



MGMT 671 Syllabus Spring 2010

Prof. Stew Friedman
The Wharton School, University of Pennsylvania

www.totalleadership.org / beta.totalleadership.org

Introduction

It's a new era for leadership in business. Emerging economic, social, and cultural pressures demand that business leaders, at all levels in an organization, find better ways to align their leadership vision, core values, and everyday actions to produce needed, valued results at work as well as at home, in the community, and for the self.

Most approaches to learning business leadership focus on performance and results. In this course the focus is on growing your capacity as a leader in all aspects of your life. We start with you, the developing leader, as a whole person. The challenge is to use leadership skills to improve performance in all domains of life — traditionally seen as conflicting — which can, with a shift in mindset about the meaning of work and the development of new skills, become allies in producing results that matter most.

Now more than ever leadership is not just about work, it's about life. Success in the new world of business requires us to see leadership and life as pieces of the same puzzle. Total Leadership is a proven method for integrating work, home, community, and self — and improving performance in all these parts — by the powerful combination of increased authenticity (being real), integrity (being whole), and creativity (being innovative).

The primary goal is for you to learn more about what it takes to be an effective leader — no matter what your position or role in an organization — and to make real progress towards becoming one. In this course you have the opportunity to learn the principles of Total Leadership, how to apply them to your own leadership challenges, and how to teach others to do the same. You are the “live case.” This involves learning about your self and creating change in your world. This requires serious and deep introspection; intensive dialogues about what really matters, performance expectations, and how things get done with key stakeholders in all domains; and creative action intended to produce better results at work, at home, and in the community and for your self.

You work closely with your classmates to create an interactive community in which you learn and are enriched by their experiences. The instructor facilitates discussion and students need to come prepared to highlight what from the readings is most useful and important. We use a variety of methods to support learning from action; peer coaching, readings, class dialogues, interaction with business professionals beyond our class, and written assignments to both prepare for and reflect on your experience.

Total Leadership Principles

Be Real

Act with authenticity by clarifying what's important

Effective leaders define and articulate a vision that embraces the diverse values and lifestyles of all employees. Their everyday actions fit with not only their personal values but also with the core values of the business. Through continual observation and reflection they know their priorities, their strengths and weaknesses. They strive to increase commitment to shared goals through genuine dialogue with key stakeholders, telling their own story to the people about whom they care most, in all life domains. And they hold themselves and others accountable for pursuing valued goals.

Be Whole

Act with integrity by recognizing and respecting the whole person

Leaders take responsibility for respecting the value of all aspects of their lives; at work, at home, in the community, and in them selves (their health, spiritual growth, and leisure). They align the interests of different stakeholders in gaining support for collective goals as well as set, maintain, and respect the boundaries that enable value to be created at work and in other aspects of their lives. They invest in social capital to nurture networks and partnerships that provide the support needed for achieving results that matter.

Be Innovative

Act with creativity by experimenting with how things get done

Leaders continually re-think the means by which goals are achieved in ways that force a results-driven focus and provide maximum flexibility with choice in how, when, and where things get done. They have the courage and openness to experiment with new work methods and communications tools to better meet performance expectations. They reduce reliance on traditional methods, such as face time and co-location of resources, while using them more wisely to build trust when needed and, at the same time, taking advantage of the flexibility and control afforded by virtual media.

Commitment and Consent to Participate In Research

Commitment

The role of the instructor is to create the structured set of activities for undertaking Total Leadership experiments and a forum in which you are encouraged to grapple with relevant ideas and experiences in a systematic manner. For you to gain the benefits this course is designed to produce, it's essential that you participate actively in advancing course goals.

There are three primary concerns of new students to this course. First, some participants enter this course with skepticism. They fear that the concepts and tools won't work in their lives and organizations because of entrenched mindsets that are antagonistic to innovation and to the idea that there is mutual value among life's domains that can be captured to achieve better results in all of them. You will learn, through direct contact and active interaction with your peers, that there are numerous creative solutions available to you.

Second, some are concerned about the workload. **There will be frequent deliverables for this course.** The workload has not been a significant obstacle for students who have completed the course in the past because the work builds upon itself and requires more qualitative assessments rather than quantitative skills.

Third, some worry about undertaking deep analysis of their lives and talking about what really matters with people about whom they care most. It has been shown that with real commitment to investing in experimentation and wrestling with the leadership challenge of initiating innovation, most participants work through their fears and doubts and thus achieve greater leadership capacity and better results.

That said, you are strongly encouraged to decide, at the outset (admittedly with limited information), whether or not you are willing to make a commitment to this course, and to drop it if your doubts or concerns seem substantial. This course is a kind of innovation in leadership education. And it's optional. Sign up only if you are seriously interested, and don't if for any reason it doesn't fit with your own plans and needs. It's not useful for the instructor to have to spend time convincing skeptics and working to overcome major doubts when there are those who are on board and willing to proceed.

Consent to Participate in Research on Total Leadership

Agreement to participate

As a student in this course on Total Leadership, you are contributing to research and future knowledge on this topic. Information you provide is confidential unless you allow the use of identifying information. Given this commitment to confidentiality unless otherwise indicated, by participating in this course you agree to allow Prof. Friedman to quote or paraphrase your assessments, action plan, and updates in books, articles, presentations, and research papers. This is your choice since you are not required to take this course. Nonetheless you may withdraw at any time.

Purposes and scope

By participating in this course and in the research on Total Leadership you are granting Prof. Friedman the privilege of using information you provide in the deliverables for this course for purposes of (a) refining the Total Leadership program and (b) gathering data for articles, books, coaching tools, reports, and so on. These deliverables include information about your work/school, home, community and self; change initiatives based on your assessments and action plans; peer feedback; and lessons learned from your experiments.

Confidentiality

All information used in the research will be treated confidentially. No references to identifying information will be included except for basic demographics (e.g., age, gender, industry) so that your identity, and the identities of your stakeholders and of organizations with which you are affiliated, will remain anonymous unless you allow otherwise. No names will be made public without your consent. Should any concerns arise, contact Prof. Friedman at any time.

Benefits

It is expected that by participating in this course you develop a better understanding of leadership and how to integrate the different parts of your life in order to perform better in all domains. You will be invited to make use of the tools and information that will be available as the online version of Total Leadership develops. You are not financially compensated as a participant in the research. You get course credit and a grade based on the quality of your work on the assignments and on your class contributions.

Materials, Grading, and Assignments

Materials

Friedman's *Total Leadership: Be a Better Leader, Have a Richer Life* (Harvard Business Press) is the core reading. Other readings and exercises are available online, and new ones may be added, depending on student interest. For certain assignments, you will need to acquire additional readings or other materials, some of which might be available online. *You are expected to complete all assigned readings on time and to be ready to apply them in class sessions and deliverables.*

Grading

Your course grade is determined by the total of your scores on the following:

<u>Activity</u>	<u>Points</u>
Course contribution	35
Written assignments	90

Course contribution

Your contribution grade is based on quantity and quality of what you bring to our work.

- Class sessions
 - Show up – attendance will be taken.
 - Be prepared to discuss readings. Come with notes on questions about the readings and their relevance for you in our course.
 - Present your ideas in a way that others can understand.
 - Ask thoughtful questions.
- Usefulness of contributions to online discussions and other online activity
- Any other initiatives you take to advance course goals.

Point system for assignments

The point system for assignments is designed to provide a simple process for tracking progress, giving feedback, and identifying exemplary work. Criteria:

- 0 Assignment not done.
- 1 Attempted assignment but contents are incomplete, insufficient, or do not display understanding of key principles.
- 2 Completed assignment on time and in a way that demonstrates understanding of key principles. Presents information and ideas coherently and cogently.
- 3 Completed assignment in an exemplary manner. Demonstrates excellent grasp of key principles and comprehensively addresses all relevant issues.

Assignments are weighted (1x, 2x, 3x, and 6x) to indicate roughly the differences in expected effort. To pass the course you must complete all deliverables. You have the opportunity to earn high grades by performing in ways distinguish you from your peers.

Posting Your Deliverables and Commenting on Others'

- Post all deliverables on beta.totalleadership.org. Except when indicated otherwise, all assignments should be posted as blog entries on this site. Follow the instructions posted in the Forum for our course's group. Please post your questions about these instructions and comments on how to improve them in the Forum topic established for this purpose.
- Our Teaching Assistant will read and evaluate your deliverables and two peers in our class will provide feedback on some of them, too, as you will do for them. In addition, you are encouraged to comment on what others in our class compose. More detail on our coaching network is provided below.

Deadlines and Missed Classes

- Required preparation includes readings. It is assumed that you have read the readings and are prepared to discuss them when you arrive at the class session.
- Because of interdependencies among participants built into this course, missed deadlines create problems for others. If you are going to miss a session, or if you think you might miss a deadline for a deliverable, notify Prof. Friedman, our TA, and your clients and coaches prior to the deadline to work out any needed adjustments. For fairness' sake, points will be deducted for lateness.
- Missing a deadline without prior notice puts you at risk for failing the course.
- For a session you must miss, it's recommended that you interview 1 or 2 classmates about that session and then send a note, within 2 days of the session, to Prof. Friedman about the essential content and takeaways, to help you stay on track.

Schedule of Deliverables

All exercises are described at beta.totalleadership.org. However, the assigned Peer Feedback on Deliverables – D2, D4, and D7 – are described only in this syllabus (page 9). Exercise #s listed below correspond to the numeration system at the Web site.

Please be specific and comprehensive when answering questions and completing deliverables. The more you are able to detail your thoughts, the more you will get from these exercises and the better positioned your peers will be to help provide constructive feedback.

Most deliverables will be discussed in our class sessions. In addition, reading and commenting on others' deliverables, beyond those assigned to you as clients, is strongly encouraged. Our course is designed to be a learning community, an open environment among members. The more you contribute to others the more you learn about yourself.

All Deliverables are due by 9 PM EST on the assigned date.

Due	D# / Weight	Description (Exercise #s)
1/13	D1 / 3x	Begin / Be Real (01-11)
1/20	D2 / 1x	Peer Feedback on D1
2/1	D3 / 3x	Be Whole: Stakeholder Analysis (12-17)
2/3	D4 / 1x	Peer Feedback on D3
2/22	D5 / 3x	Stakeholder Dialogues (18)
3/1	D6 / 3x	Be Innovative: Design Experiments (19-20)
3/4	D7 / 1x	Peer Feedback on D6
3/17	D8 / 2x	Serve Their Interests (21-22)
3/24	D9 / 2x	Network Analysis (23-24)
3/31	D10 / 2x	Alumni Connection (25)
4/5	D11 / 2x	Leadership Biography (26)
4/19	D12 / 1x	Feedback for Coaching Group Members (27)
4/26	D13 / 6x	Progress Report (28-32)

About Assessments

Purposes

Taking action in our course has two main aspects. First, complete exercises that are assessments; measuring your baseline situation, generating insights, and developing ideas for meaningful, innovative action. Second, complete exercises that are the implementation of your game plan for your experiments and then reflect, through further assessments, on what you learn from doing so.

The initial assessments are designed to help you understand the Total Leadership model and how to use your experiments to learn about achieving four-way wins; to take meaningful steps towards becoming a better leader, having a richer life. Each of the assessments gives you a different perspective on how the principles apply to you.

The exercises in the first two parts of the book provide a disciplined approach to building a systems view of the domains in your life. Your experiments, in the third part, create opportunities for you to practice the skills associated with being innovative.

Everyone has their own comfort level about how much they wish to disclose about the various domains of their lives. There is no intent to intrude into your privacy. If the exercises feel intrusive, please discuss your concerns with Prof. Friedman.

These exercises are to be completed in sequence because they are organized using a systematic approach and set of principles. As you learn more, it is expected that you will want to review and refine your assessments and action plans. It is useful to take your time and to be thoughtful about your responses on the initial assessments because they influence your subsequent dialogues with stakeholders and actions in your experiments.

Again, it is expected that, by the end of your experiments, you will learn more about achieving both greater compatibility among the domains and greater satisfaction of stakeholder expectations. Your initial assessments will look different than they did at the start, indicating personal change and lessons learned about leadership.

Measurement

The assessments track performance, satisfaction, and alignment at the beginning and at the end of our course. This allows for an examination of three kinds of changes that result from experiments. The standard assessments (done by all) are described below and detailed in the book and elsewhere. You will also design your own customized metrics to monitor actions and assess results of your experiments.

Performance

The standard performance assessments focus on:

- *My Total Leadership Skills* (an 18-item survey). For each of the main principles of Total Leadership – Be Real, Be Whole, Be Innovative – there are six items.
- *My Life as a Leader*. For each of the three Total Leadership principles there are three items in this nine-item survey.

- How well you meet performance expectations of your key stakeholders. You assess stakeholder performance in exercises in the Be Whole part of the program and then again at the end, thus comparing before and after your stakeholder dialogues and experiments.

Satisfaction

You assess your satisfaction with each of the four domains and with your life as a whole at the start and end of our course.

Alignment

Alignment refers to how well the four different domains of your life complement and enhance one another, rather than compete with one another; how compatible they are. The two standard assessments of alignment are the Four-Way Attention Chart and the Four Circles. Both are completed first part of our course and then again at the end.

About Peer Feedback

Read Appendix A before getting started on your participation in our coaching network as a peer coach. Follow the guidelines there and below when completing your Peer Feedback deliverables and be sure to provide comments on each and all of the exercises posted (as blog entries or videos) by your clients.

Peer-to-peer feedback is a critically important aspect of our course. There are many opportunities for giving and receiving both written and verbal coaching throughout our course. Your performance as a coach will have a substantial impact on the value of our course. Constructive feedback should not be thought of as “having all the right answers”. Instead, provoke your client to examine the issues further by providing encouragement and by asking the right questions of his or her work. To ensure that you do this, ask *yourself* these questions:

- What points have been left unanswered?
- Where does he/she need to be more specific?
- What is another approach for tackling the issue?

It's essential that you include in your observations notes on both strengths and areas for improvement in each post that you read as a coach. Add suggestions and ideas that you believe will be useful. Participants are sometimes unsure how much is too much or too little when it comes to commenting on another participant's work. There are no hard and fast rules for the amount of feedback you should provide. However, keep in mind that your clients are here because they want to learn. Generally speaking, the more you engage actively as a coach in provoking further thought, the better. Don't hold back!

Course Plan

Begin / Be Real: Act with Authenticity by Clarifying What's Important

Class Sessions: 1/14, 1/19, 1/21, 1/26, 1/28

Goals

- Overview course goals and set performance expectations
- Establish peer coach teams: goals, membership, operating values
- Understand the basic principles and methods of Total Leadership course
- Realize the value of leadership vision and values in driving performance
- Articulate your personal leadership vision and values
- Explore how to achieve authenticity by aligning values and actions

Core Readings

- Friedman, S. D. 2008. *Total Leadership: be a better leader, have a richer life*. Front Matter, Preface, and Chapters 1, 2, 3, and Appendix A.

Deliverables

1/13	D1 / 3x	Begin / Be Real (01-11)
1/20	D2 / 1x	Peer Feedback on D1

Be Whole: Act with Integrity by Respecting the Whole Person

Class Sessions: 2/2, 2/4, 2/9, 2/11, 2/16, 2/18, 2/23, 2/25

Goals

- Understand the value of recognizing and supporting the whole person
- Assess compatibility and conflict among stakeholder expectations
- Explore how to use various media to build relationships and achieve results
- Understand the purpose of stakeholder dialogues and prepare for them
- Learn from alumni perspectives on stakeholder dialogues
- Realize the value of creating trusting relationships and learn how to build them
- Discover how to enhance integrity by making the parts fit together better as a whole
- Review results of stakeholder dialogues

Core Readings

- Friedman, Chapters 4 and 5.

Deliverables

2/1	D3 / 3x	Be Whole: Stakeholder Analysis (12-17)
2/5	D4 / 1x	Peer Feedback on D3
2/22	D5 / 3x	Stakeholder Dialogues (18)

Be Innovative: Act with Creativity by Experimenting with How Things Get DoneClass Sessions: 3/2, 3/16, 3/18, 3/23, 3/25, 3/30, 4/1Goals

- Understand political barriers to change and how to overcome them
- Learn about managing risk in driving change
- Build commitment to your leadership vision and action plans for change
- Develop a deeper appreciation for the meaning of community for you as a leader
- Understand social capital and the reciprocity principle
- Build support among participants for achieving valued goals
- Connect with and learn from alumni about making the most of your experiments

Core Readings

- Friedman, Chapters 6 and 7 and Appendix B

Deliverables

3/1	D6 / 3x	Be Innovative: Design Experiments (19-20)
3/4	D7 / 1x	Peer Feedback on D6
3/17	D8 / 2x	Serve <i>Their</i> Interests (21-22)
3/24	D9 / 2x	Network Analysis (23-24)
3/31	D10 / 2x	Alumni Connection (25)

Reflect and GrowClass Sessions: 4/6, 4/8, 4/13, 4/15, 4/20, 4/22, 4/27 dinnerGoals

- Learn more about Total Leadership both from people you admire
- Understand the challenges of developing talent in a Total Leadership organization
- Review and interpret peer feedback on your performance in our course
- Understand the value of storytelling for leadership
- Tell your own leadership story and listen to others'
- Review course goals and synthesize lessons learned
- Generate ideas for sustaining your growth and development as a leader

Core Readings

- Friedman, Chapter 8.
- Gardner, J. W. The road to self-renewal.

Deliverables

4/5	D11 / 2x	Leadership Biography (26)
4/19	D12 / 1x	Feedback for Coaching Group Members (27)
4/26	D13 / 6x	Progress Report (28-32)