

**MGMT 671, Executive Leadership
Spring 2019**

The Wharton School
University of Pennsylvania

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[Canvas](#)

Tuesdays, 3:00 to 6:00 in SH-DH 1206

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 yourself 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 yourself.

You work closely and interdependently with your classmates to create an interactive community in which you learn and are enriched by their experiences. The instructor facilitates discussion and students are expected to come prepared to highlight what from the readings is most useful and important. We use a variety of methods to support learning by doing; peer coaching, readings, class dialogues, interaction with alumni, and extensive written exercises and assignments to prepare for and reflect on your actions.

Course Plan



Begin

- Overview course goals and set performance expectations.
- Understand Total Leadership principles and method.



Be Real: Clarify What's Important and Take the Four-Way View

- Explore being real – acting with authenticity by clarifying what's important.
- Articulate your personal leadership vision – your legacy – and your values.
- Take the four-way view – work, home, community, and self (mind, body, spirit).



Be Whole: Respect the Whole Person and Talk to Your Stakeholders

- Explore being whole – acting with integrity by respecting the most important people.
- Identify key stakeholders in all parts of life and mutual performance expectations.
- Understand the purpose of stakeholder dialogues, prepare for and conduct them.
- Realize the value of creating trusting relationships and learn how to build them.
- Explore how to use various media to build relationships and achieve results.
- Discover how to enhance integrity by making the parts fit together better as a whole.



Be Innovative: Design Experiments and Bring Others Along with You

- Explore being innovative – acting with creativity by experimenting.
- Design experiments to produce four-way wins and upgrade them based on feedback.
- Understand risks of and barriers to change and how to overcome them.
- Understand social capital and the reciprocity principle.
- Build commitment to and support for your vision and plans for change.
- Consider the changing roles of men and women in business and society.



Reflect and Grow

- Learn more about leadership by studying great leaders' lives.
- Understand the value of storytelling for leadership.
- Review course goals, results, peer feedback
- Generate ideas for sustaining your growth

About Total Leadership Exercises

Purposes

The initial exercises 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 exercises 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 (please see p. 6). 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 responses to the exercises. It is useful to take your time and to be thoughtful about your responses on the initial exercises 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 growth and lessons learned about creating change.

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*. Nine items, one for each of the Total Leadership principles.
- How well you meet performance expectations of your key stakeholders. You assess stakeholder performance in exercises in the Be Whole part and then again at the end, thus comparing before and after your dialogues and experiments.

Satisfaction and Well-Being

You assess your satisfaction and well-being in each of the four domains and 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 in the first part of our course and again at the end.

About Peer Coaching

Read Appendix A before getting started on your participation in our coaching network as both peer coach and client. Follow the guidelines there and below when doing your peer coaching. 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?

Students are sometimes unsure how much is too much or too little when it comes to commenting on a classmate’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. The more you engage actively as a coach in provoking further thought, the better. Act with compassion, suspend judgement, and don’t hold back!

As part of each of the peer coaching exchanges, you provide feedback to each of your coaches to let them know what they did well and how they might be more helpful in providing written and verbal coaching. The purpose of this feedback is to improve the quality and impact of both the written and verbal coaching in each successive round, and beyond our course.

Administration

Readings

Friedman's *Total Leadership: Be a Better Leader, Have a Richer Life* (Harvard Business) is the core reading. Other readings will be made available, and new ones may be added, depending on student interest. For certain assignments, you will need to acquire additional readings or materials. *You are expected to complete all assigned readings on time and be ready to apply them in class and in exercises on Canvas.* Follow up with Prof. Friedman about anything we don't cover in class that is of interest to you.

Grading

Your course grade is determined by your performance on:

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|----------------------------|-----|
| Contribution to Community: | 40% |
| Exercises on Canvas: | 60% |

Contribution to Community

Contribution grade is based on quantity and quality of what you bring to our community. Attendance is required for all classes. Unexcused absences result in deductions from your contribution score. Excused absences (defined by [Wharton policy](#)) should be reported via email to Prof. Friedman prior to class. More than one unexcused absence is grounds for dismissal from the course, and an absence from either the first or second class, for any reason, will result in dismissal from the course. For a session you must miss, to help you stay on track it's recommended you interview a few classmates about that session and then send a note, within three days, to Prof. Friedman on what you learned about the essential content.

Positive contribution involves being (a) fully prepared to accurately discuss relevant course material, (b) curious, and (c) compassionate in interactions with others. And:

- Please be on time, in fairness to your classmates.
- Class sessions are technology-free, unless otherwise indicated by Prof. Friedman for special purposes: During class, digital devices are not to be used. If you need to use one urgently, please leave the room and return when you can be present.
- We will take one break during our three-hour class. When we split into small groups, which we will do frequently, please do not use this as an opportunity to leave the room, check messages, etc. This is disruptive to your classmates.

Contribution is not limited to the classroom, for there is opportunity to participate online and otherwise. Provide links and participate online on Canvas or via other social media. Take whatever initiatives you can to advance our course goals.

Exercises

The system for evaluation and feedback on the exercises is designed to provide a simple process for tracking your progress. You will get a note from either Prof. Friedman or TA Michelle Rajotte via Canvas on each set of exercises letting you know if the assignment has met expectations. If your exercises do not meet expectations, it's usually a matter of incompleteness, insufficient information, or lack of understanding of key principles. Most students meet expectations on all assignments, which means posting on time, demonstrating grasp of key concepts, and presenting information and ideas coherently and cogently. If you don't, or if you exceed expectations, we will let you know. To exceed expectations is to demonstrate exceptional understanding and application of key principles and to address all issues very comprehensively.

Assignments are weighted (1x, 2x, 3x, and 6x) to indicate roughly the differences in expected effort (see Schedule, below). For the sake of fairness, a grade reduction will be applied to late exercises, starting at due date and time.

Prof. Friedman's [Notes on TL Exercises](#) is a file with general comments about the exercises. Please read these comments as you're writing each set of exercises, or just afterwards, when you get feedback. If you would like more specific feedback on your exercises, let us know and we will be happy to provide it. The workflow for completing exercises for our course is this: read the assigned material, compose your exercises, provide written comments on your clients' exercises, discuss in class, and then edit your exercises (if you would like to do so).

You will find links to your next set of exercises due on our Canvas Home page. Our course exercises build on each other, so you should *not* complete exercises out of order. Note: This is the first year we are using Canvas for our course and we are trying a few different methods for posting exercises (all with the same content, of course) to learn what will work best for students. Please let Michelle know if you have any questions about completing assignments.

To pass the course you must complete all exercises and assignments.

Privacy and Confidentiality

Only the members of your trio (and Prof. Friedman and TA Michelle Rajotte) will have access to the content you produce for our course. In addition, the Wharton Code of Ethics addresses the issue of how to manage information available to you as a student:

The Wharton student is expected to respect the materials, data, and property of other members of the Wharton community...The student will not misuse or misappropriate the materials, data, or other property of another, especially through, but not limited to...Divulging or distributing proprietary or confidentially provided information obtained for class assignments...

Responsibility for Participation and Progress – Grounds for Dismissal

The role of the professor is to provide the structured set of activities for undertaking TL exercises and to cultivate a learning community in which students grapple with relevant ideas and experiences in a systematic manner. For you to gain the benefits this course is designed to produce, you must participate actively in advancing course goals.

Because you work closely with others in our class, missed deadlines or absences from sessions create problems for your progress and the progress of others. If you are going to miss a session, or if you think you might miss an exercise or assignment deadline, notify Prof. Friedman, TA Michelle Rajotte, and your coaching team *prior to the deadline* to make other arrangements. For fairness' sake, credit will be deducted for any lateness.

We know there might be extenuating circumstances that make it difficult to complete required actions on time and to attend class. However, because each student's work affects others, our policy is that a student can be dismissed from the course if he or she:

- Persistently fails either to maintain timely progress on exercises or to attend sessions on time and for the full length.
- Misses a deadline for an exercise or written assignment without prior notice.
- Misses more than one class for any reason.

Because essential start-up work occurs in the first two classes, attendance at both (on January 22 and 29) is mandatory. If you are not able to be present for both classes, with assignments completed on time, then you cannot proceed in the course.

Schedule for All Exercises

Exercises are posted on Canvas. Note that there are multiple exercises due on many days. For example, Exs. 01– 06 are due on the same day. Sets of exercises are weighted (Wt. = 1x, 2x, 3x, or 6x) to indicate roughly differences among them in expected effort.

Please be specific and comprehensive when answering questions and completing exercises. The more you are able to detail your thoughts on the exercises, the more you will get from them and the better positioned others will be to give you useful feedback. Exercises will be discussed in our class sessions. The more you contribute to others, the more you learn.

Exercises appear in **green** (original content), **orange** (peer comments), and **light blue** (reflections on coaching). **Exercises are due 11:00 PM on date assigned.** One other written assignment – Digital Detox, brought to class and posted on Canvas (Word doc, Times New Roman 12-point, double-spaced) – is boxed and appears in **dark blue**. **The Digital Detox is due on Canvas by start of class.**



| Due | Ex. # | Wt. | Description |
|--------|-------|-----|---|
| Jan 17 | 01-06 | 3x | Begin and Be Real Exercises |
| Jan 20 | 07 | 1x | Comments on Begin and Be Real Exercises |
| Jan 30 | 08 | 1x | Reflections on Coaching: Begin and Be Real Exercises |
| Feb 1 | 09-14 | 3x | Be Whole: Stakeholder Analysis |
| Feb 3 | 15 | 1x | Comments on Stakeholder Analysis |
| Feb 6 | 16 | 1x | Reflections on Coaching: Stakeholder Analysis |
| Feb 19 | | | Digital Detox (Word doc on Canvas and bring to class) |
| Feb 21 | 17 | 3x | Be Whole: Stakeholder Dialogues |
| Feb 23 | 18-19 | 3x | Be Innovative: Designs for Experiments |
| Feb 25 | 20 | 1x | Comments on Dialogues and Designs for Experiments |
| Feb 27 | 21 | 1x | Reflections on Coaching: Dialogues and Experiments |
| Mar 18 | 22 | 2x | Serve <i>Their</i> Interests |
| Mar 25 | 23-24 | 2x | Network Analysis / Help Fest! |
| Apr 25 | 25-28 | 6x | Reflect and Grow: Progress Report |
| Apr 28 | 29 | 1x | Comments on Progress Report |

Class Schedule

The goals for each session are listed below, and in boxes are required readings and exercises. Exercises appear in **green** (original content), **orange** (peer comments), and **light blue** (reflections on coaching). **Exercises are due by 11:00 PM** on date assigned, except for the **Digital Detox assignment, which is due by the start of class.**



Jan 22

Goals / Values

Understand our course goals and performance expectations. Ensure grasp of the Total Leadership approach. Explore being real – acting with authenticity by clarifying what’s important. Tell the story of how your values have been shaped by your experience.



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| Read | TL Preface, Chapters 1, 2, and 3, and Appendix A; Syllabus | |
| Jan 17 | Exs. 01-06 | Begin and Be Real Exercises (3x) |
| Jan 20 | Ex. 07 | Comments on Begin and Be Real Exercises (1x) |

Jan 29

Leadership Vision / Four-Way View

Articulate your personal leadership vision – your legacy – and your values and respond to your classmates’ visions. Take the four-way view – work, home, community, and self (mind, body, spirit) – and explore what this perspective means for your future.

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| Jan 30 | Ex. 08 | Reflections on Coaching: Begin and Be Real (1x) |
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Feb 5

Stakeholder Analysis / Prep for Dialogues

Explore being whole – acting with integrity by respecting your most important people. Identify key stakeholders in all parts of life and mutual performance expectations. Understand the purpose of stakeholder dialogues and prepare for them.

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| Read | TL Chapters 4 and 5 | |
| Feb 1 | Exs. 09-14 | Be Whole: Stakeholder Analysis (3x) |
| Feb 3 | Ex. 15 | Comments on Stakeholder Analysis (1x) |
| Feb 6 | Ex. 16 | Reflections on Coaching: Stakeholder Analysis (1x) |

Feb 12

Stakeholder Dialogues / Alumni Perspectives

Gain insight about best practices in conducting stakeholder dialogues and having meaningful conversations. Learn how to gain value from our course from Wharton alumni who took it.

Feb 19

Trust and Attention

Realize the value of creating trusting relationships and learn how to build them. Explore how to use various media to build relationships and achieve results. See what you discover about paying attention when you intentionally shut down digital devices.

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|------------|---|
| Assignment | <u>Digital Detox</u> : Carve out a six-hour period during your waking life when you will not use any digital device at all. Observe what happens – to you, your awareness of your surroundings, and your relationships. Compose your observations and insights in 1-2 double-spaced pages (bring a copy) and prepare to present your findings in class. |
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Feb 26

Insights from Dialogues / Experiments

Review insights gained from stakeholder dialogues. Articulate lessons learned about how to enhance integrity by making the parts fit together better as a whole. Explore being innovative – acting with creativity by experimenting. Understand the theory of small wins and how to apply it. Review initial experiment designs.

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| Read | TL Chapter 6 | |
| Feb 21 | Ex. 17 | Stakeholder Dialogues (3x) |
| Feb 23 | Exs. 18-19 | Designs for Experiments (3x) |
| Feb 25 | Ex. 20 | Comments on Dialogues and Experiments (1x) |
| Feb 27 | Ex. 21 | Reflect on Coaching: Dialogues + Experiments (1x) |



Mar 12

Coaching on Experiments

Practice non-directive coaching skills to propel experiments.

Mar 19

Bringing Others Along with You

Understand political barriers to change and how to overcome them by aligning interests and helping others win. Learn more about managing risk when leading change.

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| Read | TL Chapter 7 | |
| Mar 18 | Ex. 22 | Serve Their Interests (2x) |

Mar 26**Supportive Networks**

Understand social capital and the reciprocity principle. Demonstrate reciprocity in action via Help Fest. Build commitment to and support for your vision and plans for change.

Mar 25

Exs. 23-24 Network Analysis (2x)

Apr 2**Update on Experiments / New Choices for Men and Women**

Examine and gain insight on challenges and opportunities in your pursuit of four-way wins. Explore the changing roles of men and women in business and society and the implications of the revolution in gender roles, family structure, and career paths.

Read

Baby Bust, Introduction and Chapter 5.**Apr 9****Update on Experiments**

Examine and gain insight on challenges and opportunities in your pursuit of four-way wins.

Apr 16**Update on Experiments / Lessons from Admirable People**

Examine and gain insight on challenges and opportunities in your pursuit of four-way wins. Learn about leading the life you want from the lives of admirable people.

**Apr 23****Storytelling / Prep for Progress Reports**

Understand the value of storytelling for leadership and improve your ability to tell a good leadership story. Prepare for how to compose your Progress Report so you can make the most of it.

Read

TL Chapter 8; Two Progress Reports by Previous Students

Apr 30**Reflect and Grow**

Review course goals, results, peer feedback, and lessons learned. Generate ideas for sustaining your growth as a leader and for cultivating our learning community in the years ahead.

Apr 25

Exs. 25-28 Reflect and Grow: Progress Report (6x)

Apr 28

Ex. 29 Comments on Progress Report (1x)