

Foundations of Leadership

Making Our Contribution
Session I with Dwight Jaggard

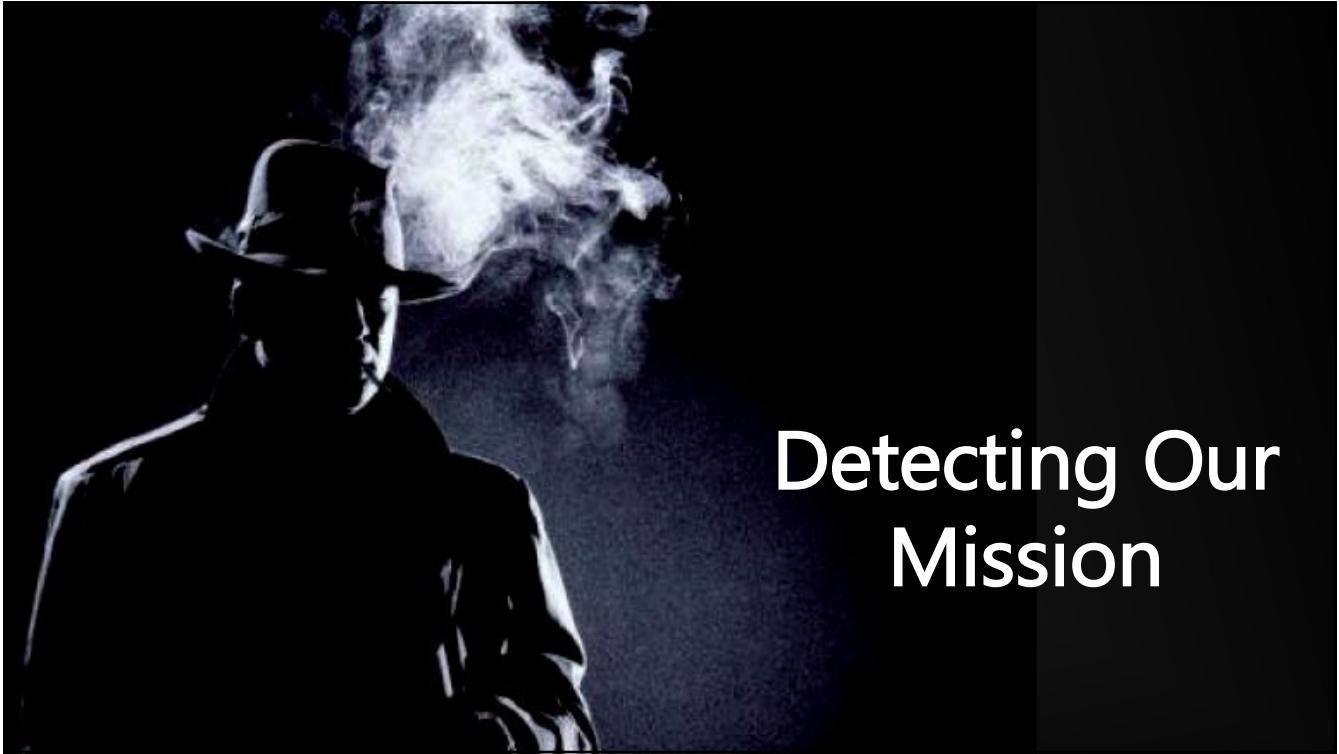


#1 – Increase your performance and capacity to lead

AND

2 – Help others increase their performance/capacity to lead
SO THAT

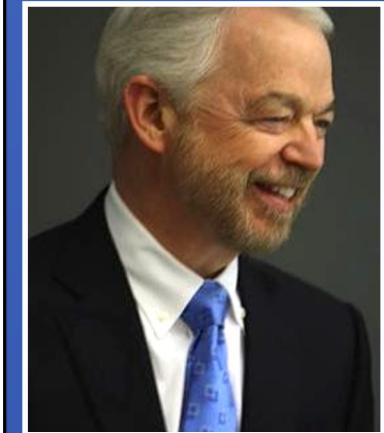
#3 – You can discover how best to make your contribution in the world



Detecting Our Mission



Feedback Groups (FBGs)



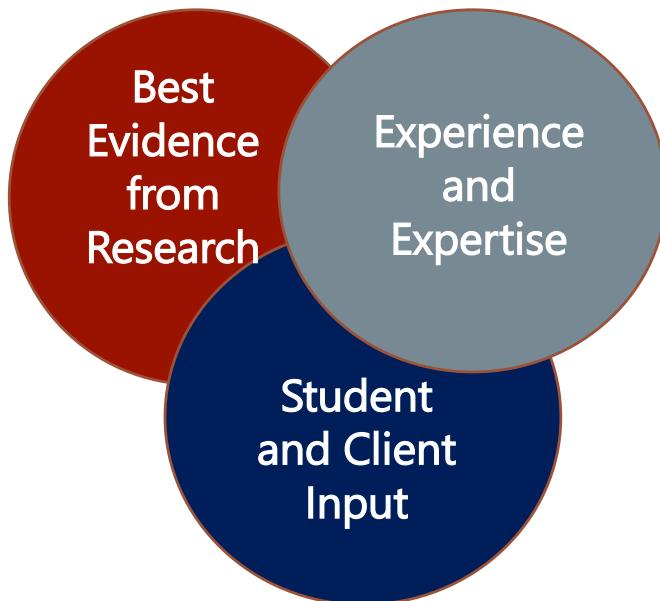
Who Is Dwight?

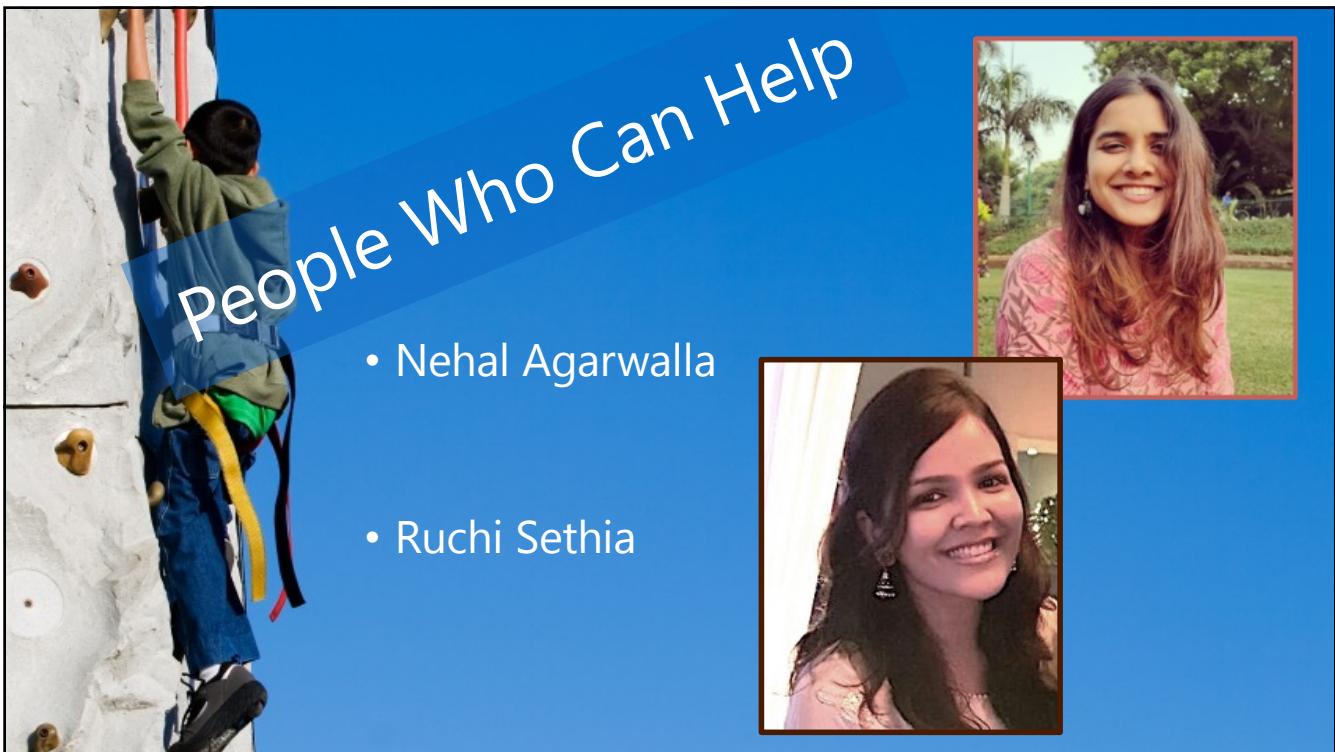
- Educator/researcher/consultant
- Ph.D. from Caltech
- Fellow of the IEEE, Fellow of The Optical Society
- MAPP (master's degree in positive psychology) from Penn
- Former chair, Penn faculty senate
- On faculty:
 - Penn (Philadelphia, USA)
 - Lehigh (Bethlehem, USA)
 - Ashoka University (Sonipat, India)
 - Plaksha University (Mohali, India)
 - Nigerian University of Tech. & Mgmt. (Lagos, Nigeria)
- Management consultant/coach
- Consultant for IP litigation
- Co-Founder, high-tech company
- Director, high-tech start up
- Husband, father, brother, son, uncle, grandfather . . .
- Observer of human nature

Road Map for Session I

-
- A photograph of a bushfire scene. In the foreground, there is a wooden fence. Behind it, intense orange and yellow flames are visible, engulfing trees. The sky is filled with smoke and firelight. A white arrow points from the left side of the slide towards the first item in the list.
- Course Intro and Structure
 - The Bushfire Exercise
 - What Makes a Great Team?
 - An Expert Chooses
 - Assignment for Next Meeting
 - Framework for Problem Solving
 - Scores and Benchmarking

Evidence-Based Results





People Who Can Help

- Nehal Agarwalla
- Ruchi Sethia



People Who Can Help

Senior Mentor:

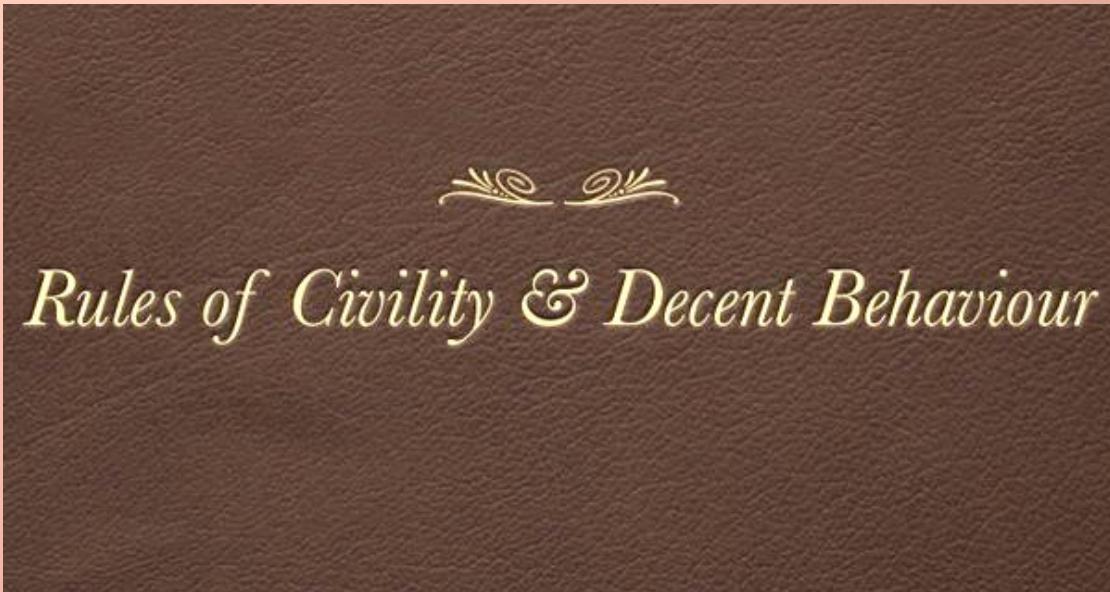
Pragya Wasan





People Who Can Help

- Dwight Jaggard - Faculty
 - E-mail and one-on-one conversations (email is the best way to get hold of me for a quick reply)
 - Scheduled hours for conversation and consultation – sign up for 20 min. slots
 - Conversations after every class
 - jaggard@seas.upenn.edu



Rules of Civility & Decent Behaviour

Get to Class on Time Return from Breaks on Time Get Assignments in on Time



Course Etiquette

Judith Martin as "Miss Manners"

A portrait of Judith Martin, an elderly woman with blonde hair, wearing a red top and white earrings. The text "Course Etiquette" is overlaid in red on the upper left of the image. Below her name, "Judith Martin as 'Miss Manners'" is written in a white box.

- Keep your mobile out of sight so that you can be present
- Please turn your camera on so we can see each other
- Please mute your microphone when not talking to decrease background noise
- Use chat to ask questions of TA during class
- Use "Raise Hand" icon to ask questions of Dwight during class
- Feel free to turn off your camera during breaks

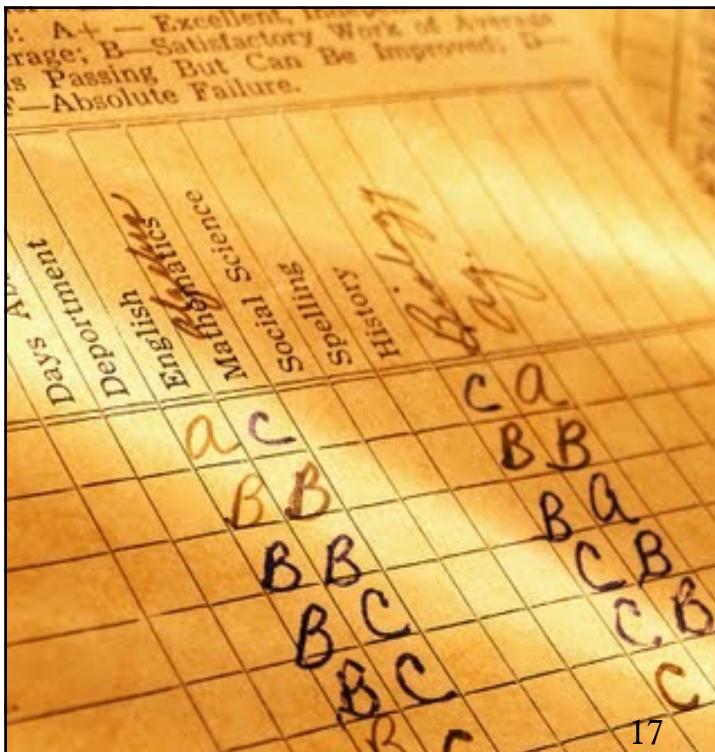
Course Etiquette

Judith Martin as “Miss Manners”

- While class is in session **please be present**
- Please do not:
 - Text, phone or e-mail
 - Surf the web
 - Blog
 - Post to Facebook
 - Order pizza online
 - Place orders to your brokerage account
 - Sext
 - . . .

Participation is Necessary

- Experiential learning in groups is used
- Group learning occurs
- Grade on participation given by peers



Grading

[See Syllabus Pg. 4 for Details]

- 7 Written Assignments ~85%
 - Case Analysis ~10%
 - Initial Vision ~19%
 - Core Values Essay ~11%
 - PERMA-Frankl Essay ~14%
 - Feedback ~8%
 - Final Vision ~13%
 - Leadership Film Analysis ~10%

- Class Participation ~15%



Grading Hints:

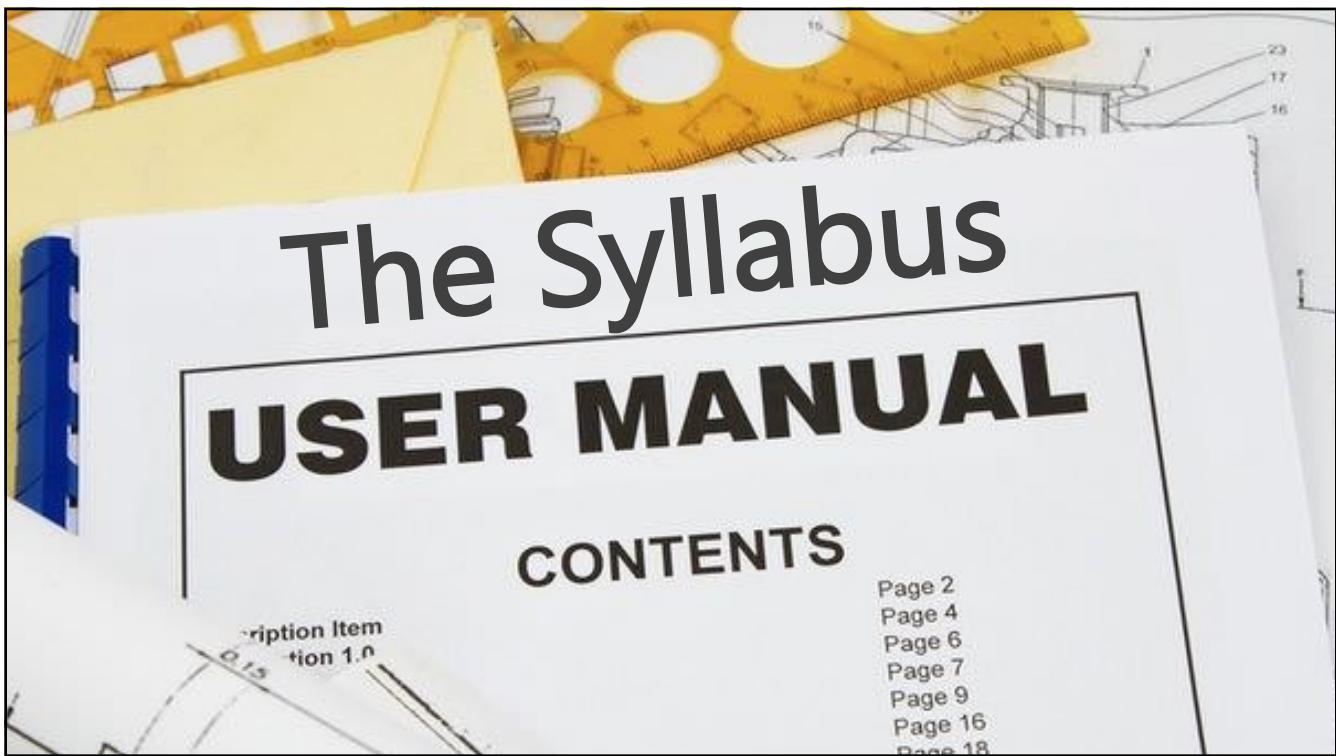
- Always read the written assignment instructions, pgs. 6, 15 – 25 of the syllabus
- Templates, format, ideas, page limitations and more are given there
- Study the readings and participate in class
- Incorporate course material into your assignments



Rule of 3s



Remain Alert!



Academic Integrity Statement

- On the cover page of all written assignments, please place the academic integrity statement below with your typewritten signature (full name) and date
- Assignments without this will not be graded

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 page.

(Full Typed Signature and Date)

Formatting of Assignments and Labeling Your Files for Submission

- Use Times New Roman font, 12 point, 1 inch margins and 1.5 line spacing
- Name at top of each page, page number at bottom
- Use the following method for file names – Dwight Jaggard would use the following file name for her Initial Vision assignment due November 30, 2022:

Dwight Jaggard – Initial Vision – 30-11-2022.docx

- Please use this format for all of your submissions to your TA, note your name is the first item in the file name
- Late assignments not accepted without prior excuse (contact TA Ruchi, at least 4 hours before assignment is due for a valid excuse)

If You Miss a Session

1. If you miss a class, please talk with two classmates from your Feedback Group to review the discussion and material of that class session.
2. Then, email a 1.5 to 2.0 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.
3. This fully discharges your obligation for that class assuming you also submit any deliverable for that session.

What is This Course About?

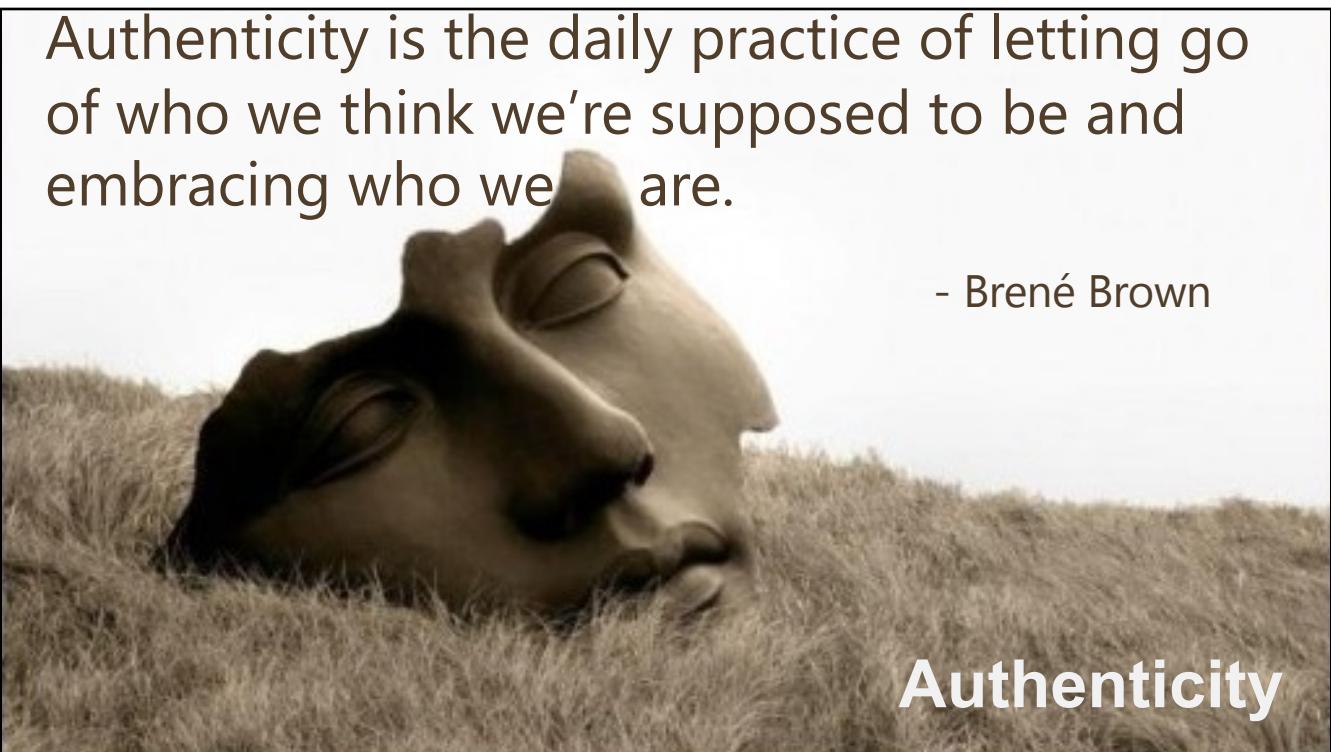
-
- Session I – Team Dynamics & Effective Problem Solving
 - Session II – Team Dynamics & Self-Management
 - Session III – Team Dynamics, Flow & Case Study
 - Optional Session – Tools for Flourishing
 - Session IV – Leadership & “The Vision Thing”
 - Session V – Valuing Differences
 - Session VI – Power, Persuasion & Influence - I
 - Session VII – Power, Persuasion & Influence - II
 - Session VIII – Giving & Receiving Effective Feedback
 - Session IX – Change, The Future & Course Wrap-Up

Schedule for November – December 2022

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	Case Analysis Essay & MBTI
Optional Session	Tools for Flourishing	Nov. 16, 2022	Wednesday	6:30 - 9:30 PM	Nothing!
Session IV	Leadership and "The Vision Thing"	Nov. 18, 2022	Friday	6:30 - 9:30 PM	Initial Vision
Session V	Valuing Differences: A Basis for Coordinated Action	Nov. 21, 2022	Monday	6:30 - 9:30 PM	Core Values Essay & Big Five
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	PERMA-Frankl Essay
	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 Wrap-Up	Dec. 9, 2022	Friday	6:30 - 9:30 PM	Final Vision
Final Deliverable	Written Assignment in Lieu of Final Quiz	Dec. 14, 2022	Wednesday	11:59 PM	Leadership Film Essay

Authenticity is the daily practice of letting go of who we think we're supposed to be and embracing who we are.

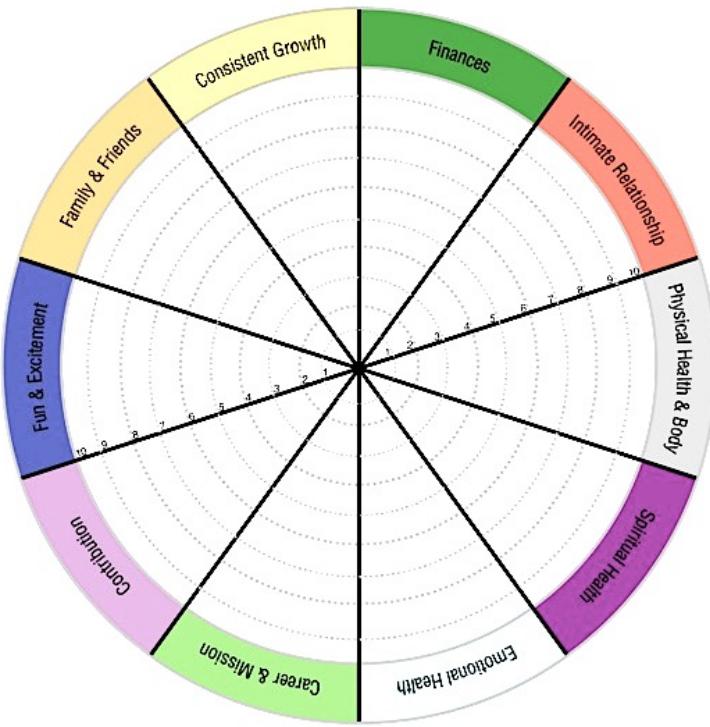
- Brené Brown



Authenticity

Titanium Wheel of Life

- Define what a 10 looks like for you in each area
- Give each area a score between 1 and 10 for how you view each area now
- Fill in each area with an arc at the number for that area
- Add up your numbers to get a total score between 10 and 100



Personal Benchmarking: The Quiz

- | | |
|--|----------|
| 1. Rational thought processes are <u>the key</u> to effective decisions | T F |
| 2. In successful teams, "soft skills" play the dominant role | T F |
| 3. World-class performers are so good they can often work without a dream or vision | T F |
| 4. Teams often work best when there is a performance goal | T F |
| 5. Team decisions can be superior to individual decisions | T F |
| 6. Most people often know their strengths | T F |
| 7. We should work mostly on improving on our weaknesses | T F |
| 8. Values often play a key role in self management | T F |
| 9. One should typically plan for the "second half" of their professional life when they are in their 40s | T F |
| 10. Most teams follow a predictable behavioral pattern over time | T F |
| 11. "Mavericks" and "devil's advocates" can often play a useful role in group decision making | T F |

Goals for Today

- Experience and understand team problem solving
- Discover what is an *effective decision* and what is the difference between team and individual decision-making
- Appreciate both rational and interpersonal skills in team decision-making
 - Have fun!

Road Map for Session I

- 
- Course Intro and Structure
 - The Bushfire Exercise
 - What Makes a Great Team?
 - An Expert Chooses
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 - Scores and Benchmarking

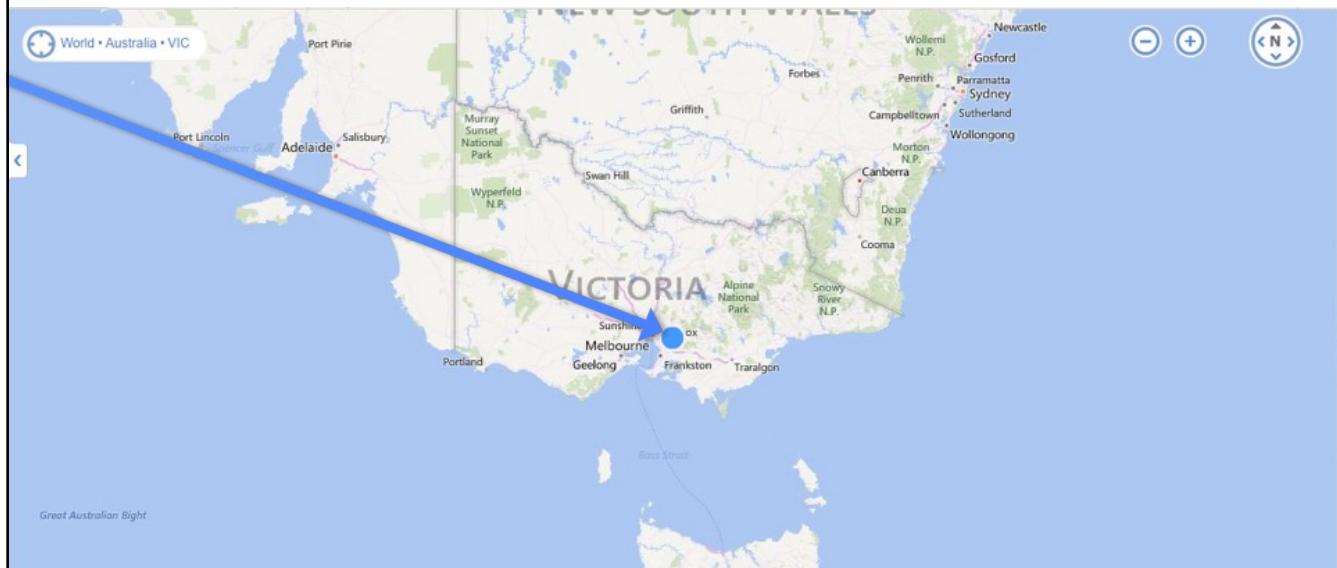


Bushfire Survival Situation

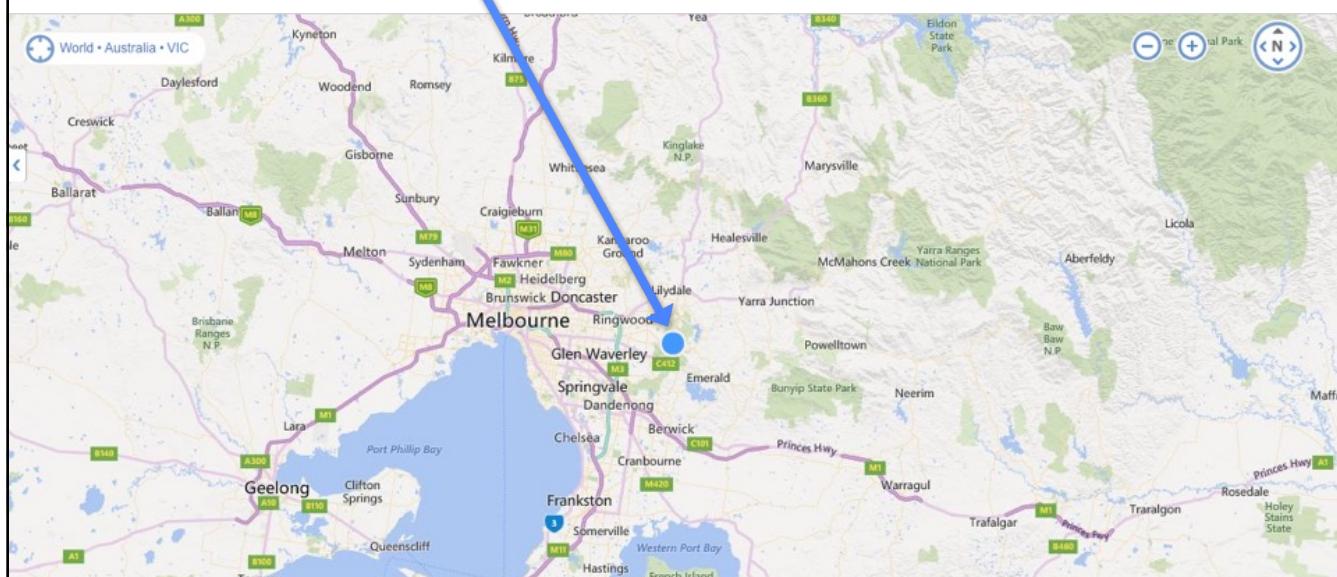
Temperature – Melbourne [See February]

Climate data for Mount Dandenong														[hide]
Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year	
Record high °C (°F)	37.3 (99.1)	39.3 (102.7)	33.6 (92.5)	28.0 (82.4)	20.3 (68.5)	15.0 (59)	16.0 (60.8)	20.0 (68)	22.7 (72.9)	28.7 (83.7)	33.2 (91.8)	36.2 (97.2)	39.3 (102.7)	
Average high °C (°F)	22.1 (71.8)	22.9 (73.2)	19.7 (67.5)	15.4 (59.7)	11.7 (53.1)	8.8 (47.8)	8.2 (46.8)	9.6 (49.3)	11.6 (52.9)	14.8 (58.6)	17.3 (63.1)	19.9 (67.8)	15.2 (59.4)	
Average low °C (°F)	11.5 (52.7)	12.6 (54.7)	11.3 (52.3)	9.0 (48.2)	6.0 (42.8)	4.4 (39.9)	3.6 (38.5)	4.2 (39.6)	5.0 (41)	6.8 (44.2)	8.3 (46.9)	9.8 (49.6)	7.8 (46)	
Record low °C (°F)	4.0 (39.2)	4.7 (40.5)	3.7 (38.7)	0.7 (33.3)	-0.4 (31.3)	-1.0 (30.2)	-2.3 (27.9)	-2.0 (28.4)	-1.8 (28.8)	-0.6 (30.9)	0.5 (32.9)	2.3 (36.1)	-2.3 (27.9)	
Average rainfall mm (inches)	70.2 (2.764)	61.2 (2.409)	74.6 (2.937)	102.0 (4.016)	129.6 (5.102)	98.4 (3.874)	95.5 (3.76)	116.8 (4.598)	106.0 (4.173)	104.8 (4.126)	109.4 (4.307)	95.7 (3.768)	1,164.2 (45.834)	
Avg. rainy days	12.1	8.4	12.4	13.7	18.2	17.8	20.0	19.7	17.5	16.5	15.2	12.9	184.4	

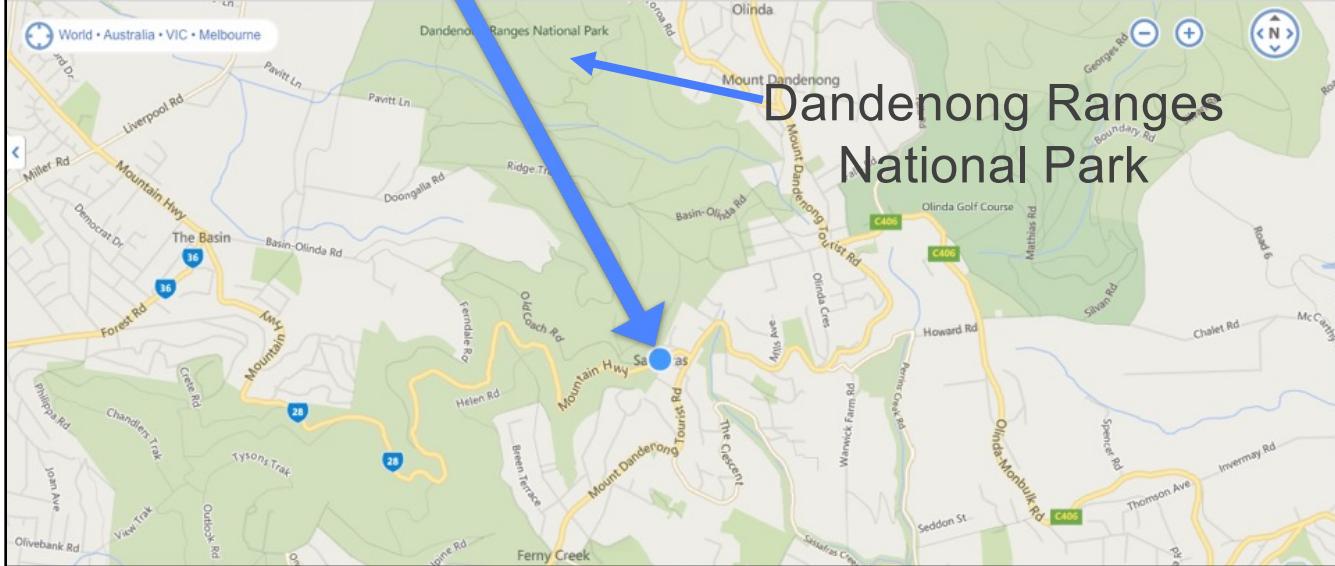
Melbourne, Victoria, Australia



East of Melbourne, Victoria, Australia



Sassafras, Victoria, Australia



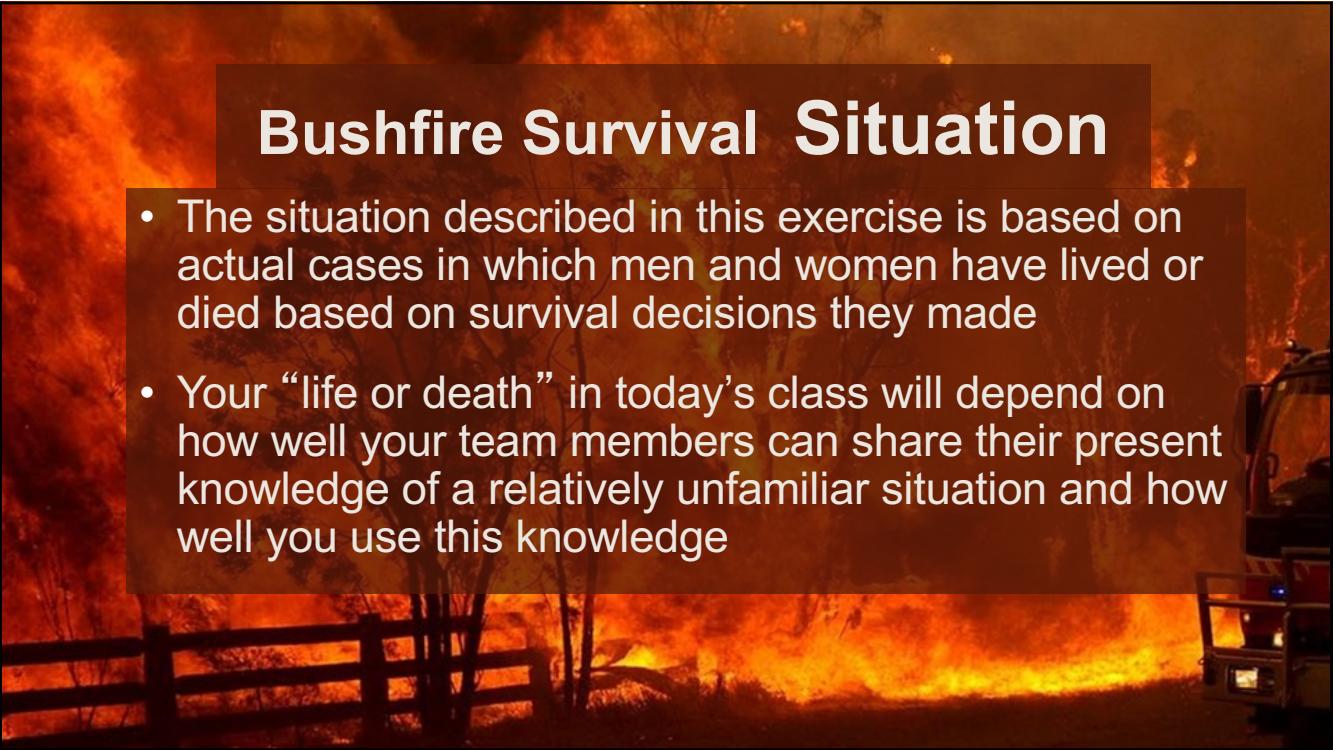
Dandenong Ranges National Park



Dandenong Ranges National Park



Bushfire Survival Situation



- The situation described in this exercise is based on actual cases in which men and women have lived or died based on survival decisions they made
- Your “life or death” in today’s class will depend on how well your team members can share their present knowledge of a relatively unfamiliar situation and how well you use this knowledge

12 Found Items

- Aluminum Ladder (10 ft. [3m])
- 3 Sets of Snorkels, Flippers and Masks
- 3 Plastic Buckets
- Keys to the Car (Parked Outside)
- 7 Woolen Blankets
- Nylon Garden Hose (66 ft. [20 m])
- Map of Area (Showing Roads and Walking Trails)
- Fire Extinguisher (CO₂)
- Jeans and Sweatshirts (One per Person)
- Grass Rake, Mop and Yard Broom
- Cell Phone
- Leather Boots (One Pair per Person)

Your First Challenge

- Use the chart in your slide deck and place your individual scores under column labeled "Step 1"
- You have 10 minutes as individuals to rank order the list of 12 Salvaged Items
- Please do this without discussion
- The most important item is ranked #1, the least important as #12
- You can review the facts of the case on the first page of your *Participant Booklet*

Team & Individual Scores

Salvaged Items	Step 1 Individual Rank	Step 2 Team Rank (With Discussion)	Step 3 Expert's Rank	Step 4 Difference Between Step 1 & 3	Step 5 Difference Between Step 2 & 3
Aluminum Ladder (3m/10 ft)					
3 Sets of Snorkels, Flippers & Masks					
3 Plastic Buckets					
Keys to the Car (Parked Outside)					
7 Woolen Blankets					
Nylon Garden Hose (20 m/66 ft)					
Map of Area (Roads & Walking Trails)					
Jeans and Sweatshirts (1/person)					
Fire Extinguisher (CO2)					
Grass Rake, Mop and Yard Broom)					
Cell Phone					
Leather Boots (1 pair/person)					

Road Map for Session I

- Course Intro and Structure
- The Bushfire Exercise
- What Makes a Great Team?
- An Expert Chooses
- Assignment for Next Meeting
- Framework for Problem Solving
- Scores and Benchmarking

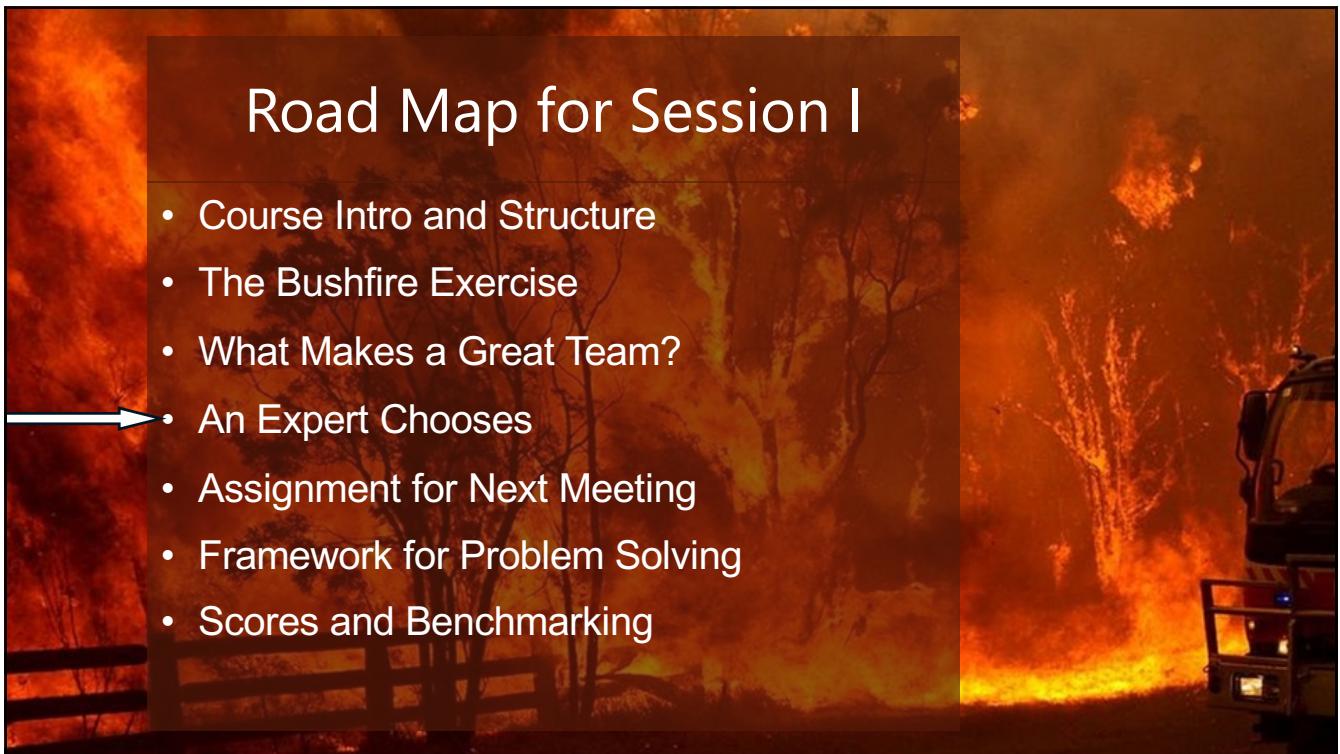


Parallel Thinking & Group Enhanced Decision-Making Using Six Hats



Six Hats Game - Details

COLOURED HAT	THINK OF	DETAILED DESCRIPTION
	<i>White paper</i>	The white hat is about data and information. It is used to record information that is currently available and to identify further information that may be needed.
	<i>Fire and warmth</i>	The red hat is associated with feelings, intuition, and emotion. The red hat allows people to put forward feelings without justification or prejudice.
	<i>Sunshine</i>	The yellow hat is for a positive view of things. It looks for benefits in a situation. This hat encourages a positive view even in people who are always critical.
	<i>A stern judge</i>	The black hat relates to caution. It is used for critical judgement. Sometimes it is easy to overuse the black hat.
	<i>Vegetation and rich growth</i>	The green hat is for creative thinking and generating new ideas. This is your creative thinking cap.
	<i>The sky and overview</i>	The blue hat is about process control. It is used for thinking about thinking. The blue hat asks for summaries, conclusions and decisions.

A photograph showing a severe bushfire. In the background, a fire truck is positioned on a road, facing towards the right where a large, intense fire is visible. The foreground is dominated by the bright orange and yellow flames, smoke, and charred trees.

Road Map for Session I

- Course Intro and Structure
- The Bushfire Exercise
- What Makes a Great Team?
- An Expert Chooses →
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Your Third Challenge

- You will next hear from a fire expert on his rank ordering of the 12 items
- Use the chart in your slide deck and place the expert ranking scores under “Step 3” as you listen to the expert

Team & Individual Scores

Salvaged Items	Step 1 Individual Rank	Step 2 Team Rank (With Discussion)	Step 3 Expert's Rank	Step 4 Difference Between Step 1 & 3	Step 5 Difference Between Step 2 & 3
Aluminum Ladder (3m/10 ft)					
3 Sets of Snorkels, Flippers & Masks					
3 Plastic Buckets					
Keys to the Car (Parked Outside)					
7 Woolen Blankets					
Nylon Garden Hose (20 m/66 ft)					
Map of Area (Roads & Walking Trails)					
Jeans and Sweatshirts (1/person)					
Fire Extinguisher (CO2)					
Grass Rake, Mop and Yard Broom)					
Cell Phone					
Leather Boots (1 pair/person)					

Portugal Fire June 18, 2017



30 bodies found in cars and 17 near cars as people tried to escape by driving out of a wooded area

Road Map for Session I

- Course Intro and Structure
- The Bushfire Exercise
- What Makes a Great Team?
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- • Assignment for Next Meeting
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COMING ATTRACTIONS

- Major Writing Assignments to Remember
 - Case Study Analysis
 - Initial Vision
 - Core Values Essay
 - PERMA-Frankl Essay
 - Feedback
 - Final Vision
 - Leadership Film Analysis

What Happens Next?

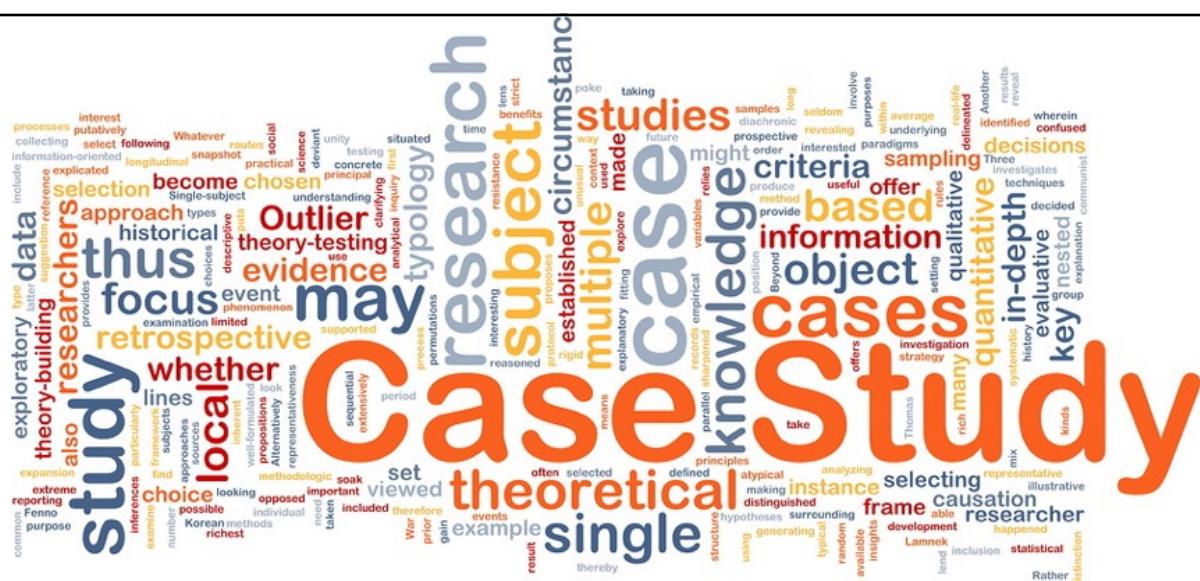
- Finish: Analysis of your team for next time
- Topic: Team dynamics/characteristics, strengths and values
- **Read:** (1) "Managing Oneself" by Peter Drucker (know this cold)
- **Read:** (2) *Strengths Finder Book Summary* and skim your strengths in the "Strengths Finder Full Theme Description"
- **Read** (3) "Character Strengths," Chapter 6 of *A Primer in Positive Psychology*

More What Happens Next?

- **Take** the Gallup Clifton Strengths assessment today and find out your signature strengths – bring list to next class
- **Take** the VIA Character Strengths assessment today and find out your signature strengths – bring list to next class
- Are the assessments correct in your opinion?
- Note: Group Volunteers, send steps 6 – 11 from grid to your TA by 11:30 PM tonight (see grid later in this slide deck)

More for Next Class

- Write down two or three things you think your team could do to improve – what would you have done differently?
- Read the assigned readings (take some notes)
- Be prepared to discuss these readings
- After taking the two strengths assessments, take the MBTI Type Sorter online when instructed (TAs will email instructions)



- Case Analysis
 - See instructions in syllabus, pgs. 6, 14 - 18
 - Use the template in syllabus, pg. 18, for your analyses

Case Analysis for Session III

[First Major Assignment]

- Be sure to read the instructions for the Case Study Analysis before starting (see pgs. 6, 14 – 18 syllabus)
- Follow the template of the instructions and make specific recommendations (one or more) and proofread
- You may not use any materials outside of the readings for this course
- Start ASAP after next class by reading case and drafting a rough analysis and recommendations
- Bring a copy to class in Session III, email copy to your TA before 4 PM, day of Session III

Initial Vision for Session IV

[Second Major Assignment]

- Be sure to read the instructions for the Initial Vision before starting (see pg. 19 syllabus)
- Three major sections, follow template of the instructions (proofread before submitting)
- Bring a copy to class, email copy to your TA before 4 PM, day of Session IV

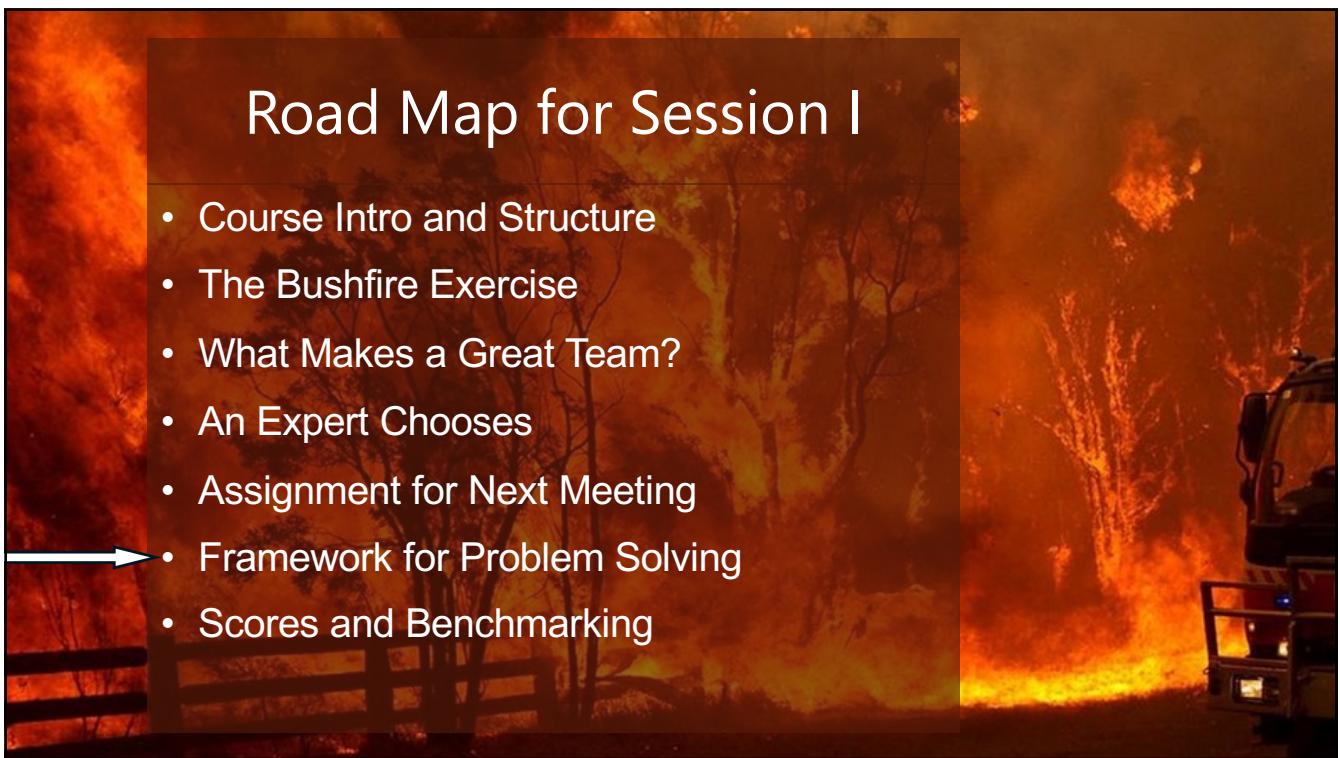
Taking the Myers-Briggs Type Indicator

- You will be taking the Myers-Briggs Type Indicator for this course (often denoted the "MBTI")
- This is a preference assessment that is often used in industry – there are no right or wrong answers
- **Be sure to get take this assessment ASAP when you receive the instructions from your TA**
- Take in a relaxed ("shoes off") mode **not** when stressed
- Use your first instinct when answering – don't overthink
- Answer truthfully as you are now (not what you aspire to be later)
- Your TA will provide instructions on access



Road Map for Session I

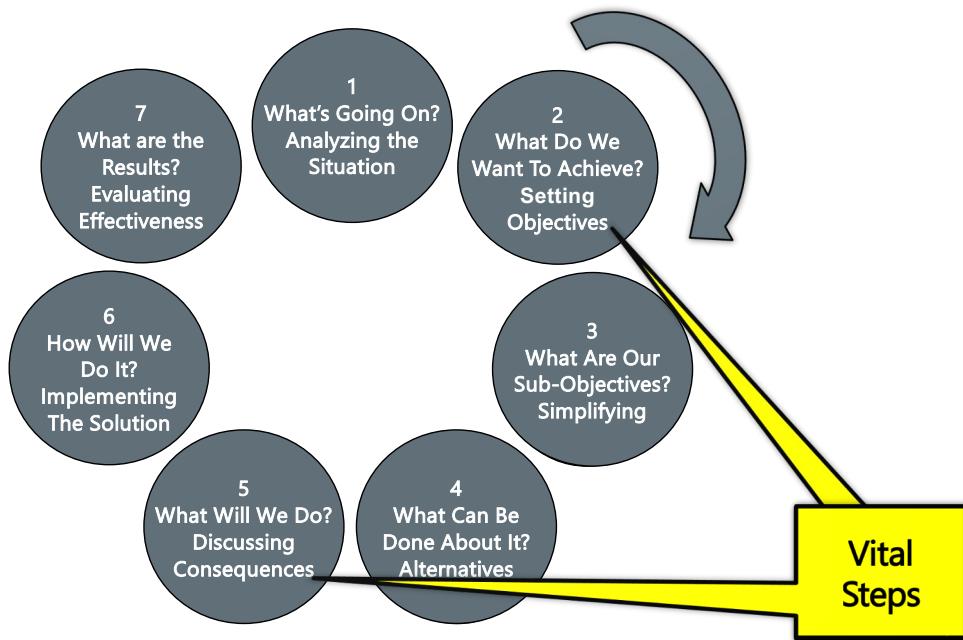
- Course Intro and Structure
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Effective Solutions

- Effective Solution = [Quality] X [Acceptance]
- Rational skills can directly contribute to quality
- Interpersonal skills contribute directly to acceptance
- Both are needed

The Rational Process Here



Rational Skills/Processes

- **Analyzing the situation:** what are constraints, resources, facts and assumptions?
- **Setting objectives:** distinguish objectives from actions
- **Simplifying the problem:** are there smaller more manageable parts? [“small wins” concept]
- **Considering alternatives:** are there other methods?
- **Discussing the consequences:** of alternatives & courses of action (separate consequences from generating alternatives)

Interpersonal Skills/Processes

- Listening to others
- Supporting efforts to do well
- Differing in a constructive manner
- Participating equally in group discussion
- Striving for consensus (or quorum) in group decisions

Interpersonal Skills Here

5. **Consensus:** Work toward a solution that all members accept as logical and feasible

Quorum can also work if consensus is not possible

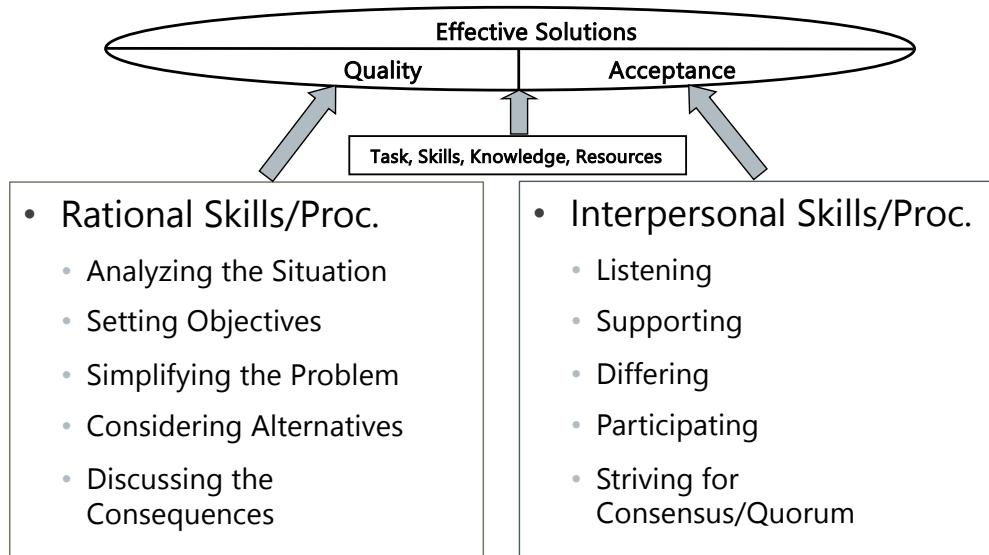
4. **Participating:** Ask less talkative members open-ended questions

3. **Differing:** Clearly express concerns in a way that does not suggest that the other person is wrong

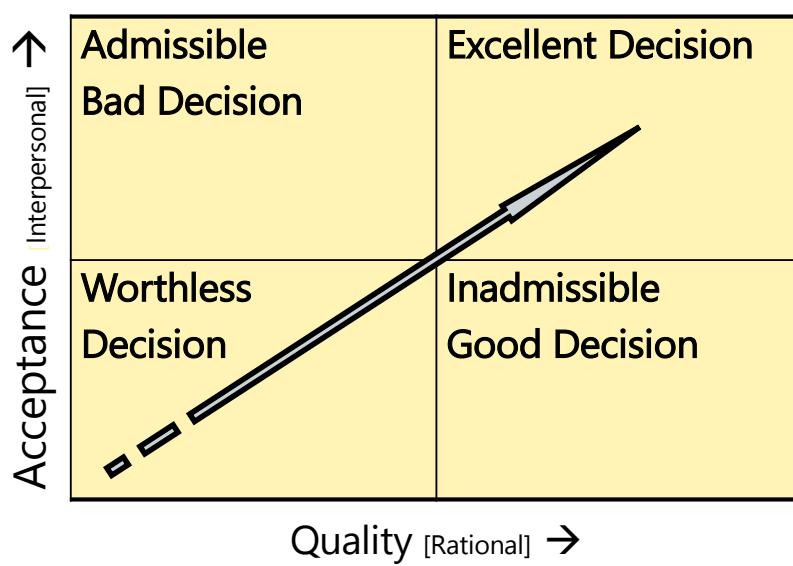
2. **Supporting:** Mention the specific elements that you find useful in what the person has said and build on these

1. **Listening:** Before speaking, summarize what the previous person has just said

Synergistic Problem Solving



Role of Quality & Acceptance





Road Map for Session I

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A photograph of a bushfire scene with flames and smoke. A white arrow points from the bottom left towards the list of topics.

Your Fourth Challenge: Total Scores

- Add up all the numbers in the column of Step 4 (ignore negative signs) to get your individual score (Step 6)
- Add up all of the numbers in the column of Step 5 (ignore negative signs) to get your team score with discussion (Step 7)
- Report your individual and two team score to your FBG Volunteer (no names are needed)

Team & Individual Scores

Salvaged Items	Step 1 Individual Rank	Step 2 Team Rank (With Discussion)	Step 3 Expert's Rank	Step 4 Difference Between Step 1 & 3	Step 5 Difference Between Step 2 & 3
Aluminum Ladder (3m/10 ft)					
3 Sets of Snorkels, Flippers & Masks					
3 Plastic Buckets					
Keys to the Car (Parked Outside)					
7 Woolen Blankets					
Nylon Garden Hose (20 m/66 ft)					
Map of Area (Roads & Walking Trails)					
Jeans and Sweatshirts (1/person)					
Fire Extinguisher (CO2)					
Grass Rake, Mop and Yard Broom					
Cell Phone				Step 6	Step 7
Leather Boots (1 pair/person)					
			Totals →	Individual Score	Team Score

Group Volunteer's Task

- Attention!
- Volunteers – please email to Dwight by 11:30 PM tonight Steps 6 – 11 from the grid that follows
- Don't forget to give Dwight the number of your team
- Dwight is at <jaggard@seas.upenn.edu>

\$5000 Take-Aways

- Effective Solution = [Quality] X [Acceptance]

Analyzing, setting objectives, simplifying,
considering alternatives, discussing consequences

Listening, supporting, differing,
participating, striving for
consensus/quorum

- Problem solving involves both Rational and Interpersonal skills
- Teams have the potential to produce decisions superior to individual decisions
- You have the power to influence and lead others



See You in Session II