

DRAFT - as of 07/30/24

The University of Chicago Booth School of Business

Leadership Studio

Autumn 2024

Bus. 31403-85: Saturday, 9:00am – 12:00pm – Classroom: Booth 455, Room 132

The Leadership Studio is experiential and designed around having a class cohort that works together each week to enhance personal insights. We require students to attend their assigned section and participate fully. We also require students to complete assignments on time and in the order which they are assigned. Please see the full course requirements on page 12. The faculty make a promise of their support to you in the posted assignment, "My Leadership Studio Ensemble Promise."

Overview

The Leadership Studio is designed around four guiding principles that we ask those who enroll to embrace and make them their own. Simply stated:

1. ***I am adaptive.*** My current leadership abilities do not define or limit me. I can play very different roles as needed and display different leadership qualities at the right time with the right audience.
2. ***I am my best when I play my roles as my authentic-self.*** I can experiment and adopt new leadership qualities that are rooted in my personal values.
3. ***I am self-driven.*** I take personal responsibility for doing the work and expanding my leadership qualities.
4. ***I will continue work on my leadership behaviors into the future.*** I put in place good habits for ongoing development/learning following the work started in The Leadership Studio.

During the Studio, each student builds upon their current leadership strengths and learns how to harness many more of their leadership qualities and abilities. They gain greater confidence in their ability to have the impact they desire and to continue growing and evolving as they face new demands as leaders. To this end, the Leadership Studio explores leadership from

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nine perspectives. These provide valuable inputs for a leadership journey that is truly actionable and lasting.

This work is accomplished through a learning environment built upon three interwoven tracks:

- Exposure to research and new knowledge in a Classroom track
- Applying knowledge and leadership goals in a Rehearsal Hall track
- Experiments with enhancing leadership skills in a Fieldwork track.

Given the highly inter-related nature of each weekly session, each registered student must commit to (1) remaining in the Studio for the full 9-week experience; and (2) attending all sessions.

The class is not recorded to keep it as a safe place for experimenting and sharing. Students must attend in person; there is no Zoom participation allowance. If you are unable to attend a session, you are expected to notify your TA, faculty and coach as soon as possible.

Because of the high participation requirement of the class, students are required to put away laptops and phones for all Rehearsal Hall sessions and to use devices only for notetaking in the Classroom session.

We have assembled a teaching ensemble drawn from different areas of expertise that will remain involved in supporting students throughout the quarter. This team consists of academics, practitioners from the worlds of music, theater and improv, as well as coaches who bring a disciplined, scientific methodology to ongoing practice.

Faculty, Coaches and Performance Facilitators

Harry L. Davis Professor of Creative Management Harper Center, 346 harry.davis@chicagobooth.edu	Nancy Tennant Adjunct Professor of Leadership nancy.tennant@chicagobooth.edu	Becki Lindley Lecturer and <i>LfE</i> Leadership Coach becki.lindley@chicagobooth.edu
Katie O'Malley <i>LfE</i> Leadership Coach katie@encouragecoaching.org	Tino Chitiga <i>LfE</i> Leadership Coach tino@tinochitigacoaching.com	Ed Miller Lecturer ed.miller@chicagobooth.edu
Kate Collins Acting Coach kathleen.collins@mac.com	Charlie Newell Artistic Director Court Theater cnewell@uchicago.edu	Stephen Kohler Lecturer skohler@audiralabs.com

Required Materials

1. James Clear, *Atomic Habits*, Random House, 2018
2. Course Materials on Canvas

Weekly Schedule:

Week 1 – October 5

Leadership as Performance

Leadership is not just about someone's personal skills, qualities or traits. Rather, it is fundamentally an interpersonal phenomenon requiring meaningful engagements with others. Performances in these engagements take place every day in ways that could be considered both small and large. Each of these performances contribute to building one's reputation and trust and must be taken seriously.

To give students an entree to leadership as performance, we will spend time in the Rehearsal Hall with one of our performance facilitators.

Preparation for Week 1

Required Reading

1. Harry Davis, "Leadership Education at Chicago Booth," 2024
2. Robin Hogarth and Harry Davis, "A Leadership Canvas," 2024
3. Barbara Lanebrown and Harry Davis, "Multiple Selves and the Stage Page Metaphor," 2024
4. Herminia Ibarra, "The Authenticity Paradox," Harvard Business Review, 2015
5. This week's "My Studio Comic"

Assignments Due Prior to First Class

- **Written Assignments**

- 1) My Leadership Studio Ensemble Promise, *due Friday, October 4, by 12pm (noon)*. Detailed assignment on Canvas.
- 2) My Leadership Studio Intention, *due Friday, October 4, by 12pm (noon)*. Detailed assignment on Canvas.
- 3) Preparation Questions Week 1, *due Friday, October 4, by 12pm (noon)*. Detailed assignment on Canvas.

Week 2 – October 12

Leadership as Experimentation

The most powerful and relevant learning takes place in real interpersonal leadership venues where there are many opportunities to try things, collect data, reflect and try again. Leadership development requires building good habits for learning the right lessons from experiences based upon the scientific method. This can only be accomplished through intentional and disciplined practice.

To experience firsthand the art of experimentation, we will return to the Rehearsal Hall with another of our performance facilitators.

Preparation for Week 2

Required Reading

1. Ed Miller and Becki Lindley, “Learning from Experience (*LfE*) Overview and Fieldwork Guide,” 2023
2. James Clear, *Atomic Habits* (Introduction, Chapters 1-3, “The Fundamentals,” and Chapters 4-7, “The 1st Law”), Random House, 2018
3. Emre Soyer and Robin Hogarth, *The Myth of Experience* (Introduction, “Experience is the Best Teacher—Except When It Isn’t”), Hachette Book Group, 2020
4. This week’s “My Studio Comic”

Assignments due prior to Week 2 Class

- **Written Assignments:**
 - Complete your Johari Window, due before class starts. Detailed assignment on Canvas. Bring your assessment with you to class in week 2.
 - Preparation Questions for Week 2, due *Friday, October 11, by 12pm (noon)*. Detailed assignment on Canvas.

Week 3 – October 19

Leadership as the Whole Person

Leadership in the workplace is only one context in which people operate. There are many other roles that are occupied on both the professional and personal sides of one's life. Core values, a sense of purpose or someone's view about their best self should shape all of these roles. It is important to surface many of these personal qualities and become more conscious of their impact.

We will return to the Rehearsal Hall to explore how to tap into our individual personal qualities.

Preparation for Week 3

Required Reading

1. Nancy Tennant and Harry Davis, "A Whole Person Opus," 2024
2. Nathan Englander, "The Gilgul of Park Avenue," *For the Relief of Unbearable Urges*, Knopf, 1999
3. This week's "My Studio Comic"

Additional Reading – Go Deeper

4. Amy J.C. Cuddy, Matthew Kohut and John Neffinger, "Connect, Then Lead," Harvard Business Review, 2013

Assignments due prior to Week 3 Class

- **Written Assignments**
 - 1) Stage Page 2, due *Friday, October 18, by 12pm (noon)*. Detailed assignment on Canvas.
 - 2) Learning from Experience (*LfE*) Fieldwork Plan, due *Friday, October 18, by 12pm (noon)*. Detailed assignment on Canvas.
 - For your *LfE* Fieldwork, please capture your data using the Excel template provided on Canvas.
 - 3) Preparation Questions Week 3, due *Friday, October 18, by 12pm (noon)*.
- **Fieldwork Assignment**
 - 4) Sign up for 1-1 Coaching Session #1, due *Friday, October 18, by 12pm (noon)*. Detailed instructions on Canvas.

Week 4 – October 26

Leadership as Storytelling

Leaders must craft engaging stories with a focus on a particular audience in order to gain their attention and willingness to commit. This is much more than simply sending out information. It involves themes and language that help that audience penetrate the issue that must be addressed. Skillful storytelling is very much an underpinning of a leader's power.

Preparation for Week 4

Required Reading

1. Harry Davis, "The Inner Ensemble," 2024
2. Harry Davis, "Creative Leadership: The Duke Ellington Story," 2024
3. James Clear, *Atomic Habits* (Chapters 8-10, "The 2nd Law"), Random House, 2018
4. Emre Soyer and Robin Hogarth, *The Myth of Experience* (Chapter 1, "Stories that Lie: When Experience Becomes an All-Too-Simple Narrative"), Hachette Book Group, 2020
5. This week's "My Studio Comic"

Assignments due prior to Week 4 Class

- **Written Assignment**
 - 1) Preparation Questions Week 4, due *Friday, October 25, by 12pm (noon)*. Detailed assignment on Canvas.
- **Fieldwork Assignment**
 - 2) 1:1 *LfE* Coaching Session via Zoom. Discuss your *LfE* Fieldwork Plan, Progress and Data Captured to Date. Detailed assignment on Canvas.
 - 3) Start implementation of your *LfE* Fieldwork Plan. Please be sure to capture your data using the Excel template provided on Canvas.
 - 4) **Submit Data Captured to Date as Input for your 1-1 Coaching Session, due Friday, October 25, by 12pm (noon)**. Detailed instructions on Canvas.

Week 5 – November 2

Leadership as Directing

In contrast to playwriting, directing is much more grounded in terms of how to actually bring a story to life in a specific context. Directing moves from the idea embedded in a story to making that idea a reality for the intended target. Directing operates at two levels. Inner directing is focused on oneself and how to marshal human assets in specific situations. Outer directing demands the skills of working with others, listening, and coaching to help them achieve their best performances.

Students will rehearse components of both inner and outer directing.

Preparation for Week 5

Required Reading

1. Charles Newell and Harry Davis, "A Director's Guide to Helping Others Perform," 2022
2. James Clear, *Atomic Habits* (Chapters 11-14, "The 3rd Law," and Chapters 15-17, "The 4th Law"), Random House, 2018
3. This week's "My Studio Comic"

Assignments due prior to Week 5 Class

- **Written Assignments**
 - 1) Becoming Your Own Playwright: The Inner Ensemble, due *Friday, November 1, by 12pm (noon)*. Detailed assignment on Canvas.
 - 2) Preparation Questions Week 5, due *Friday, November 1, by 12pm (noon)*.
- **Fieldwork Assignments**
 - 3) Continue implementation of your *LfE* Fieldwork Plan

Week 6 – November 9

Leadership as Agility

Leaders regularly engage with different audiences and with different issues even for the same audience. This requires the ability to read situations accurately and then determine what is required for effective performances. Achieving this level of agility requires adapting the right mindset as well as tapping into all aspects of our instrument. This enables us to authentically embody a broader set of leadership behaviors.

Preparation for Week 6

Required Reading

1. Robert E. Kaplan and Robert B. Kaiser, "Developing Versatile Leadership," *MIT Sloan Management Review*, Summer 2003
2. Vaclav Havel, "Hradecek, December 8, 2005," *To the Castle and Back*, Knopf, 2007
3. Susan David and Christina Congleton, "Emotional Agility," Harvard Business Review 2013
4. This week's "My Studio Comic"

Assignments due prior Week 6 Class

- **Written Assignments**
 - 1) Reflection Paper/Expanded *LfE* Fieldwork Plan and Data Captured to Date due *Friday, November 8, by 12pm (noon)*. Detailed assignment on Canvas.
 - 2) Preparation Questions Week 6, due *Friday, November 8, by 12pm (noon)*.
- **Fieldwork Assignment**
 - 3) Continue implementation of your *LfE* Fieldwork Plan and Data Capture

Week 7 – November 16

Leadership as Role Modeling

Leaders leave behind traces everyday based upon what they display when engaging with others. They can display qualities and behaviors that others choose to emulate, or qualities and behaviors that others do not want to emulate. Both of these situations are clearly valuable for others in learning about their own leadership roles. Not recognizing what others see, however, is dangerous for any leader and must be addressed.

Students will begin to work on their transformation performances.

Preparation for Week 7

Required Reading

1. Sophocles, "Antigone," Excerpts
2. David Brooks, "How to Find Out Who You Are" The New York Times, July 28, 2022
3. James Clear, *Atomic Habits* (Chapters 18-20, "Advanced Tactics" and "Conclusion")
Random House, 2018
4. This week's "My Studio Comic"

Assignments due prior to Week 7 Class

- **Written Assignment**
1) Preparation Questions Week 7, due *Friday, November 15, by 12pm (noon)*.
- **Fieldwork Assignments**
2) Begin implementation of your Expanded *LfE* Fieldwork Plan.
3) Sign up for Coaching Session #2, due ***Wednesday, November 13, by 5pm***. Detailed instructions on Canvas.

Week 8 – November 23

Leadership as Studio Coaching & Teaching

The Studio Coach is a powerful role with the capacity to guide others to reach their potential. The Studio Coach shares many of the best traits of an experiential teacher and customizes Studio materials and tools to assist others in reaching their unique interpersonal goals. The best Studio Coaches help others own the content without becoming coach-dependent. Studio Coaches create supportive spaces and model vulnerability and empathy.

The teacher is a powerful archetypal role with the capacity to educate others given their knowledge and ability to connect with an audience. The best teacher helps others to own content for themselves without being dependent on that person being “in the front of the room.” Companies need to have an abundance of leaders who have those teaching skills to assure the successful transition of people into new leadership roles over time.

Students rehearse their transformation performances.

Preparation for Week 8

Required Reading

1. Parker Palmer, “The Heart of a Teacher,” (Chapter 1), *The Courage to Teach*, Jossey-Bass, 2007
2. Barbara Lanebrown, “The Teacher as Theater Artist: Finding and Keeping Your Teaching Edge,” (Part 1), 2022
3. This week’s “My Studio Comic”

Assignments due prior to Week 8 Class

• **Written Assignments**

- 1) Preparation Questions Week 8, due *Friday, November 22, by 12pm (noon)*.
- 2) Performance Team Assignment: Submit Title for your Transformation Performance, due *Friday, November 22, by 12pm (noon)*. Detailed assignment on Canvas.

• **Fieldwork Assignments**

- 3) Continue implementation of your Expanded *LfE* Fieldwork Plan
- 4) Coaching Session #2: Discuss Learning from Your Experience and Additional Experimenting Plans (date & time signed up for in Week 6). Detailed assignment on Canvas

Week 9 – December 7

Leadership as Transforming

Leaders confront many challenges in their work. Some may fall into the category of “managing” where precise short-term implementation of an existing strategy is necessary for competitive advantage. Other challenges are longer-term and more future oriented. These may require jettisoning of some dominant assumptions that have worked well in the past. This work often takes longer than expected and encounters many obstacles. Leaders need to prepare for driving transformations since this is an essential component of “leading.”

Students will have the opportunity to bring many concepts and experiences from the Leadership Studio into a transformation performance.

Preparation for Week 9

In-Class Group Assignment: Transformation Performance

Assignments due prior to Week 9 Class

- **Fieldwork Assignment**
1) Continue implementation of your Expanded *LfE* Fieldwork Plan

Assignment for Week 10

- **Final Paper and Data Captured to Date**, due Saturday, December 14, by 12:00pm (noon).
Detailed assignment on Canvas.

Grading

The Leadership Studio focuses on a student's behavior in translating conceptual knowledge into action. Thus, considerable weight will be placed on work in the Rehearsal Hall and in the Field.

- Overall Class & Rehearsal Hall Engagement: 16%
- Fieldwork: 36%
- Written Assignments: 38%
- Transformation Performance: 10%

Course Expectations

- Given the highly inter-related nature of each weekly session, each registered student must commit to:
 1. Remaining in the Studio for the full 9-week experience; and
 2. Attending all sessions
- The class is not recorded to keep it as a safe place for experimenting and sharing. If you are unable to attend a session, you are expected to notify your faculty and coach as soon as possible.
- Students must attend in person; there is no Zoom participation allowance.
- Because of the high participation requirement of the class, students are required to put away laptops and phones for all Rehearsal Hall sessions and to use devices only for notetaking in the Classroom session.
- The information contained in documents distributed in class and on Canvas is confidential, privileged and only for the information of the intended recipient and may not be used, published or redistributed without the prior written consent of the Booth faculty member(s) teaching the course.
- Provisional grades will be given.
- You are expected to adhere to the standards of conduct in the Chicago Booth Honor Code and Standards of Scholarship.
- The University of Chicago believes that a culture of rigorous inquiry demands an environment where diverse perspectives, experiences, individuals, and ideas inform intellectual exchange and engagement. I concur with that commitment and expect to maintain a productive learning environment based upon open communication, mutual respect, and non-discrimination. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.
- Accommodations for disabilities. If you have a documented disability (or think you may have a disability) and need a reasonable accommodation to participate in class, please contact Student Disability Services as soon as possible: 773-702- 6000/TTY 773-795-1186 or disabilities@uchicago.edu
- **Late Assignment Policy:** Assignments are expected to be submitted on time. For unapproved late assignments, 1/2 credit will be given after one week. For the interim week, students earn 3/4 credit.



I WAS AT A WORKSHOP IN THE HEART OF LONDON, ONE BARTHOLOMEW CLOSE. WHAT COULD BE MORE BRITISH THAN THAT?

I WAS SO EXCITED TO BE HERE. TO MEET EVERYONE. WHEN I ARRIVED AT THE WELCOME DESK, I NOTICED SOMETHING REALLY FUN!

THE MONITOR BEHIND THE DESK HAD PLAYFUL INTRODUCTIONS FOR EACH PARTICIPANT...UNVEILING THINGS THAT WE MIGHT NOT GET TO KNOW IN THE ORDINARY COURSE OF OUR WORKSHOP.

Milo Martimartini

Description—
Head of Volunteers for Better Selfies. Joined the team in 2018.
Leads and engages the community of social media influencers to excel at safe and playful selfies. Mission: The Selfless Selfie

What Triggers Me to Come Downstage
*Bad Selfies
Misuse of Selfies
Misunderstanding of Selfies' value to society*

Favorite Movie
One Hour Photo

Lives by the Saying...
When one looks in the mirror and thinks; "Damn, more People need to see this"

Observable Qualities
*Photogenic
Comfort with Image
Always carries a Selfie Stick*

Favorite Contexts
*Photo OP
Selfie Spots
Families in front of the Chicago Bean*

2023. My Studio Enterprises. Please Copy and Share



2023. My Studio Enterprises. Please Copy and Share



STANDING BEFORE THE MONITOR, MY GAZE SHIFTED ACROSS THE FIVE SCREENS NOW LOOPING, I STRUGGLED TO DISCERN THE IMAGES BEFORE ME. YET, AS MY EYES ADJUSTED, A TERRIFYING SIGHT EMERGED. MY MULTITUDES WERE ON FULL DISPLAY! A PARADE OF FACETS OF MY BEST-SELF WAS NOW LOOPING ON THE SCREEN, EACH MORE ASPIRATIONAL THAN THE LAST! IT PRESENTED AN ENIGMA: WHO KNEW....
NO REALLY WHO?



2023. My Studio Enterprises. Please Copy and Share

THE HUB

Description—
Works tirelessly to keep extended family members together. Sets up family events. Keeps everyone connected and up to date. Forms a family soft landing for members to fall back on in hard times.

What Triggers Me to Come Downstage
Too much time between family events
News to share with everyone
A family member needs help



Observable Qualities
Initiates contact with each family member
Zoom Expert
Networking skills

Favorite Movie
My Big Fat Greek Wedding

Lives by the Saying...
It's Been Too Long

Favorite Contexts
Family reunions
Family Trips
Weddings and funerals

THE EXTROVERT

Description—
Outgoing and expressive pattern of behavior and social interaction. Tends to be gregarious, assertive, warm, active, excitement-seeking, and positive.

What Triggers Me to Come Downstage
Awkward silence
Meeting for the first time
Job interviews



Observable Qualities
Makes eye contact
Conversation Starter
Talkative

Favorite Movie
Ferris Bueller's Day Off

Lives by the Saying...
Never met a stranger

Favorite Contexts
Parties
First Days
Airplanes

2023. My Studio Enterprises. Please Copy and Share

Ted Lasso

Description— Believing the best in people. Able to work with diverse personalities, even on their worst days. Jumps into new situations relying on treating people with respect. Not encumbered by knowing the specifics of a new role.

What Triggers Me to Come Downstage

- Underdogs
- Impossible Challenges
- Coaching opportunity



Observable Qualities

- Positive attitude
- Helping others succeed
- Putting others first
- Finding the best quality in others

Favorite Movie

It's A Wonderful Life

Lives by the Saying...

Be a Goldfish

Favorite Contexts

- Teams
- When the chips are down
- When someone needs help

THE NETWORKER

Description— Works to have a wide array of connections. Is never happier than when connecting people who share a common goal or set of values. Loves getting to know people so they can help them connect.

What Triggers Me to Come Downstage

- People looking for People
- Like-minded groups
- A need to solve something through community



Observable Qualities

- Deep connections with people
- Clarity on community needs

Favorite Movie

Yes Day

Lives by the Saying...

Everyone should build networks before they need them

Favorite Contexts

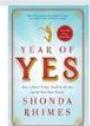
- Youth groups
- Elderly Groups
- Professional Networks

Just Say Yes

Description— When faced with an opportunity, always say yes.

What Triggers Me to Come Downstage

- An invitation
- A transition to something new
- A choice between going and staying home



Observable Qualities

- Looks for the upside
- Sets actions in place to make yes possible
- Looks forward to new things

Favorite Movie

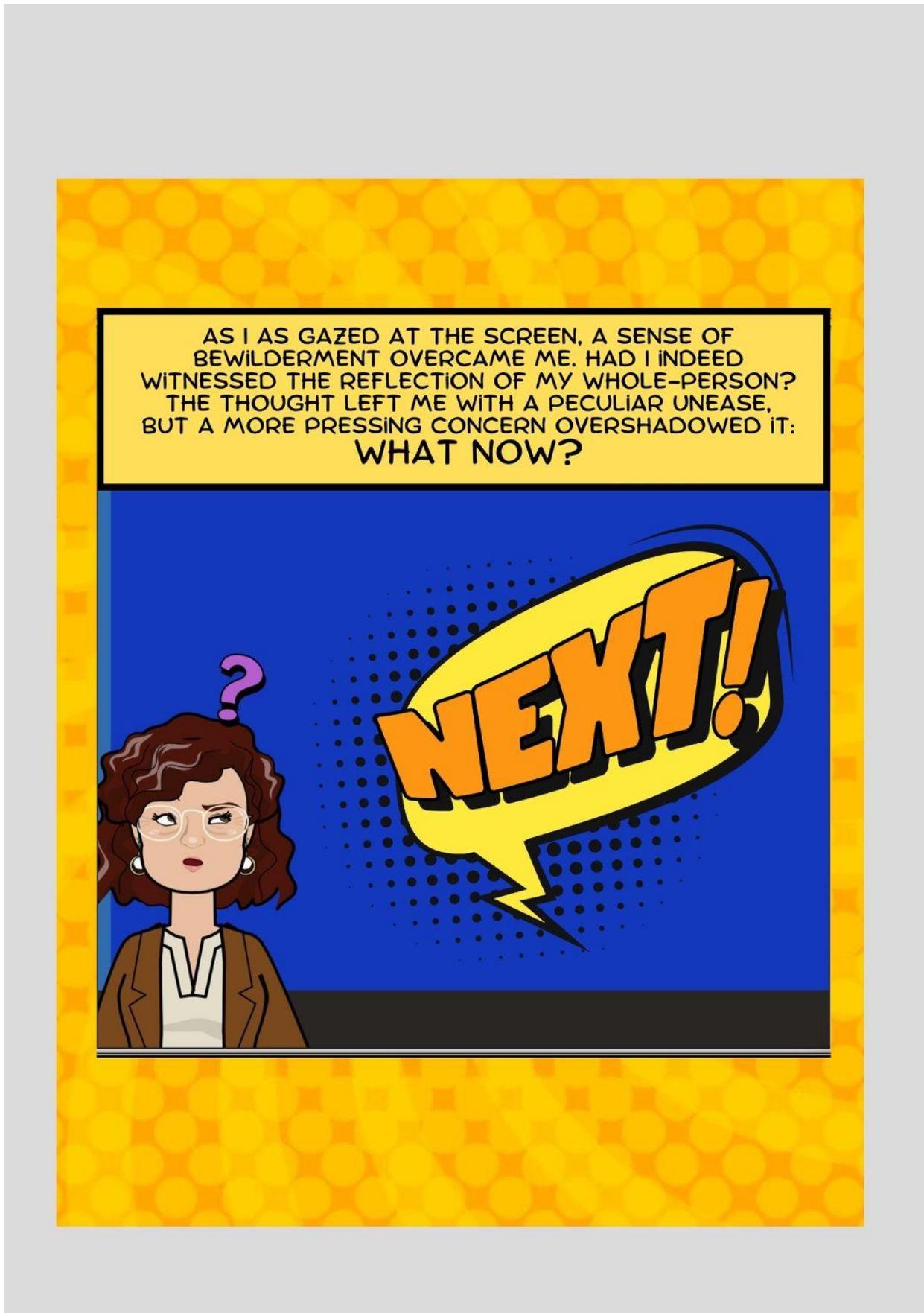
Yes Day

Lives by the Saying...

You can never get more by saying "No." You can hold a current position by saying "No", but you can only move forward by saying "Yes."

Favorite Contexts

- New People
- New Gatherings
- New Experiences





WHAT FANS ARE SAYING ABOUT MY STUDIO COMICS

I WANT TO LEARN MORE ABOUT MULTITUDES

LOVE THAT THIS STARTS WITH ME AND WHAT MY BEST-SELF COULD BE

I CAN'T WAIT TO SEE THE NEXT EDITION SO I KNOW HOW THIS TURNS OUT!

FIVE STARS! ANOTHER EXCELLENT ADVENTURE

4-Founders Press



Your Host,
RUNWAY HARRY