

# Foundations of Leadership

Technology Leaders Program  
Draft Syllabus for C-U 002, 1.5 Credits

[November - December 2022]



## Discovering How You Can Best Make Your Contribution

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# Foundations of Leadership<sup>1</sup>

## Course Overview

The goal of *Foundations of Leadership* is to discover how and where you can best make your contribution to the world. This course will also increase your capacity to lead effectively throughout your career and will enhance your performance, regardless of the place or level that you may find yourself in an organization. This course involves understanding and learning – through reflection on your experience and the feedback from others – about yourselves and about working successfully with others. These abilities are essential in meeting critical personal, interpersonal, and organizational challenges in India and throughout the world.

Here, topics include teamwork and team dynamics; identifying and valuing life's goals and dreams; balancing authenticity with change; being in "resonance" or "flow" in our work and relaxation; understanding how to motivate ourselves and others; knowing our core values, strengths, preferences and needs; developing vision; understanding the fundamentals of leadership; valuing differences; listening empathetically and effectively giving and receiving feedback; becoming a valued coach; ethical and strategic uses of power, persuasion and influence; and encouraging change in ourselves and others.

The course involves opportunities for feedback, advice, encouragement, accountability and more from peers, TAs, and faculty; it uses the classroom as a learning laboratory where in-class action is the basis for reflection and knowledge.

Although the examples used in this class may not appear at first to be applicable to your intended future career, my experience with thousands of students, young professionals and high-potentials over the past 35 years is that the principles described and used here are as applicable to the NGOs in the villages of rural India as to the EU parliament of Brussels; as applicable in the 7<sup>th</sup> arrondissement of Paris as to the favelas of Rio de Janeiro; and as applicable to the Dharavi slum of Mumbai as to multinational businesses overlooking the waterfronts of San Francisco or the Lagos business district. **Try to make your own connections between the course material and the things that most animate you.**

The course is intended to be intellectually and personally challenging, . . . *and fun!* Its foundations are in evidence-based research and rich experiences from disciplines such as management science, decision sciences, organizational behavior, social psychology, psychology of personality, positive psychology, ethics, game theory, biology, behavioral economics and neuroeconomics.

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<sup>1</sup> I gratefully acknowledge Professor Stewart Friedman, of the Wharton School, and Dr. Joel DeLuca, formerly of the Wharton School and now deceased, for their contributions to much of the material that appears here in the middle section of this course. Their leadership, incredible ability to teach and warm friendship have been an inspiration to me and a source of support. I also thank the TAs and YIF Fellows from the past 12 years for their creative suggestions and assistance in enhancing this course and students at the University of Pennsylvania for their feedback over the past 30 years.

## ***Course Purpose, Design Principles and More***

This course is an opportunity to increase your capacity to lead throughout your career, wherever you may find yourself within an organization.

- ***Working with teams*** is a key theme since most of us will find ourselves working with and through others.
- ***Self-knowledge*** is a key aspect of managing ourselves (so that we can also understand and lead others).
- ***Authenticity*** is the ability to be *real with ourselves and with others*. It is enhanced through self-knowledge.
- ***To increase our capacity*** is to enhance our performance potential, competence, and skill.
- ***To lead*** is ***to inspire and develop*** people (self, other individuals, team, organization) as you mobilize them toward goals.
- ***To persuade*** using ethical means of influence and persuasion.
- ***To recognize and understand the forms and ethical uses of power.***
- ***To enhance wise decision-making*** and understand the difference between knowledge and wisdom.
- ***To know what allows us to flourish and enhance our well-being.*** This has to do with positive emotion, engagement, relationships, meaning and accomplishment (PERMA).
- ***Strategic leadership*** requires taking a broad view, involving the right people, knowing what others are planning and incorporating key and diverse information and perspectives; strategic leaders identify connections, patterns, key issues, and a series of tactics to ethically accomplish their goal.
- Success as a leader throughout your career requires ***learning continually*** from your experience through the disciplined integration of action and reflection (i.e., the use of feedback to create change).
- ***The ability to change*** requires the emotional energy and discipline to carry through on commitments.

Many students and professionals find that leadership is the hardest skill to master. I believe that you don't learn leadership and teamwork by simply reading or attending lectures. It is rather like trying to learn mathematics or AI by reading a book about great mathematicians or AI researchers. *Learning more about leadership and teamwork depends on a willingness to act, to learn and to change from experience: you alone provide this.* To leverage the learning opportunities of this course it is essential that you prepare for each class. I believe that, while people are born with different levels of leadership talent, everyone can improve their capacity to lead effectively regardless of their position within their organization. To this end, the course is designed around the core principles found in each class session. These are detailed below.

**Classroom Etiquette:** I ask that you keep your cameras on and microphones off (unless contributing) during class Zoom sessions. Keep your phones out of sight so that you can be fully present for the class and participate in the discussions. You can step out of Zoom if you have an emergency call or text and during breaks in the class.

# ***Course Administration***

## **Course Format:**

The course uses lectures, Feedback Groups, videos, films, papers, book chapters, discussions, case studies and experiential learning modules in the classroom.

## **Textbooks and Chapter Readings:**

1. Specified pages from *On Becoming a Leader*, 4<sup>th</sup> edition by Warren Bennis (Basic Books, 2009) – this book will be distributed to you.
2. *Man's Search for Meaning* by V. Frankl, pgs. 1 - 117 (Beacon, Press, 1959/1992) – this book will be distributed to you.
3. Chapters 2, 6, & 7 from *A Primer in Positive Psychology* by C. Peterson (Oxford, 2006) – these chapters will be distributed to you.
4. Chapters 1 & 2 of *Flourish* by M. Seligman (Free Press, 2011) – these chapters will be distributed to you.
6. Additional course readings, case studies, books chapters, readings and films or videos – see below for each week.

## **Grades are Based on:**

1. *Initial Vision* (~19%) and *Final Vision* (~13%) = Total ~32%
2. *Case Analysis* (~10%), *Core Values Essay* (11%), *PERMA-Frankl Essay* (~14%), *Feedback* (~8%) and the *Leadership Film Essay* (~10%) = Total ~53%
3. Class participation (i.e., from discussion in class and in your Feedback Groups grade given solely by peers in your Feedback Group) = Total ~15%

## **Class Preparation and Participation**

1. **Preparation.** In addition to the written assignments, you must come to class prepared by doing assigned readings as well as other work that is to be either turned in or completed before class.

2. **Participation.** In an experience-based class such as this, attendance is critical. If you are not present it is difficult to learn from others and help to develop others. Therefore, if you miss more than two classes without an excused absence, you risk failing on that basis alone and may be dropped from the class.

## **If You Miss a Class**

1. If you miss a class, please talk with two classmates from your Feedback Group (FBG) to review the discussion and material of that class session.

2. Then, email a one and one-half to two-page summary of the readings and the class discussion/material to your TA. This summary is due before the second session following your absence (unless you have an extended illness and/or a long excused absence). It is your responsibility to send these assignments to your TA and to get the necessary information given in class from your classmates in your Feedback Group.

### **Confidentiality – Classroom, Written Work, Feedback Groups & Conversations**

I assume that all material written by you for this class is open to members of your Feedback Group, the TAs and me but stays within those groups. It is likewise assumed that all personal matters disclosed in your Feedback Group or in the course stay within the classroom. I will assume that your participation in the course is an indication of your agreement to these guidelines of trust and confidentiality.

You can expect that discussions with your TA or with me of a personal nature will not be disclosed to others and are completely private and confidential unless we have your permission to discuss with others. The only time information will be shared with a broader group is if you or someone else is in danger because of you; or if you are a victim of sexual assault on campus or by a member of the Plaksha community. In this case, we then have an obligation to protect you and others and to notify those who can help.

### **Academic Integrity**

The TAs and I expect that all your assignments represent your own work unless you provide citations and references that note the source. I will not tolerate plagiarism from any source, receiving or giving unfair advantage in any assignment or quiz. In this matter there is no warning or "second chance" and the penalty is severe.

Note that it is completely fair and reasonable to request clarification from the TAs, your classmates or from me on any assignment or to ask how to get started. What is not fair is using work from the internet, books, magazines, other courses or your previous writing, other Fellow's (current or previous) work; or using any source other than yourself for your assignments or the Final Quiz.

It is permissible to get feedback from your classmates, TAs and others on your use of English. I encourage this if you feel it would be useful to improve your English skills.

## Format for All Written Assignments

1. Submit your work as a WORD document (no pdf, latex or other files) so that we can easily comment on your work using Track Changes.

2. Use 1.0" margins, 12-point Times New Roman font, and line and one-half line spacing [and no condensed or expanded text ☺] so that we can easily read your work and provide feedback. Please have your name at the top of each page and number your pages at the bottom. All assignments are due the day of class by 2 PM. Please send to your TA.

3. On the cover page of every written submission, please type the academic integrity statement below, boxed, and sign (your full name typed) and dated along with the title of your assignment before writing the assignment. [This academic integrity statement and cover-page are not counted against the total page count for the assignments.]

By my signature below, I certify that I have not received improper help nor given it to others in writing this assignment nor have I used any method that would give me an unfair advantage over others in the class. This assignment represents my own work only and I had no assistance from another person or any other source unless it is referenced at the bottom of each appropriate page.

(Full Typed Signature and Date)

4. With some 40 Scholars in the class we require a consistent way to label files that are submitted for your written work so that we can give you proper credit for your submission. We will use this standard for WORD files: *First Name Family Name – Assignment Name – Date.docx*. My filename for my *Initial Vision* submitted on 30 November 2022 would look like this: *Dwight Jaggard – Initial Vision – 30-11-2022.docx* Your assignment may be reduced in grade if this format is not followed.

5. We cannot accept late assignments unless you have an excused absence at least four hours in advance of the due date/time. Contact your TA if you have questions on this or need an excused absence. They will manage requests for late submissions or excused absences. You will be excused for matters that are outside of your control (e.g., your illness, serious illness or death in your family, extreme weather events, loss of computer).

**Our TAs:** I am so pleased that we have two highly experienced TAs, Nehal Agarwalla and Ruchi Sethia. Each TA has been chosen for their approachability, emotional availability, interest in people, both intuitive and academic knowledge of leadership, knowledge of organizational behavior and a stellar academic background. In addition, they have great common sense! Feel free to contact them any time during the course. They are committed to your best interests and are a key component to your learning, the overall success of this course and to your acclimation to TLP. Their contact information is given on the next page along with their biographical sketch. They make up this year's Dream Team!

**Contacting Dwight:** Your best way of contacting me is through [this e-mail](#): [jaggard@seas.upenn.edu](mailto:jaggard@seas.upenn.edu). [Note that I do not often monitor my Plaksha email account.] I will stay after class for as long as you would like for your questions, comments and conversations and I will set up Zoom office hours with 30-minute slots so that we can have one-on-one conversations in a tranquil environment. There will be enough slots for everyone who wants such a conversation.

## TAs:



**Nehal Agarwalla** works in the social sector with a feminist organization as a researcher. Her passion for issues of social justice and feminist leadership has kept her going.

She graduated with a degree in History from Lady Shri Ram College and later went on to do the Young India Fellowship from Ashoka University. Nehal sees her educational experience as transformational in shaping her values, ideals, and goals. As someone who is deeply passionate about issues of Gender, non-violence, caste and historical narrativization, she seeks to engage in grassroots service helping marginalized communities using tools of education, awareness, and engagement. Deeply inspired by both Gandhi and his life, Nehal has deep faith that individual efforts and love can change the world and she often seeks optimism through wins in smaller everyday battles. Nehal is still trying to find a convergence in her love for History and her drive to bring positive changes in the realm of Gender and caste.

In addition, Nehal is a fitness enthusiast and also enjoys dancing. Being trained in three dance forms and having recently picked up Belly dancing, one could

find Nehal excitedly dancing on a zoom call (now that it's virtual). Being that extroverted people's person that Nehal is, she is super excited to interact with the FoL folks and to have you on board.

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**Ruchi Sethia** has a keen interest in promoting psychological well-being in individuals and groups. She holds a Master's degree in psychology (counseling skills) and has been working as a counseling psychologist for 5+ years. She has also worked as a high school psychology teacher in the past.

She is set to begin her coursework for a year-long professional diploma in the field of clinical psychology alongside pursuing a Master's degree (distance mode) in couples and family therapy. She enjoys dancing, playing boardgames, and doting on her nephews and niece.

She has been a FoL TA and Master TA for several years at the Young India Fellowship (Ashoka University) and for the Nigerian Scholars Program (Nigerian University of Technology and Management).

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## ***Professor Dwight Jaggard***

Professor and  
Past-Chair Faculty Senate  
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Pilashka University  
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Young India Fellowship  
Ashoka University  
Visiting Faculty  
Nigerian Scholarship Program  
Nigerian University of Technology and Management  
Visiting Faculty  
Vistex Institute for Executive Learning and Research  
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**Dwight Jaggard** is Professor at the University of Pennsylvania (Penn), is a Fellow of the Institute for Electrical and Electronics Engineers and is a Fellow of the Optical Society of America. He received his Ph.D. from the California Institute of Technology (Caltech, 1977) and his master's in applied positive psychology, MAPP, (Penn, 2017). Dwight was the inaugural director (1988 – 1990) of the *Executive Master's in Technology Management* (EMTM) program at the University of Pennsylvania and again served as director from 2007 - 2014. He also served as Associate Dean for Graduate Education and Research (1992 – 1999) in Penn Engineering. Dwight has more recently been the Chair-Elect, Chair and Past-Chair of the University of Pennsylvania Faculty Senate, an organization of faculty enhancing self-governance that served the 4,500-standing faculty at Penn.

Dwight's scientific research has been in waves and complex media having done pioneering work in electromagnetic chirality (e.g., chiral materials and radiation in chiral media) and fractal electrodynamics (e.g., scattering from fractal surfaces, fractal superlattices and fractal arrays). He has published some 120 referred scientific papers, presented over 200 scientific talks, is a book editor and the author of numerous book chapters, and holds five patents for work in these and related areas. At Penn, Dwight received the *S. Reid Warren Award for Distinguished Teaching*, the *Christian F. and Mary R. Lindback Award for Distinguished Teaching* and the EMTM award for *Excellence in Teaching* along with the *Best Lecturer Award* twice for a series of lectures at General Electric, Valley Forge, PA. Dwight has been a *Professeur Invité* at INP-ENSEEIHT, Toulouse, France in the summers of 2000 and 2003. He is an international lecturer, and an instructor and facilitator in executive educational programs. Dwight also serves as a consultant and expert witness in his areas of technical expertise for IP litigation.

For over two decades, Dwight's interests have expanded to include human interaction as well as the scientific, often for those in technical, medical, manufacturing, or financial sectors. Dwight's management, education and business consulting practice has been centered in leadership development, team building, enhancing resilience, applied social psychology, coaching, enhancing persuasion and influence, decision-making, behavioral economics, positive psychology, and communications. He has served as a management or technical consultant to US and European industry and government and is the co-founder of a US high-technology company. He has facilitated numerous leadership, communications and team-building workshops to both academe and industry across five continents. His blend of scientific and interpersonal skills provides an ideal background for his prior work with some five thousand high-potential professionals from a diverse set of disciplines, and to talented students and groups where he presently spends most of his consulting time. He is a teacher, management/educational consultant, and mentor and coach to these individuals. Dwight is also a leadership workshop facilitator and lecturer for the *Institute of Management Studies* serving the US, Canada, Great Britain, Australia and Europe and he leads executive education sessions at Lehigh University's *Vistex Institute for Executive Learning and Research*.

## Schedule:

Session	Title	Date	Day	Time - IST	Deliverable
Session I	Team Dynamics & Effective Problem Solving	Nov. 9, 2022	Wednesday	6:30 - 9:30 PM	None
Session II	Team Dynamics, Strengths & Values	Nov. 11, 2022	Friday	6:30 - 9:30 PM	Strengths Assessments
Session III	Team Dynamics& Case Study	Nov. 14, 2022	Monday	6:30 - 9:30 PM	<i>Case Analysis Essay &amp; MBTI</i>
Session IV	Leadership and "The Vision Thing"	Nov. 18, 2022	Friday	6:30 - 9:30 PM	<i>Initial Vision</i>
Session V	Valuing Differences: A Basis for Coordinated Action	Nov. 21, 2022	Monday	6:30 - 9:30 PM	<i>Core Values Essay &amp; Big Five</i>
Session VI	Power, Persuasion & Influence - I	Nov. 30, 2022	Wednesday	6:30 - 9:30 PM	Draft P-F Essay
Session VII	Power, Persuasion & Influence - II	Dec. 2, 2022	Friday	6:30 - 9:30 PM	<i>PERMA-Frankl Essay</i>
	Leadership Film Viewing	Dec. 5, 2022	Monday	6:00 - 8:30 PM	View Film As a Class
Session VIII	Giving and Receiving Effective Feedback	Dec. 6, 2022	Tuesday	6:30 - 9:30 PM	Feedback Assignment
Session IX	Change, the Future & Course Warp-Up	Dec. 9, 2022	Friday	6:30 - 9:30 PM	<i>Final Vision</i>
Final Deliverable	Written Assignment in Lieu of Final Quiz	Dec. 14, 2022	Wednesday	11:59 PM	<i>Leadership Film Essay</i>

# *Course Outline*

Session - I      Team Dynamics and Effective Problem Solving      09/11/22

## Goals

- Introductions
- Clarify expectations and context/content for the course
- Experience a team project and working together
- Discover what makes a great team
- Understand a framework for effective team problem solving
- Enhance your group decision-making ability
- Explore your ability to work with others

## To Read

There are no required readings before this first session. Bring an open mind to class with all neurons firing.

You may find it useful to skim: (1) "Emerging Adulthood," and (2) "Managing Adult Transitions" for a better understanding of yourself [

## Deliverables

Team observers will email information to your TAs after the first session

Nothing else to turn in before this session – you can start reading about and then drafting your *Initial Vision*, due in Session IV if you extra time

Session – II      Team Dynamics and Self-Management (Values & Strengths)      11/10/22

## Goals

- Understand and analyze our own team dynamics
- Discover lessons on managing ourselves.
- Realize the "big-deal" regarding strengths and areas for improvement
- Consider how to both use and enhance your own strengths
- Determine and explore your core values and their use (the reading on this will be assigned for next class period)

## To Read

"Managing Oneself" by Peter Drucker, HBR (know this cold and be ready to discuss in class)

"Strengths Finder Book Summary"

"Character Strengths," chapter 6 of *A Primer in Positive Psychology* by Christopher Peterson

## Deliverables

**Team observers** will email information to their TA at the end of Session I, before 11:30 PM

Take the Gallup Clifton strengths assessment before class and bring your results to class – it is key to respond to this assessment as you are (not as who you aspire to be)

Take VIA Character Strengths and bring results to class go to <<http://www.viacharacter.org/www/>> – it is key to respond to this assessment as you are (not as who you aspire to be)

Goals

- Review of core values to understand their importance
- Understand “resonance” (or “flow”) and its relation to finding satisfying work
- Discover and explore your own life’s dream
- Understand the lessons from a case study involving teams and challenges in leadership
- Self-reflection: How do we combine values, strengths, dreams, and passions so that we know how we might best make our contribution in the world?

To Read

Case Study assigned

“Resonance, Leadership, and the Purpose of Life” by James Clawson & Doug Newburg (**← know this cold and be prepared to discuss in class**)

“Values,” chapter 7 of *A Primer in Positive Psychology* by Christopher Peterson (this topic was scheduled to be discussed in the previous lecture)

“The Group Organics Model” by Stas Kazmierski and Catherine Lilly

To View

**View** the Mihaly Csikszentmihaly TED talk, “Flow, The Secret to Happiness,”

[http://www.ted.com/talks/mihaly\\_csikszentmihalyi\\_on\\_flow?language=en](http://www.ted.com/talks/mihaly_csikszentmihalyi_on_flow?language=en)

**View** the book review of *Flow* by Mihaly Csikszentmihalyi,

<https://www.youtube.com/watch?v=8h6lMYRoCZw>

Deliverables (before class)

**Be ready** to discuss the case study – bring your notes on this case to class.

**Write** your *Case Analysis Essay* on this case – due before 4 PM, day of class – email copy to your TA (read the instructions later in this document).

**Take** the MBTI type sorter (this is to be taken in a relaxed or “shoes-off” mode outside of work or school; answer items as to how you are now, not as who you aspire to be)

Goals

- Develop a new appreciation for the meanings and aspects of “leadership”
- Learn about some popular theories of management and leadership
- Understand the concept of “the vision thing” and its importance in leadership
- Consider how vision and leadership are related to how we make our own contributions

To Read

“What Leaders Really Do” by John Kotter, HBR (odd-numbered Feedback Groups).

**OR**

“Managers and Leaders: Are They Different?” by Abraham Zaleznik, HBR (even-numbered Feedback Groups)

Pgs. 20 – 26 & 41 – 48 of *On Becoming a Leader* by Warren Bennis

“The Blake Mouton Managerial Grid” by J. Manktelov (skim)

“Theories X and Y, Revisited” by Matthew Stewart (skim)

After finishing all of the above readings, in your own mind, what is the difference between a manager and a leader? Summarize in a couple of sentences and be prepared to discuss.

Deliverables

**Write and submit** your *Initial Vision* to your TA and to Dwight before 4 PM, day of class. Be sure to read the assignment instructions later in this document for details.

Goals

- Learn about your style preferences for enhanced self-management
- Find ways to observe the preferences of others for more effective leadership
- Explore implications of style differences for your team
- Learn how differences in style preferences affect teams and leaders, especially in conflict
- Develop and enhance your own coaching skills
- Self-reflection: How would you combine your values, strengths, dreams, preferences, and passions so that you can discover how best to make your contribution to the world?

To Read

"What Makes a Leader?" by Daniel Goleman, HBR

"Leadership That Gets Results" by Daniel Goleman, HBR"

"Values," Chapter 7, *A Primer in Positive Psychology* by Christopher Peterson (review from Session III).

Deliverable

**Set aside 30 to 40 minutes and take the IPIP-NEO Personality Inventory and bring a copy of the results to class in Session VI see <https://www.personal.psu.edu/~j5j/IPIP/ippneo300.htm>.** Download your results before closing your browser at this site.

**Write** your *Core Values Essay* after re-reading "Values," Chapter 7 of *A Primer in Positive Psychology* by Peterson. Be sure to read the assignment instructions. Email to your TA before 4 PM, day of class.

Goals

- Understand the typology and many faces of power
- Learn some of the dynamics of culture as applied to leadership
- Discover the key principles of ethical persuasion and influence
- Appreciate the practical uses of power, persuasion, and influence in a work environment
- Learn a framework for making agreements with others (where you don't have authority)
- Apply all the above to a major case study

To Read

"The Basis of Social Power," by John French and Bertram Raven from *Studies in Social Power*, by Dorwin Cartwright (Ed.)

"Influence Without Authority: The Use of Alliances, Reciprocity, and Exchange to Accomplish Work" by Allen Cohen and David Bradford

Chapters 1 & 2 of *Flourish* by Martin Seligman (needed for your *PERMA-Frankl Essay*)

*Man's Search for Meaning* by Viktor Frankl, pgs. 1 – 117 (needed for your *PERMA-Frankl Essay*)

Deliverable:

**Finish your final version and submit** your *PERMA-Frankl Essay* after reading the instructions latter in this document. Submit by 4 PM, day of class, 02/12/22.

**Goals**

- Understand the value of performance measurement and begin to develop measures for team
- Learn about useful ways to give and receive feedback
- Clarify and discuss feedback from teammates about self and team
- Understand how authentic feedback is essential for self and team development

**To Read**

"Coaching for Change," R. Boyatzis, M. Smith and E. Van Oosten, People Matters (June 2010). (Read before giving written feedback to others in your Feedback Group.)

"Nondirective Coaching: Helping People Change" by T. Bacon. (Read before giving written feedback to others in your Feedback Group.)

"Giving and Receiving Feedback: It Will Never Be Easy, But It *Can* Be Better," by L. Porter, read pgs. 18-19.

**Deliverables**

There are two parts to this assignment. First, you will write a page of feedback for each member of your Feedback Group and second, you will get feedback from eight people outside the class (you will need to request feedback from 12 to 14 people to get eight responses). Use a web-based survey of your own making (e.g., Typeform) – be careful that you don't lose your information after some period of time on free survey sites. See the instructions later in this document for getting and formatting the responses from those outside of class.

**To Do**

Meet with your FBG to organize how you will create your *Leadership Film Essay*. You might decide on a thesis statement and general approach. You may want to assign various parts of the Essay to various FBG members. Be sure to read the instructions. Get a rough first draft as soon as possible. One essay per FBG. The due date is after 09/12/22.

**Goals**

- Understand change and how it comes about
- Comprehend methods of sustaining significant change
- How do we personally blend our core values, strengths, preferences, and passions to determine the best course of our future lives?
- Course wrap-up
- Farewells

**To Read**

"How Will You Measure Your Life" by Clayton Christensen, HBR

"Writing S.M.A.R.T. Goals" [ Read before writing your *Final Vision*.]

Introduction and chapter 1 of *The Stories We Live By*, by Adams. [ Not assigned this year.]

**Deliverables**

**Write** your *Final Vision*.

Be sure to read the instructions for detailed information before writing.

Bring a hard copy of your *Final Vision* to class and email a copy to your TA and to Dwight before 4 PM, day of class (do not email a copy to members of your FBG).

Write the final version of your *Leadership Film Essay*. The due date is after 09/12/22.

## ***Evaluation and Assignments***

### **Assignments – Instructions**

The sequence of assignments is intended to support the development of your skill in learning from your experience. Your grade for this course will depend on your assignments and class participation. Please note the following for all assignments:

- Try to be as candid as possible in your writing on personal matters. We've learned that the more you articulate your thoughts and feelings the more valuable these exercises are in meeting your learning goals.
- While many of these assignments are personal, they may be read by others in your Feedback Group, your TA and Dwight. Therefore, take care to write in a manner that will be understood and to provide an appropriate context. Warren Bennis notes that "context is everything" . . . so be sure to supply plenty of context!
- Follow the instructions carefully. Each major assignment has a designated format and material to be covered. Pay attention to assignments where reference material from this course is used; reference all ideas that are not your own.
- Hint: Linking course materials to your assignment is a big plus. This demonstrates that you have not only read the assigned readings but that you have understood how they can be applied.
- Late papers cannot be accepted unless excused 4 hours in advance of due date/time. Contact your TA if you have any questions. A percentage penalty will be given for late papers that are not excused.

**See the detailed instructions for each major assignment on the following pages.**

## **1. Case Analysis Essay**

[After: The Australian School of Business]

(4 pages, 5 pages maximum. Send copy to your TA.)

### **What is a 'case'?**

A case is a scenario that gives you the opportunity to identify problems and recommend a course of action in a business situation. The case may be real or fictional but will usually represent a complex situation with no ready solutions.

### **What is your role as an analyst?**

In analyzing a case your task is to

- Identify the problem(s) in the situation presented in the scenario
- Analyze the key issues within the context of the theory presented in your course
- Develop and compare alternative solutions to the problems
- Consider the advantages and disadvantages of various possible solutions
- Select the best solution and make recommendations for action
- Write up your case analysis in appropriate case analysis report format.

### **Why are you asked to write case analyses?**

You are asked to write case analyses in some of your courses to enable you to demonstrate that you can apply conceptual frameworks from your course to real situations and integrate topics in your analysis.

Case analyses also enable you to improve your critical thinking and analytical abilities, your ability to evaluate sources of information and your written communication skills.

Case analyses are often used in employment interviews to assess:

- How you think
- How you structure problems
- Your ability to \*conceptualize, \*draw clarity from ambiguity, \*form views, \*make recommendations.

### **What are the stages in preparing a case analysis?**

There are several stages in preparing a case analysis. These are:

- Understanding the case
- Identifying the core problem in the case
- Analyzing the issues in the context of a theoretical framework
- Exploring alternative solutions with reference to a theoretical framework
- Choosing the best solution
- Making recommendations for action.

### **What do you need to do to understand the situation?**

Your first task is to understand the scenario you are given. When you read the scenario, you should identify the facts of the case. The following questions can guide you in doing this.

- What is the mission of the organization?
- Who are the "stakeholders" within the organization?
- Who are the "stakeholders" or target groups outside the organization?
- What is the formal decision-making process in the organization?
- What are the informal decision-making processes in the organization?
- What is the process of production or service delivery?
- Who are the competitors?
- What external factors impact on the organization?
- What is the major problem?
- What are subsequent problems and implications?
- What is the role of management in relation to the problem?
- What is the role of production/service providers in relation to the problem?

As you are reading you will also need to fill in gaps based on your knowledge of theory and of the world and ignore irrelevant details.

### **What are the steps in identifying the core problems?**

As you identify the facts of the case you will begin to think about the problems and to decide which problems are core problems. In doing this you will need to

- Distinguish between symptoms of the major problems and the major problems themselves
- Distinguish between immediate and longer-term problems
- Find evidence to support your decision about what you believe to be the core problems.

### **What are the steps in analyzing the issues?**

As you identify the core problem(s) you will begin to analyze the issues underlying these problems. The following steps assist with this.

- Identify any bias in the way the case is described.
- Classify the factors that influence the problem as internal or external to the organization.
- Reflect on theoretical principles from your course that might explain aspects of the case.
- Apply analytical models from your course to further illuminate the situation.
- Identify the decisions that need to be made.
- Identify strategic issues.
- Identify risk factors.
- Identify historical precedents.

### **What are the steps in exploring alternative solutions?**

As you are analyzing the issues you will begin to think about alternative solutions. You should:

- Consider individual and organizational levels
- Consider the long and the short term
- Define the alternative possible solutions
- Compare the alternative solutions regarding \*theoretical grounding, \*strengths and weaknesses, \*risk factors.

### **How do you choose the best solutions?**

As you explore the alternative solutions you will begin to decide on the best solution for the organization in solving its problems. It is important at this stage to provide a justification for the solution (or solutions) you choose.

### **What are the steps in making a recommendation?**

When you have decided on the best solution you will be able to make a recommendation or recommendations.

At this stage you should do the following:

- Express your recommendation(s) precisely.
- Ensure that your recommendations are complementary.
- Ensure that it is feasible to implement the recommendations.

### **How do you present your case analysis?**

A case analysis is presented as a report. The following is a suggested structure for a case analysis report:

<b>Introduction:</b>	Describe the situation and identify the main problem.
<b>Body:</b>	Analyze the problem and the issues underlying the problem. Present and analyze alternative solutions to the problem.
<b>Conclusion:</b>	Identify the best solution.
<b>Recommendations:</b>	Identify the courses of action needed to implement the best solution.

### What makes a good case analysis?

A good case analysis:

- Clearly identifies the core problem(s)
- Provides a justification for the choice of core problem(s)
- Analyses the issues underlying the problem in terms of the relevant theory
- Uses appropriate terminology
- Justifies the alternative solutions in terms of appropriate theory
- Justifies the choice of the best solution
- Presents feasible and complementary recommendations for implementing the best solution
- Is presented in appropriate report format.

**Note there may be one central problem or as many as three or four. Be sure to identify the important problems and issues.**

### Is there a best answer for a case analysis?

It is important to remember that there is no one correct answer to any case analysis. As in real life, there is more than one way to interpret a case and solve problems, so there is no single answer. The approaches, interpretations and recommendations of different students will probably vary considerably. This provides a useful opportunity to compare and discuss different analyses and alternative solutions, which is a common practice in real life before finally recommending one solution.

### Are all case analyses similar?

The general principles explained in this handout are relevant for all case analyses. However, there are some differences in requirements from one course or one case analysis or one lecturer to the next. Sometimes, for example, it will not be necessary to make recommendations. These notes provide a general understanding BUT you should always give priority to your lecturer's requirements!

**Do I answer 'critical incident' questions in the same way as case analyses?** Sometimes, especially in an exam, you may be presented with a case study in the form of a 'critical incident' and asked a series of questions about it. In this case you do not have to write a case analysis according to the format described in this handout. You simply directly answer the questions you are asked.

## **2. Initial Vision**

(4 pages, 6 pages maximum. Send copy to your TA and to Dwight. Bring a copy to class.)

The goal of the Initial Vision is to have you reflect on your life to examine the major influences (events and people); examine and reflect on your strengths and areas for improvement; and finally, to consider and articulate the kind of leader you would like to become. Knowing where we have been is useful in helping understand better where we are now and, perhaps, where we will go in the future.

The first section is typically the longest and provides an accounting of the significant people and the significant events in your life prior to TLP. Consider family members and other important people who influenced you while growing up and attending college or university. Other important people might include close friends, teachers, coaches and civic or religious leaders who influenced you in some way. Focus on the key individuals and events and explain why they were important to you. Be as open as you feel comfortable. This document will only be seen by those in your Feedback Group, your TA and Dwight.

The second section includes three strengths and three areas for improvement with comments on each. For your strengths you might use results from your Gallup Strengths assessment, the VIA Character Strengths, a combination or simply your own knowledge of where you excel. Comment on how each strength expresses itself. Note: this is not a section of listing of accomplishments, this is instead a section that identifies the best qualities in you and those things allow you to be at your best. Provide examples or context for your strengths.

For areas for improvement give some thought as to the areas that are holding you back from doing your best work. Perhaps these areas are now ripe for development. Provide examples or context for your areas for improvement.

The sections on strengths and areas for improvement need to be more than a simple list or bullet points. Remember, context is everything! Provide supporting sentences.

The third section is the most abstract and includes several paragraphs on the type of leader you would like to become. This is not (primarily) about your anticipated career, rather it is about the type of person you would like to become and the type of character you would like to have when fulfilling your leadership potential. You may want to note how your values, combined with your strengths and passions, influence the type of leader you would like to become. Here leadership is defined is knowing how to best make your contribution to the world.

Remember that a reader who may not know you well (yet) will be reading your work. Be sure to provide context for your insights so that they understand the meaning and impact of the things you discuss in this paper.

**Hint: Use the three sections above with headings to provide structure to your paper. These sections are relatively independent of each other.**

If the items above are included, you can have creative additions. Sometimes Scholars use a quotation, poem, image, or executive summary to introduce their writing.

### **3. Core Values Essay**

(2 pages, 3 pages maximum. Send copy to your TA.)

Review your *Values Sorter* results and identify your top four to six values (i.e., your signature values). Comment on your values, describe them and what they mean to you. Answer the questions the items listed below. Finally, locate your signature values on the chart by Schwartz (see the circular diagram by S. H. Schwartz, (1944) retrieved from <https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1116&context=orpc>) and comment on the results.

The identification of your values will be useful as you write your *Final Vision* later in the course and for your own goal setting, in crisis management and in planning.

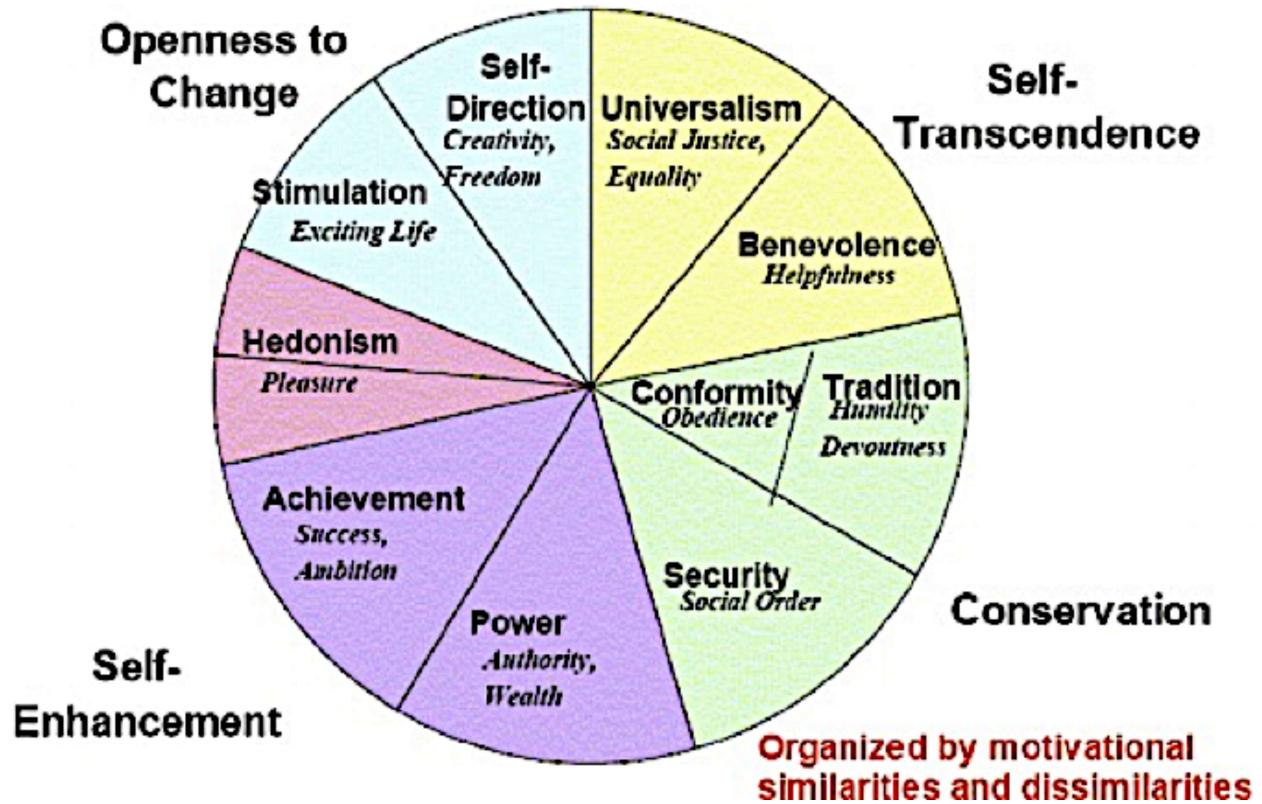
Structure this paper to answer the following questions:

1. What person is your hero/heroine? Explain.
2. What thing do you value the most of all? Explain.
3. What is your own (brief) definition of values?
4. What are your core values (say, 4 to 6 values) as found in your Values Sorter?
5. How might you use your core values in your work after TLP?

Finally, copy the chart by Schwartz (circular chart, top of next page), locate your signature values in appropriate places on the chart. Do your strengths cluster in one part? Are they dispersed? What are the implications? Discuss briefly. Note that each section of the circular chart is described in more detail in the table below it (bottom of next page).

**Hints:**

1. Hero/heroine – please choose one person.
2. What do I value the most? – this may or may not be one of your core values. For example, you might have as a core value “relationships” or “friendships” and the thing you value the most could be a family member or very close friend.
3. Mapping core values onto Schwartz’s chart – your core values will most likely be in terms that are rather different from those of Schwartz. The idea here is to take your very specific core values and place them in the most appropriate sector of Schwartz’s chart in order to see these values in a new light, to understand them more deeply and to see how your core values relate to each other. The table below the chart provides an explanation of each sector in the chart.



#### **4. PERMA-Frankl Essay**

(3 pages, 4 pages maximum. Send copy to your TA.)

The purpose of the *PERMA-Frankl Essay* is to discover the original work of authors Martin Seligman and Viktor Frankl and to determine any connections between their writings. **In your first paragraph be sure to include a thesis statement<sup>2</sup> written in bold font and use the remainder of the essay to support your thesis statement.** You should conclude with a summary paragraph that restates your thesis sentence and provides an appropriate conclusion. Your sources will be the assigned chapters from Seligman's *Flourish* and the assigned pages from Frankl's *Man's Search for Meaning*. These are the only two references you are to use in this paper.

This is a formal academic paper with citations and references (using only material from this course and the two sources above) and a thesis statement. The remaining parts of the paper should be supportive of this thesis statement. Be sure you or someone in your Feedback Group goes through and uses a standard format for citations and references (e.g., American Psychological Association or APA format<sup>3</sup>) with references given at the end of the paper. Be sure to reference the ideas of others and let the reader know which ideas are yours.

During your paper, I suggest that you consider some of the things most valued by Viktor Frankl that are also noted by Seligman. In other words, what are the major items that are emphasized by both Frankl and Seligman? Do spend the bulk of your time exploring these connections.

During your writing, briefly describe the component parts of PERMA. How could you summarize Seligman's and Frankl's writing in a few sentences? What are the commonalities or connections? How do they reinforce each other? Are there ways in which they differ?

**Hints:**

1. When discussing information from either Frankl or Seligman, use a citation that includes a page number and a list of references (most likely the two books) at the end.
2. A typical APA citation looks like this:  
**Author Victor Frankl describes freedom from suffering (Frankl 1959, p. 58) . . .**
3. A typical APA reference (at the end of your paper, placed in alphabetical order) looks like this:  
**Frankl, V. (1959). *Man's search for meaning: An introduction to logotherapy* (4th ed.). Boston, MA: Beacon Press.**
4. When stating your own ideas, you might use a sentence such as the one below to indicate the origin of your writing.  
**I note that both Frankl and Seligman . . .**

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<sup>2</sup> A thesis statement or thesis sentence serves as the organizing principle of the text and typically appears near the end of the introductory paragraph. It identifies the main idea or central purpose of your writing, and the remainder of your writing supports the thesis statement. It is not a mere statement of fact. Rather, it is an idea, a claim, or an interpretation, one that others may dispute. Your job as a writer is to persuade the reader that your argument is a valid one. [After ThoughtCo., <https://www.thoughtco.com/thesis-statement-composition-1692466>, accessed 12/16/2020, see this site for more information on a thesis statement.]

<sup>3</sup> For APA style citations and referencing see <http://www.easybib.com/guides/citation-guides/apa-format/>.

## 5. Providing *Peer Feedback* for Each Member (Your Client) of Your FBG

(1 page for each person. Bring hardcopy to class for each person and email to your TA by 4 PM of class day. Do not email to other students.)

There are two parts to this assignment.

**Part – I:** Write a page of feedback for each person in your Feedback Group. This should be on a separate physical page for each person. Bring the pages to class for a debriefing exercise.

Look at your clients' *Initial Vision*, think of your own observation of your clients in class during the semester and consider informal interactions that you may have had outside of class. Based on all your observations write a paragraph on what they are doing well and another paragraph on what could be improved. [Another way to frame this is to write a paragraph on what you would like to see more of and a second paragraph on what you would like to see less of.] Remember the papers you have read on coaching.<sup>4,5</sup> Be **compassionate, constructive, and candid** in your coaching.

Do not send these documents to your clients. Instead bring a hard copy to class (one separate page per client) for an exercise that we will do during the class. Also send a copy to your TA before 4 PM the day of this class.

**Part – II:** For your assignment in getting feedback from eight people outside of class, you will need to contact some 12 to 15 people to get eight responses. You may ask a variety of questions. However, be sure to include the following two key questions. What are you doing well? What could you do better? Use an anonymous survey (e.g., Typeform or SurveyMonkey) that will allow free-form answers. I have found Typeform to be excellent. Email your potential responders and ask if they would be willing to provide candid feedback for a leadership course you are taking. Let them know that their responses will be anonymous, and you will not see any names connected to any comments. Let them know how much time you are asking them to take (e.g., 10 or 15 minutes) and be sure to thank them in advance for their help. Ask a broad set of people for feedback to get the most accurate and useful information. I suggest you use family, close friends, more distant friends, those who are older, those who are younger, friends from high-school or university and friends/supervisors/subordinates from work. Bring this feedback to class so that you can integrate this feedback with that of your Feedback Group. *You will be asked how many pieces of feedback you obtained.*

This assignment is an excellent chance for growth in both giving and receiving effective feedback. Your thoughtful work will help others and reading feedback on yourself may contribute to your own plan for future change.

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<sup>4</sup> See, Terry Bacon, "Nondirective Coaching: Helping People Change."

<sup>5</sup> See, R. Boyatzis, M. Smith and E. Van Oosten, "Coaching for Change," *People Matters* (June 2010).

## 6. Final Vision

(4 pages, 6 pages maximum. Send copy to your TA and to Dwight. Bring a copy to class.)

The goal of the *Final Vision* is to imagine where you will be in 15 years and what it takes starting now to achieve this state. Read the Introduction and Chapter 1 of the book, *The Stories We Live By*, by McAdams (← if assigned this year) and the short paper, "Writing S.M.A.R.T. Goals" before writing your *Final Vision*. Think about your own story (past, present, and future) and its trajectory before proceeding further with this assignment.

Write a detailed description about your life 15 years from now [think "**a compelling image of an achievable future**"] in which you describe your imagined future state based on your goals, feedback, and the readings for this course. You might imagine yourself being interviewed for a podcast 15 years from now. This is the main part of the assignment. This description will include your life at work, home, community, and the things you do for renewal (i.e., physical, emotional, spiritual, and intellectual aspects). This future state incorporates all that you have learned and the feedback that you have received during the course. Here you are using the present tense to write about your life at this point and noting how you came to this point in your life (using the past tense) since this class, *Foundations of Leadership*. Please be specific and vivid. If you are associated with an organization or company, provide its name. If you have a family, give the names of your significant other and any other important family members.

Next, write a paragraph or two indicating what you need to do this week, this month, and this year to achieve your goal as stated in the first part of your paper. Consider the steps outlined in the paper "Writing about S.M.A.R.T. Goals"<sup>6</sup> as you think about your future. Consider in your document how you will measure your progress (this is the "M" in S.M.A.R.T.).

**Note: For the items above you may write the material as indicated or you may use any other medium (e.g., painting, poem, images/images, video, audio recording). This is a chance to be creative in ways other than writing if that is your preference.**

Finally, on a separate page, write a one-page letter to your future self, noting the most important things you would like to remember from this course. What are your personal take-aways from the sessions we had together, the readings and interactions with your Feedback Group and others. This letter will be addressed to you and signed by you. The goal is to recall the key ideas that are most important to you from our time together. I encourage you to make a note on your calendar to re-read this letter next summer before your TLP convocation so that you can re-connect to your goals at that time.

### Hints:

1. No formal references are needed for this paper, but you may want to refer to specific course material throughout and note this material in your writing.
2. Linking your assignments to course material is always a plus.
3. You may use an informal style for this assignment if desired.
4. Bring a hard copy of your letter to class. No one will see this letter except for yourself.

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<sup>6</sup> Here the "R" in S.M.A.R.T. stands for "results-focused." Other authors have alternative designations such as "relevant," "realistic" or "reasonable" for this letter.

## **7. Leadership Film Essay**

(4 pages, 5 pages maximum. Send copy to your TA)

The goal of this assignment is to use a leadership film to bring together several the key points of knowledge of this course and to consolidate your understanding of leadership and/or well-being. This analysis is to be done as a group with one essay submitted per Feedback Group. On the first page, in addition to the statement of Academic Integrity which is signed by each student in the Group. The contribution of each student to the final paper should also be listed on the first page. Please note that you are not to use any material outside of the film and the course material (e.g., readings, book chapters, slide decks, videos, lectures, class discussions are fine to use).

This is a formal paper with references (using only material from this course) and a thesis statement. The remaining parts of the paper should be supportive of this thesis statement.<sup>7</sup> Be sure someone in your group goes through and uses a standard format for references (e.g., American Psychological Association format) with references given at the end of the paper.

After viewing the film, write a paper in response to some of the questions or statements below or others that you may create. The items below are to help you think about your paper, but you are in no way limited to these items nor do you have to address any or all of them. You may examine one or more characters and use whatever "lens" you think is best suited to your analysis. As always, linking your analysis to course material is a plus.

- What role does leadership and/or well-being play in the film?
- Using what you learned about leadership and flourishing from our course, analyze the leadership demonstrated by the main characters – what skills and techniques do they utilize that make them effective leaders (or not)
- What, from your perspective, could the main characters have done differently to be better leaders?
- Is there a role that personality played? If so, what?
- What role does teamwork play in the leadership dynamic (if applicable)?
- Does positive psychology or PERMA have an application here? If so, what parts?
- What is the sense of well-being or flourishing in this film? How does it change?
- What is the role of values and/or character strengths?
- What is the role of teamwork, teams, or group decision-making?
- Is there a role played by vision, personal characteristics, traits, or strengths. Is there a role played by political savvy, power and persuasion, or decision-making?
- Any leadership or positive psychology lessons demonstrated or learned?
- Any application of the film to today's situation?

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<sup>7</sup> A thesis statement or thesis sentence serves as the organizing principle of the text and typically appears near the end of the introductory paragraph. It identifies the main idea or central purpose of the text, and the remainder of the text supports the thesis statement. It is not a mere statement of fact. Rather, it is an idea, a claim, or an interpretation, one that others may dispute. Your job as a writer is to persuade the reader that your argument is a valid one. [After ThoughtCo., <https://www.thoughtco.com/thesis-statement-composition-1692466>, accessed 12/16/2020, see this site for more information on a thesis statement.]

## ***For Further Reading***

Here are some books I have found useful. The limitation of these books is that many of them are written from a US-centric perspective. You will find numerous books by other authors yourself. If you find something very useful, please send me an email with your suggestion. I am especially interested in books written with the Indian, African, or European context in mind.

### **General Leadership**

Any books or articles by Warren Bennis, Peter Drucker, or John Kotter.

W. Bennis, *On Becoming a Leader* (1989) [a leadership classic by a leadership guru, practitioner, researcher, and theoretician].

W. Bennis, *Why Leaders Can't Lead* (1989) [a leadership guru looks at the obstacles to leadership and offers advice and hope].

W. Bennis and B. Nanus, *Leaders: Strategies for Taking Charge, 2<sup>nd</sup> edition* (2007) [a management classic said to be among the top 50 business books of all time].

W. Bennis and J. Goldsmith, *Learning to Lead* (1997) [workbook on leadership].

W. Bennis, *Managing the Dream* (2000) [summary essays on leadership].

W. Bennis and R. Thomas, *Geeks and Geezers* (2001) [recent contribution from this leadership leader; based on a series of interviews of older and younger leaders].

R. Boyatzis and A. McKee, *Resonant Leadership* (2005) [an examination of what makes great leaders].

B. Brown, *Dare to Lead: Brave work: Tough Conversations: Whole Hearts* (2018) [using empathy, connection, and courage to lead effectively]

S. Covey, *Principle-Centered Leadership* (1992) [introduces fundamental principles for ethical leadership and includes examples].

M. DePree, *Leadership is an Art* (1989) [an industrial leader writes about trust, grace, and spirit which are critical to organizations; emphasizes the art rather than the science of leadership].

M. DePree, *Leadership Jazz* (1992) [leadership, like jazz, is a public performance with everyone needed to perform both as an individual and as a part of a group].

P. Drucker, *The Essential Drucker* (2001) [the best of Drucker's papers over a span of 60 years].

S. Friedman, *Leading the Life You Want: Skills for Integrating Work and Life* (2014) [covers the critical skills for harmonizing work with the rest of life using compelling original and true stories].

S. Friedman, *Total Leadership* (2008, 2014) [the seminal work on how to enhance performance and have a richer life in all areas of life by finding synergies across the self, work, family, and community life domains].

B. George, *Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value* (2003) [a call to genuine and ethical leadership by the former CEO of Medtronic].

R. Greenleaf, *Servant Leadership* (1977) [a look at leadership and management stressing the need for leaders, followers, and organizations to serve].

*Harvard Business Review on Leadership* (1990).

J. Kotter, *What Leaders Really Do* (1999) [effective leaders often do the unexpected to accomplish their goals].

J. Kotter, *Leading Change* (1996) [why many efforts fail to bring change and an 8-step process for making effective change].

J. Kouzes and Barry Posner, *The Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations*, "3<sup>rd</sup> edition, Jossey-Bass (San Francisco, 2002) [an excellent general leadership book that could be used as a textbook].

N. Machiavelli, *The Prince* (circa 1520) [classic book by Florentine ruler on the tough realities of government].

A. McKee, R. Boyatzis, and F. Johnston, *Becoming a Resonant Leader* (2008) [using methods of emotional intelligence to renew relationships and enhance effectiveness]

Sun Tzu, *Art of War* (circa 200 B.C.) [part of a series of classic works on Chinese military thought published together around 1000 A.D.].

M. Useem, *The Leadership Moment* (1998) [includes sketches of nine leaders and how they make a difference; provides insights and lessons learned in each case].

G. Yuki, *Leadership in Organizations* (1994).

## Influence

R. Cialdini, *Influence: Science and Practice*, new and expanded (2021) [the complete reference on influence, persuasion, and compliance from a social psychological view with applications to work, sales, marketing, and life – the science of ethical persuasion with a 7<sup>th</sup> principle added].

R. Cialdini, "Harnessing the Science of Persuasion" (October 2001) in *HBR* [good summary paper of 2008 book *Influence*]

A. Cohen and D. Bradford, *Influence without Authority* (1989) [exercising influence laterally and upwardly in organizations].

A. Cohen and D. Bradford, *Influencing Up* (2012) [updated version of their 1989 book, how to influence those above you].

J. DeLuca, *Political Savvy* (1999) [captures what ethical leaders do as they navigate the political landscape of their organizations].

R. Fisher and A. Sharp, *Getting it Done* (1998) [how to lead and influence when you are not in charge].

J. Haidt, *The Righteous Mind* (2012) [a great book on how we make decisions and the role of empathy by a world-class moral psychologist]

C. Hegarty, *How to Manage Your Boss* (1985) [using effective communication to improve relations and manage upward].

B. Lee, *The Power Principle* (1997) [a blend of principles and examples regarding the ethical use of power and influence and their relation to honor, trust, and respect].

G. Shell and M. Moussa, *The Art of Woo: Using Strategic Persuasion to Sell Your Ideas*, (2007) [book by negotiation experts on persuasion by "winning others over"].

## **Negotiation**

- M. Bazerman and M. Neale, *Negotiating Rationally* (1992) [identification of common errors and behaviors in negotiation with advice on solutions].
- R. Fisher and W. Ury, *Getting to Yes* (1981) [the original negotiation classic by the Harvard negotiation team].
- G. Shell, *Bargaining for Advantage* (1999) [great book on using your natural style in negotiations].
- W. Ury, *Getting Past No* (1991) [classic negotiation text by a member of the Harvard negotiation team on dealing with difficult people].

## **Positive Psychology**

- B. Fredrickson, *Positivity* (2009) [one of the pioneering works on positive psychology].
- J. Haidt, *The Happiness Hypothesis* (2006) [outstanding work on what makes us happy and joyful by a great moral psychologist].
- S. Lyubomirsky (2008) *The How of Happiness* [probably the best guide to positive psychology interventions matched to the individual].
- C. Peterson, *A Primer in Positive Psychology* (2006) [best text on positive psychology by one of the founders of the subject].
- K. Reivich and A. Shatté, *The Resilience Factor* (2002) [best book on what resilience is and how it can be enhanced].
- M. Seligman, *Authentic Happiness* (2002) [book that explores the roots of happiness and positive psychology using empirical data – it answers the question “What makes us happy?” by the father of positive psychology].
- M. Seligman, *Flourish* (2011) [on what makes a good life from the father of positive psychology].
- M. Seligman, *Learned Optimism: How to Change Your Mind and Your Life* (1990, 1998, 2006) [cognitive behavior approaches to change and improve our thinking].

B. Schwartz and K. Sharpe, *Practical Wisdom: The Right Way to Do the Right Thing* (2010) [how to think like Aristotle about everyday matters to lead satisfying lives].

### Selective Work on Interpersonal Skills

S. Covey, *The 7 Habits of Highly Effective People* (1989) [the original Covey book concerning methods of increasing personal effectiveness].

S. Covey, *The 8<sup>th</sup> Habit: From Effectiveness to Greatness* (2005) [a focus on the knowledge worker – looking toward new skills and tools for today]

S. M. R. Covey, *The Speed of Trust* (2008) [focused on the issue and importance of trust].

A. Grant, *Give and Take: A Revolutionary Approach to Success* (2013) [fresh insights into how our behavior in giving to others contributes also to our own success].

A. Grant, *Think Again: The Power of Knowing What You Don't Know* (2020) [insights into how to open your mind and have the courage to take in new experiences].

D. Goleman, *Emotional Intelligence* (1997) [the seminal book on the important field of emotional intelligence]

D. Goleman, *Social Intelligence* (2007) [examines a new model of intelligence drawn from the emerging field of social neuroscience].

M. Laney, *The Introvert Advantage: How to Thrive in an Extrovert World* (2002) [great book for introverts living in an extrovert world . . . or those who know them].

L. Mc Callister, *I Wish I'd Said That!* (1992) [light reading on communication style differences and how to effectively overcome them].

J. K. Norem, *The Positive Power of Negative Thinking* (2001) [using defensive pessimism to perform at your peak without driving others crazy . . . wonderful for pessimists who want to harness their drive in a positive way].

S. Scott, *Fierce Conversations* (2002) [book on transforming everyday conversations into effective means for getting your message out].

- D. Stone and B. Patton, *Difficult Conversations* (2010) [the Harvard negotiation team looks at methods of effective communication when it is most difficult].

### **Time Management, Procrastination, Perfectionism and Priorities**

B. Brown, *The Gifts of Imperfection: Let Go of Who You Think You're Supposed to Be and Embrace Who You Are* (2010) [a classic book on using courage, compassion, and connectedness to enhance our sense of worth and to become more authentic]

S. Covey, A. R. Merrill, and R. R. Merrill, *First Things First* (1994) [methods for creating time for things that are most important, a wonderful time-management book and more].

A. Emmett, *The Procrastinator's Handbook* (2000) [provides insights into the "why" of procrastination and gives practical methods on how to organize time and achieve goals].

J. Kofodimos, *Balancing Act: How Managers Can Integrate Successful Careers and Fulfilling Personal Lives*, (1993) [insight text on managing the challenge of work-life balance].

A. Lakein, *How to Get Control of Your Time and Your Life* (1973) [*the* classic short book on time management].

J. Loehr and T. Schwartz, *The Power of Full Engagement* (2003) [a look at managing high-performing people and organizations using the metaphor of the athlete].

S. Martin, *CBT Workbook for Perfectionism: Practical Skills to Help You Let Go of Self-Criticism, Find Balance, and Reclaim Your Self-Worth* (2019) [practical guide and workbook to help end perfectionism and find the courage to try new things].

P. Nickerson and A. Mackenzie, *The Time Trap* (2009) [five reasons why time is wasted and methods to overcome delay].

T. Pychyl, *Solving the Procrastination Puzzle* (2013) [research-based strategies for coping with procrastination, a guide for getting unstuck].

P. Steel, *The Procrastination Equation: How to Stop Putting Things Off and Start Getting Stuff Done* (2012) [insights into procrastination by a researcher who has spent his professional life investigating this topic].

## Teams

J. Belasco and R. Stayer, *Flight of the Buffalo* (1993) [helping organizations change].

J. Hackman, *Leading Teams: Setting the Stage for Great Performances* (2002) [the classic standard on teams].

J. Katzenbach and D. Smith, *The Wisdom of Teams* (1993) [how to create high-performance teams].

P. Lencioni, *The Five Dysfunctions of a Team* (2002) [a fable that looks at the pitfalls of teams and ways teams can improve their performance].

S. Sinek, *Why Some Teams Pull Together and Others Don't* (2014) [leadership and teams and how leaders watch out for their team members].

C. Sunstein, *Wiser: Getting Beyond Groupthink to Make Groups Smarter* (2014) [investigates why making group decisions is so challenging and provides some remedies].

## Additional Related and Relevant Books

D. Ariely, *Predictably Irrational, revised and expanded edition* (2010) [a great read by an author who looks at the many ways we live irrational lives]

R. Axelrod, *The Evolution of Cooperation: revised edition* (2006) [a great introductory text on game theory and its applications with several solutions and an exhaustive look at the Prisoner's Dilemma]

S. Cain, *Quiet – The Power of Introverts in a World That Can't Stop Talking* (2012) [an examination of the world of introverts and how their unique skills can be used – great for introverts and those that know them].

N. benShea, *Jacob the Baker* (1989) [collection of short, wise, stories].

- D. Brooks, *The Road to Character*, (2015) [great book on the difference between "résumé virtues" and "eulogy virtues." The former are the items you place on your résumé - the skills that you bring to the job market, the ones that contribute to external success. The latter are deeper - they get talked about at your funeral, the ones that exist at the core of your being].
- M. Buckingham and D. Clifton, Now, *Discover Your Strengths*, (2001) [a book that explores Drucker's comment that "many people do not understand their strengths" – this book emphasizes the building of lives and organizations around a greater understanding of strengths].
- S. Cain, *Quiet – The Power of Introverts in a World That Can't Stop Talking*) (2012) [an examination of the world of introverts and how their unique skills can be used].
- A. Dixit and B. Nalebuff, *The Art of Strategy* (2008) [using little mathematics, the authors demonstrate the many applications of game theory in business and everyday life].
- V. Frankel, *Man's Search for Meaning* (1950) [inspirational classic on ways to survive any *how* if there is a *why*; said to be one of the ten most influential books in America in 1991].
- D. Harris, *10% Happier: How I Tamed the Voice in My Head, Reduced Stress Without Losing My Edge, and Found Self-Help That Actually Works – A True Story* [a TV broadcaster's adventure in going from panic attacks to peace using meditation – written with humor].
- S. Johnson, "Yes" or "No" (1992, 1993) [short, easy read on enhancing decision-making abilities].
- D. Kahneman, O. Sibony and C. Sunstein, *Noise: A Flaw in Human Judgment* (2021) [remedies to reduce noise or variability in making decisions].
- D. Kahneman, *Thinking, Fast and Slow* (2011) [a Nobel laureate in economics examines the world of behavioral economics – this is the fundamental book on the subject]
- J. Kouzes and B. Posner, *Credibility* (2003) [the authors provide examples of managers and the methods they use to develop and strengthen their credibility].
- D. McAdams, *The Redemptive Self, revised and expanded edition* (2013) (a book of great stories and the concept of "generativity" – the idea of mentoring, leading, providing for others, and working hard to make things better for the future].
- R. McCree, *Personality in Adulthood: A Five Factor Theory Perspective, 2<sup>nd</sup> edition* (2005) [this is the classic on using the "big five" traits to assess personality].

- A. R. Merrill and R. R. Merrill, *Life Matters*, (2003) [looks at the balance of work, family time and money in an easy-to-understand manner].
- K. Milkman, How to Change: The Science of Getting from Where You Are to Where You Want to Be, (2021) [novel ways to attack common problems such as forgetfulness, procrastination, and impulsivity and to enhance our own success]
- M. Osborne, *An Introduction to Game Theory* (2004) [great textbook on game theory with many examples and some practical applications of game theory]
- M. Pipher, *The Shelter of Each Other* (1996) [optimistic and practical look at today's families].
- M. Pipher, *Writing to Change the World* (2006) [a practical look, by a well-known author, on how to write with impact].
- P. Talwalkar, *The Joy of Game Theory* (2013) [a look at some very practical applications of game theory and an enjoyable read]
- R. Thaler and C Sunstein, *Nudge* (2008) [a great read on how the use of non-coercive "nudges" can provide positive and pro-social results]
- M. Warner and P. Joynt, editors, *Managing Across Cultures: Issues and Perspectives* (2<sup>nd</sup> edition), (2002) [compares leadership and interaction styles of countries in the [smaller] EU].

## Advice from Previous Students

### To Keep Yourself Engaged in Class!

"This class will ALWAYS go for the fully allotted time so never come with the expectation of getting out early. Bring dinner/snacks for the break halfway."

"The things you learn in class are all for your benefit, so it's in your favor to actively participate."

"Participate more in discussions."

"Be open-minded."

"Pay attention and really try to engage in the exercises. It is very different from most other classes, but it is a very personally rewarding class."

"Take notes on the material in class in a journal or some notebook you will have for a while. These are valuable life lessons that you will want to remember."

"Listen to the no technology rule! Take the class time to unplug and totally focus on what you're doing - it's much more rewarding to be engaged"

"If you really try to focus on the lectures, you'll get a lot more out of class. Don't worry about other things during class!"

"Be honest with yourself to get the most out of the class."

"High engagement in the class will change your life. Just enjoy and learn from the excellent scientist and mentor, Professor Dwight, and your outstanding classmates!"

"You'll find some of the activities and exercises useful and others not so much, but you won't know unless you put in the effort to try."

"You'll get much more out of this class if you dedicate yourself to at least considering all the material as it applies to you. Try to take the info in and use it to grow."

"Everything that happens throughout the course will make sense at the end worth it in the end."

"Be positive when it comes to group activities and trust your group members as much as you can. They are your friends in this class."

"Review what you learned in class on your own time, there's a lot of concepts that are taught in a 3-hour lecture period and it's good to reinforce some of them."

"Try to be as open as possible throughout the course - I think that I'll help to get the most out of the course."

"Buy a big binder."

"Take a look back at the slides at the end of the course. It was so eye opening to review all the topics and notice the connection between all the topics."

"Write down the 3 or 5 best things you learned after every class. There are too many takeaways in the course, and it will become difficult to keep track. Basically, create points to remember journal for your own personal use."

## With Your Feedback Group ☺

"Go out to dinner with your feedback group and get to know them well. It's cool to get to know a group of people outside your immediate group/major."

"Make an effort to meet your feedback group -- you'll get to know them from the assignments, but it's even better to really connect with your group outside of class/in addition to the collaborative assignments."

"Despite everyone being busy, get a meal or spend time with your feedback group as soon as it's assigned! At the beginning, you don't realize how much time and how important this group will become. You'll get more out of it by getting to know everyone sooner. I now consider myself friends with everyone in the group and am looking forward to hanging out with a couple people in the group next year. This is something that I think can happen for every group, and spending time together outside of class is the best way to do it. Doing so really helps how impactful the in-class portions of the feedback group are."

"Communicate and get to know the members of your feedback group — helps to facilitate group discussions and create better collaboration on any group assignments."

"Don't be nervous about sharing with your group from the beginning. You will end up getting along very well, especially if you open up."

"Do try to spend some time with your Feedback Group outside of class, earlier in the semester. This helps you to get aligned and bond as a group, which improves the way you'll work together later in the semester."

"Spend time outside of the classroom early on with your feedback group. Developing those relationships makes for more meaningful conversation."

"Try to get to know the people in your feedback group - it will help with improving the quality of feedback at the end of the year and will help foster better discussions during class exercises."

"Really make an effort to get to know your feedback group and hang out outside of class."

"Get to know those in your feedback group. It will make the individual assignments and group work far more interesting and fun."

"Try to hang out with your feedback group outside of class."

"Get to know your feedback group beyond the surface level."

"Get to know your feedback group well as soon as possible."

"Try to connect with the members of your Feedback Group as much as possible, whether it be going to dinner together or something else. You'll get more out of the class and be able to give/receive better feedback to/from your group members the better you know them."

"Get to know your feedback group well even outside of class time, they can be great resources."

"Go to dinner with your team! Expand upon your initial vision, talk more about your background, your lives."

"Try to be as open as possible with your feedback group! Drop the "Penn face" (or "TLP face" or "YIF face"), it'll help you all really get to know each other past the superficial level."

"Take the time to get to know your Feedback Group, even outside of the context of the class. It might be awkward at first, but it can really be a rewarding experience getting to know people you might not normally interact with. It'll also help you get more out of the course."

## **Assignments and Readings (Yeah, they're there too ☺) in General**

"Take the assignments in this class seriously because you can really improve from them over the course of the semester."

"Save notes into a Google doc so you can refer to them later."

"Frame the class topics into how you would use them in real life at the end of each session."

"Make sure to do the readings for this class early (i.e., don't put them off until the day of). What you get out of this class is directly related to what you put in, and there is so much to learn/gain from this class, so be sure to put in that work for it (you'll really value the readings and get more out of the class discussions this way)."

"Start reflecting on your priorities in life, both social and professional, before the class begins. Also think about how your strengths and weaknesses play into your future goals. You'll cover this in class but the sooner you start mulling it over the better results you'll get as you go through the course."

"Read the readings! They are actually very interesting and helpful."

"Look at the readings no more than two days before class is scheduled (unless there's many scheduled for the week). You will want the content to be fresh in your mind for class and group discussion."

"The assigned readings are profound and may contain your future career or personal mantra."

"Clarify a bit more on assignments."

"Consider the assignments not as schoolwork but as opportunities to develop yourself."

"Even if you can't read them all, try to at least skim the readings each week."

"Share your findings from assessments, surveys and even your initial/final vision with friends and family. It's a great way to reconnect and inspire them to start thinking about themselves."

## **Initial and Final Vision**

"Take the initial vision assignment seriously, you will be surprised how much your group wants to hear about you and how much you can learn about yourself."

"Spend more time on the initial vision. Try and truly understand yourself."

"The Initial Vision was one of the most rewarding parts of the class for me. Spend time on it to truly benefit from it."

"Actually, take the time to think realistically about your future when writing the final vision."

"Spend as much time on your Initial Vision as possible, especially on the strengths and weaknesses and leadership sections. The Initial Vision is really useful in figuring out what you want to get out of the class and what you most want to improve."

"The more vivid and detailed your initial visions are, the more you know how to apply what you've learned from the class to the pursuit of your life goals."

## **Surveys/ Assessments**

"Try to be as honest as possible in the surveys rather than saying what you think you want the answer to be - accurate data will give you more valuable insights into your strengths/personality (but also don't listen to the survey results if they seem completely wrong)."

"Take all your assessments (StrengthsFinder, MBTI, Big Five, etc.) in a stress-free environment. Don't rush it and spend time reviewing the results, they are great resources."

"Regarding Personality/Strengths unit: Try to come in without any fixed ideas about what you are good at/bad at/what results you expect to get from the tests we do. It would have been more beneficial to me if I hadn't expected that I wouldn't be learning anything new about myself. I did gain insight into who I was but not as much as if I came in with more open a mind."