yourself now.
- Identify the four pillars of emotional intelligence.
- Analyze your emotional intelligence and ascertain 2 strengths and 2 gaps for each pillar of your EQ.
- Describe what heart means to you and how you will demonstrate that to others through your actions.

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

COMPLETE: Emotional Intelligence Reflection- 300 words

Week 4 – Relationships, Communication, Feedback

OVERVIEW: 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.

We will leverage the lessons of your Indigo Assessment to hone your ability to read people and adapt your communication to how others want to be communicated with. 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. We will also get to know each other in the context of this class.

LEARNING OBJECTIVES: **At the successful conclusion of this session students will be able to:**

- Explain Aristotle's 3 pillars of effective communication and apply them to craft an important message.
- Recite the 10 guidelines to delivering constructive feedback.
- Craft a 5-7 minute speech about a germane topic and deliver it effectively in a public forum.
- Describe key relationships for their success professionally/personally and develop a plan for how to the student will communicate with them.

READ: Three Elements of Great Communication, According to Aristotle (Edinger)
Dare to Lead (Brown) Section One & Two (pp. 19-43 & 44-69)
Managing Oneself (Drucker) pp.6-7 Responsibility for Relationships
Relationship-Based Approach to Leadership (Graen & Uhl-Bien) pp.223-235 (Domains of Leadership – 4 Stages of LMX Development)

COMPLETE: 5-7 minute Video Recording of a Speech or Story

Week 5 – Power, Influence, Decision Making, Risk Management

OVERVIEW: Power and influence have almost become taboo words in today's media. Today we will overcome the anxiety surrounding both and help you as leaders understand how power is gained and lost, how to ethically employ it to drive results, and how to influence others to move the needle.

Then we will shift our focus to another challenge leaders face, decision making. We will take a deeper dive into personal and professional decisions, the biases that influence them, and how to overcome bias and make smart decisions. Specifically, 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.

- LEARNING OBJECTIVES: **At the successful conclusion of this session students will be able to:**
- Identify the 5 bases of power and 11 influence tactics and when/how to appropriately use each in a professional setting.
 - Hone their power and influence in a way that is authentic to their leadership style.
 - List the unconscious biases and explain how to overcome them to make better decisions.
 - Apply the decision-making frameworks to a simulation that mimics real life.
- 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)
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Week 6 – Ethical Behavior, Values Alignment, Character, Reputation

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 the environment felt off? Was there a lack of integrity or values misalignment? In today's session, we're going to learn what to do when things aren't above board.

We will figure out the guidelines to developing and implementing a game plan for driving ethical behavior and create a business case for why policy leaders must be people of character. Finally, we'll complete another in-class exercise to put the concepts we've learned into action.

- LEARNING OBJECTIVES: **At the successful conclusion of this session students will be able to:**
- Define what ethical conduct means across different cultural contexts.
 - Describe values alignment and how identify organizational values and get people to take the values off the wall and into the hall.
 - Put their values and character to the test to develop a great reputation that they are proud of.

READ: [Five Dysfunctions of a Team \(Lencioni\)](#)
Character in the workplace has powerfully positive ripple effects (Yale.edu)

COMPLETE: Ethics, Character, & Reputation Reflection- 300 words

Week 7 – Resilience, Hardiness, Human Factors, Motivation

OVERVIEW: The most successful leaders have failed, failed, and failed again, but they continually recover from their challenges, learn from what went wrong, and come back stronger the next time. This is what resilience looks like, which we will learn more about in this class. We will also dive into stress, human factors, and training your body and mind to be capable of sustained superior performance. This will involve a 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 and leaders.

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.
- Identify the four types of stress and explain how to effectively manage stress to optimize performance and prevent burnout.
- Create a resiliency and hardiness program to aid incoming Harris students as they adjust to the challenges of graduate school.

READ: Build “Hardiness” Into Your Organizational Culture (Bartone & Stein)

COMPLETE: Resilience and Human Factors Reflection- 300 words

Week 8 – Scaling Your Impact, Finding Your Place, Sharing Your Gifts

OVERVIEW: Now that each of us is clear about the type of impact you want to create, the values that drive your goals, and what behaviors you want to live into, let’s figure out how to scale your influence. This will involve a team or organization and it is important to know where you can enter and how to perform at every level. Whether you are a follower, middle manager, or senior leader, this session will help you develop a plan to be successful in finding your place. Then we will determine how to share your gifts to deliver good in the world.

LEARNING OBJECTIVES: **At the successful conclusion of this session students will be able to:**

- Describe followership, leadership, and influencing up and down in the organization.
- List the actions you can take in your first 30, 60, & 90 days in role to be successful.
- Create a plan for getting your ideas heard and implemented at different levels in the organization.

COMPLETE: Impact Reflection- 300 words

Week 9 – Team Presentations & Feedback

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

LEARNING OBJECTIVES: **At the successful conclusion of this session students will be able to:**

- Deliver a 10 minute presentation with your coaching partner.
- Employ effective communication to create a connection with the audience and communicate an interesting speech to a live audience.
- Provide effective feedback to your classmates on their presentation.

COMPLETE: Peer Feedback

Final Exam: Term Paper- Personal Leadership Platform

OVERVIEW: Our final exam will leverage the self-discovery and frameworks from this class to develop a personal leadership platform for yourself.

READ: Review course materials, weekly reflections, and notes to write your paper.

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.

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.