

Last Revised January 24, 2014

M&O 623
Becoming a Transformational Leader:
A Practicum

Winter 2015



Academic Foundation

This course is founded upon an academic perspective that originated at the Ross School of Business. It has grown into a global field of study called Positive Organizational Scholarship. Scholars in this field examine people, groups, and organizations when they are operating at their very best. Their findings indicate how to move systems from normal to exceptional functioning with extraordinary results. To learn more about this orientation, visit the website for the Center for Positive Organizations: <http://www.centerforpos.org/>

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Admission:

Admission to MO 623 is by application. To enter the course, students must read the syllabus and write a statement of interest and commitment (No more than 250 words). The statement should demonstrate three things:

- You understand the unique nature of this course.
- You are fully committed to the success of your peers.
- You will not sacrifice your integrity to obtain a grade.

Admission will be based on the evaluation of the statements. Please send your application statement as a pdf file to Kira Lesser kmlesser@umich.edu (teaching assistant). You will receive notice of permission to enroll through Wolverine Access. Permissions will be granted on a

rolling basis. The class will be formally closed when enrollment capacity is reached. In the past, demand has been high, so we encourage you to submit early to guarantee entry to the course.

2015 Meeting Times:

Saturdays from 8:30 to 5:00

Dates: Jan 24; Feb 7; Feb 14; Mar 14; Mar 28;

Hold Apr 11 as a backup date in case of an emergency cancelation.

Attendance

Because of the unusual structure of the course, all sessions are mandatory. Any absence, for any reason, will result in a penalty of 50 points.

Rooms

Classroom: R2240

Breakout Rooms: 2216, 2218, 2226, 2228, 2236, 2238, 2246, 2248, 1236

(Breakout rooms may vary slightly each day)

Course Overview

This course is not designed so you learn “about” leadership. It is designed so you become a leader. The emphasis is on personal change. The course is designed to help you learn to better live your values and to more effectively exert transformative influence.

Due to your biological and cultural conditioning, it is normal for you, and everyone else, to be comfort-centered, externally directed, self-focused and internally closed. You, however, can learn to become purpose-centered, internally directed, other focused and externally open. As you do this, your life will change. You will begin to see opportunity where you used to see constraint. You will begin to relate differently. You will bring energy to others and entice them to exceed their own programming. You will begin to become a transformational leader.

The “on stage” behavior that occurs in many business classes is not appropriate in this course. Participation in this class will require that you live from your heart as well as your head. You will engage in exercises of value clarification and genuine dialog. You will be asked to find and present your most authentic self. As you increase in your capacity to do this, you will also learn to create a more adaptive and effective version of yourself. You will learn how to invite others to do the same. This means you will become a leader. You will be able to change the world because you will know how increase your consciousness in any situation.

What You May Learn: A Student View

In the last offering of M&O 623 the students indicated what they learned. Their statements appear in the following table.

I learned:

<p><u>Empathy, Trust and Interdependence</u> How to increase my trust in myself and in others How to build more authentic communities and invite others in To courageously ask questions instead of telling people things How to create high quality relationships in my life How to manage my social network so it is filled with people who energize me How to clarify and pursue the common good How to find and trust the goodness in the existing context To keep a gratitude journal To increase the spiritual dimension in my life How to choose health, recreation, relaxation and renewal</p>	<p><u>Learning, Development and Co-creation</u> A new language How to bring the principles of positive organizational scholarship to my work To expand my consciousness and be more aware How to be a living symbol of change that invites others to change How to use stories, visuals and symbols to change mindsets To recognize the change triggers in life and not to fear them How to appreciate, create and live with ambiguity How to move forward towards a purpose when I do not know how to get there To more fully live in adaptive confidence, knowing I can learn and change in real time What action learning actually is and how to help others to engage in it How to adopt new strategies for living my life</p>
<p><u>Discipline, Integrity and Authenticity</u> To redefine the meaning of success To understand who I really am How to consistently regulate and elevate myself over time How to get off stage and choose my authentic self My best self is my most authentic self, my normal self is my most fake self</p>	<p><u>Purpose, Commitment and Courage</u> How to get outside my comfort zone What commitment is and how it changes everything What my life purpose really is How to overcome my fear of speaking up, I gained confidence How to gain transformational influence How to get into the fundamental state of leadership</p>

A Word of Caution and an Invitation

This course is not for everyone. Please exercise caution in your decision to enroll. Here are some notions that may help you decide.

If education means having a clearly structured experience, being in control, competing with colleagues, getting grades, punching your ticket, and getting a good job, you are normal. You are living the life you have been conditioned to live. You are not, however, ready to take this

course. It will probably be a negative experience for you and those around you. You would do well to avoid it.

If, on the other hand, you sense that you have potential that is not being fully realized, if you sense there is something limiting about the grade-driven approach to life, and if you would like to create a more adaptive and powerful version of yourself, this course may be of value.

To further determine if you should be in this course you might reflect on the assumptions articulated below. If you find yourself attracted to the assumptions, you are probably ready. If you feel a need to make light of them or otherwise neutralize them, then your defenses are such that you may not be ready. If you are uneasy but willing to step outside your current conditioning, you are invited.

Basic Assumptions

Content Assumptions:

- You want to live a more meaningful life
- You have been conditioned to hold onto your current expectations
- You have potential that exceeds your expectations
- To realize your potential you must transcend your cultural conditioning
- Transcending cultural conditioning requires self-change
- To realize your potential you must enlist the creative cooperation of others
- With or without authority, you must be able to lead
- Leadership is a function of who you are
- To effectively lead you must continually become a more effective version of yourself
- You fear self-change, even if you deny that you do
- You are capable of transcending your fear
- Your happiness and effectiveness is a function of how you self-elevate
- The abundance of your legacy will be a function of your authenticity

Teaching Assumptions:

- You will not be exposed to a wide survey of the leadership literature
- You will be exposed to the concept of transformative influence
- You will be expected to internalize and live the concept
- You will be responsible for your own learning and growth
- You will be responsible to co-create the quality of the course
- Faculty presentations will be a small fraction of classroom experience
- The emphasis will be on action learning and learning from experiences
- Authentic dialog is essential to self-change
- Group discussions will be a crucial part of your learning
- You will need to share who you are
- You will need to draw out, hear, honor and elevate others
- Peers will provide feedback

You will need to hear feedback and make self-change
There will be considerable reading and a number of personal exercises
Much of your grade will be determined by the number of extra credit tasks you do. So, to a great degree, you will determine your own grade.

Outcome Assumptions:

You should leave the course with an enhanced ability to:

- Live from your life mission
- Clarify your purpose in real time
- Increase your integrity in situations of compromise
- Sacrifice for the common good
- Act with adaptive confidence and learn from feedback in real time
- Envision the future and invite others to it
- Invite others to the accountability of reality
- Build more trusting relationships
- Inspire others to the accountability of possibility
- Live the same life at work and at home
- Lead yourself and others

Required texts

- *Lift: Becoming a Positive Force in Any Situation* (Ryan W. Quinn and Robert E. Quinn)
- *The Deep Change Field Guide: A Personal Course to Discovering the Leader Within* (Robert E. Quinn)
- *The Best Teacher in You: How to Accelerate Learning and Change Lives* (Robert E. Quinn, Katherine Heynoski, Mike Thomas and Gretchen M. Spreitzer)

Suggested Readings

- *Competing Values Leadership: Second Edition* (Kim S. Cameron, Robert E. Quinn, Jeff DeGraff, and Anjan J. Thakor)
- *Building the Bridge as You Walk on It* (Robert E. Quinn)
- *Company of Leaders: Five Disciplines for Unleashing the Power in Your Workforce* (Gretchen Spreitzer and Robert E. Quinn)

Course Structure

	Day 1 (1/24)	Day 2 (2/7)	Day 3 (2/14)	Day 4 (3/14)	Day 5 (3/28)
Assignments	Gandhi Read Lift	Moneyball Read: DCFG Chapters 1-4	Norma Rae Read: DCFG Chapters 5-8	Freedom Writers Read BTIY Chapters 1-4	Stand and Deliver Read: BTIY Chapters 5- 7
Video Debrief	Gandhi	Moneyball	Norma Rae	Freedom Writers	Stand and Deliver
Leadership Concepts	FSL	Understanding Deep Change	Acquiring Moral Power	Inviting Others	Closing Issues
Discussion	FSLBPs	Deep Change	Moral Power and DC	The Moment of DC	Celebration
	Lunch	Lunch	Lunch	Lunch	
Culture Change	Trust and Change	Diagnosing and Changing Culture	Positive Leadership Game	Creating Positive Practices	
Discussion	Trust and Change	Diagnosis and Change	Leadership Development and Change	Creativity and Change	
	Best Self Feedback	Best Self Feedback	Best Self Feedback	Best Self Feedback	

Requirements

Requirement/Assignment	Points	Due Date
Attendance Mandatory (50 point penalty for missing a day of class)*		
Fundamental State of Leadership Best Practices (10 points each)	100	See below
Individual Paper: My Approach to Leadership	50	Noon on April 8
Group Paper: How to Create a Positive Culture	50	Noon on April 11
(Extra Credit assignments – see below)		

*Please note that exceptional participation, in the form of authentic contribution, may be granted extra credit.

Explanation of Requirements

Fundamental State of Leadership Best Practices

Every second week you should submit a fundamental state of leadership best practice (FSLBP). You should do the following:

- A week before, locate at least two target opportunities for personal change (see template below).
- In each case ask the four FSL questions.
- Based on the answers formulate a strategy and apply the strategy.
- Reflect on what happened.
- Write a summary of your most successful case (See 10 examples below).
 - Audience is your peers
 - Be authentic
 - Avoid personally identifying information
 - Use professional language, no profanity.
- Submit
- You will use a software package that will be explained in class. **Bring your laptop on the first day so you can access the software.**
- On the alternative week, read the submissions of your peers and use the work of your peers to plan your next effort. (Most used submissions, at the end of the semester will also get extra credit. The top 30 submissions each get ten points of extra credit.)
- Also give credit to the top 10 overall usage scores? (Note: highest overall usage score is easier to get in the system than the top 30 submissions)

FSLBP Schedule

Due Dates	Submit 2 FSLBP Action Plans, using the successes of your peers*	Report a success
Noon Jan 26	X (Ten points)* Twenty?	
Noon Feb 2		X (Ten points)
Noon Feb 9	X (Ten points)* Twenty?	
Noon Feb 16		X (Ten points)
Noon Feb 23	X (Ten points)* Twenty?	
Noon Mar 2		X (Ten points)
Noon Mar 9	X (Ten points)* Twenty?	
Noon Mar 16		X (Ten points)
Noon Mar 23	X (Ten points)* Twenty?	
Noon Mar 30		X (Ten points)

*Kira's note: consider either requiring only 1 Action Plan, or providing 20 points each time an Action Plan is due (so that each Action Plan can be worth 10 points)

Initial Template: Finding a FSL Target Opportunity

- There is a task I am dreading

- I will have an important meeting
- I will have to persuade my boss
- I will face an intimidating senior person
- I will have to make a presentation
- I will have to do a performance review
- I will meet with a difficult customer
- I will hear negative feedback
- I will have an overwhelming workload
- I will face distractions
- I will make a decision without data
- I will have peers not carrying their load
- I will deal with peers in conflict
- I will deal with an intergroup conflict
- I will experience organizational politics
- I will have people acting like victims
- I will be in cynical conversations
- I will be in an abusive environment
- I will deal with an abusive person
- Someone will treat me like an object
- I may have to think about a job change
- I will have no time for my family
- I carry resentment for a family member
- I will have a conflict with my spouse
- I will need to help a child
- I will have a conflict with a child
- I will deal with a major failure
- I will have an underperforming person
- I will work with an unethical person
- I will deal with a vulnerable person
- I will have people who feel unheard

Individual Paper: My Approach to Leadership

The final version of this paper will be a polished document that explains your beliefs and aspirations as a leader. The document should particularly highlight your ability to wield transformative power. The audience is not the general public but your future potential employers and your future peers and direct reports. It is a document you should be able to submit with your resume. It should distinguish you from all other job candidates. It is a document you should also be able to use in your first meeting with your direct reports so you can clarify mutual expectations. Over your career, you should be able to continually refresh and use the document. You should begin this document on the first week. You should redraft it regularly. You should

bring your on-going draft to each class session. You should seek to help your peers excel in this assignment.

Points: 50

Word limit: 500

Due Date: Noon on April 8.

Group Paper: How to Create a Positive Culture

This paper should look like an attractive article from BusinessWeek. It is a tool you may give to your future direct reports. It should:

- Explain what a positive culture is
- Explain how positive cultures are created and maintained
- Lay out an introductory workshop
- Provide a long-term development plan

This product should be drafted for the second class session and evolve until the end of the semester. Over your career, you should be able to continually refresh and use the document. It should make the units you lead different from other units in the organization.

Points: 50

Word limit: 2,500

Due Date: Noon on April 11

Extra Credit Projects

- **Book Review:** Write an integrated review of the required and suggested readings for this class and show how you will use what you learned.

Word limit: 1500

Points: 25

Due Date: Noon Feb 6

- **Life Purpose: Analysis of Life Events:** Select and analyze the ten best and ten worst things that have happened to you. Reflect on these events and answer this question. “What have your life experiences prepared you to do, that few others are prepared to do?” Link your answer to the concepts you have learned in this course.

Word limit: 1500

Points: 25

Due Date: Noon Feb 20

- **Transformational Influence:** Identify a person of transformational influence in the seven of the eight movies listed in the Deep Change Field Guide. Analyze what each of these characters has in common. Based on your analysis, provide a template for how you can wield transformational influence in your career.

Word limit: 1500

Points 25

Due Date: Noon March 13

- The Fundamental State of Leadership: The data for this paper should be fundamental state of leadership best practices as turned in by you and your peers. Using the best examples as illustrations, you should:
 - Establish a need for the concept
 - Explain the FSL
 - Explain how to internalize the concept
 - Show how other people can internalize the concept
 - Show how the concept can be used for leadership development and culture change

Word limit: 2,000

Points: 25

Due Date: Noon March 27

- Workshop Report (1500): Find a group in need of a more positive culture. Use an early draft of your group paper on How to Create a Positive Culture to plan and execute a workshop. Write a description of your experience and an analysis of participant evaluations.

Word limit: 1500

Points: 25

Due Date: Noon April 3

Grading Criteria (All papers)

Each assignment will be graded pass or fail. An exceptional paper may be awarded ten points of extra credit. **Although the grading is pass/fail, a paper that does not meet all of the requirements listed for the assignment may be given partial credit.** The following criteria are applied.

- Quality: A professional paper should be technically correct in terms of spelling, punctuation, and use of language. It should also contain effective and expression of ideas.
- Audience: Write to an uninformed, general audience.
- Creativity: The paper should creatively extend the course material.
- Utility: The paper should interest and inspire a reader to do new things.

Do not hand in a paper that you throw together at the last minute.

Curve

According to school policy, we are required to use a forced distribution. This will be done according to your total points. If you get a passing grade on the required assignments you will

pass the course. The more extra credit assignments you complete successfully the better you will do in the class. This grading system is designed to increase your learning and your capacity as a transformational leader.

Academic Honor Code

Review the honor code at: www.bus.umich.edu/Academics/Resources/communityvalues.htm. The code applies to the course in all aspects and will be enforced.

Professor

Professor Quinn is a chaired professor at the University of Michigan's Ross School of Business. His area of focus is organizational change and leadership. He is a fellow of the Academy of Management and the World Business Academy. He is one of the co-founders of the Center for Positive Organizational Scholarship. He has assisted many large organizations in their change efforts, and his Completing Values Framework, which is used to align people, structures and strategies, has been used by organizations all over the world. He has published sixteen books.

Appendix:

Fundamental State of Leadership Best Practices

Performance Review: I had a performance review for a difficult employee. While we were discussing his review, I listened to him talk about how he felt about his review. I started to feel myself getting a bit internally defensive or dismissive of his opinions. I asked myself what result I wanted to create, and came up with the idea that I wanted to produce a review that motivated him to perform better. Though it wasn't easy, I was able to shift my defensiveness while at the same time trying to see him as a good human being who really wanted to do well overall. I felt my attitude toward him change to include more empathy and reduced defensiveness. I saw him as a human being with kids and aspirations and weaknesses that he may not be strong enough to face. I was worried that I might appear fake, but that quickly disappeared as I remembered that it's the cues we can't hide that people can often sense. The review went as well as it could, and I hope that he was able to see the empathy I felt for him as authentic.

Bed Time: Every night putting my children to bed is a nightmare. I got thinking about the fundamental state of leadership and wondered if it was applicable. I asked myself what result I wanted to create. My first answer was to get them to bed. My deeper answer was to create a meaningful relationship with my children. This second answer immediately altered my outlook on the task. It was a bigger purpose that was worth investing in. I then asked if I was internally directed, was I acting from my deepest values. The answer was no. I decided that I value my family above all else, raising my children is my first mission in life. Realizing this brought a sense of conviction, I wanted to be fully present in the process. I asked if I was other focused.

The answer was no, I was focused on my needs and not theirs. I listed their needs. This brought a lot of ideas about how to do things differently. I asked if I was externally open, ready to join with them in co-creating a new way of going to bed. I was suddenly out of my authority role. We met and decided to design a better way. It has been a week and the process has been transformed. Going to bed is now a wonderful process and not a nightmare.

Transformed Relationship: All semester I knew that there was a relationship I needed to transform but I ran from it. My mother and I have been distant for a long time. I have always blamed her. I can give a long list of her violations. I knew this was a self-deception. Finally I went through the four questions and I called her. I told her that I always blamed her for our distant relationship but I can now see my role in the process. I listed some of the things I did. I told her I loved her. I told her I wanted a better relationship. She was very shaken and asked if I could call back later. I waited an hour and called back. We talked for an hour. In one hour and seven minutes I transformed a relationship that has been broken for years.

Meeting: I manage an Information Technology department whose performance is generally measured as quite good but lately has made some mistakes while handling our Marketing department's requests. Certain employees within Marketing have become very insulting in a passive-aggressive way toward our recent mishaps, causing nearly all of my direct reports to become defensive toward Marketing. This week, Marketing called a meeting to discuss a process change related to our recent performance weaknesses. I felt that tensions would be high in this meeting, and was not looking forward to attending. Before walking into the room, I took two minutes to go over the four questions from Lift and realized that Marketing was correct about our poor performance. I was able to empathize with their situation and knew that I had nothing to lose by being transparent about our recent flaws. I shifted into a purpose-centered frame of mind, and by combining that purpose-centeredness with empathy, I was able to nearly effortlessly transform the meeting's atmosphere into a positively collaborative one. I admitted our recent flaws and subsequently led the entire room toward a solution that made everyone happy. Afterward, another manager commented that he was shocked at how positive I was toward the situation and how eager I appeared to work toward a solution. While I was impressed with the results, the most shocking and rewarding realization was that I did not feel my behavior in this meeting was forced or fake! These actions simply became natural actions after I entered a state of Lift.

Driving: For years I have had the tendency (likely developed at the ripe age of 16) to find a gap in between two vehicles in the fast lane as I approached a slower-moving vehicle in the right lane. When this 'opportunity' presented itself I would floor the gas pedal and maneuver my car between the two in the left lane. It's not until reading Lift that I began to internalize the consequences of this behavior. The very next weekend, I asked myself the four questions while driving on that very same highway. Learning that my actions can trigger similar actions in others

- I began to think I could be the root cause of road-rage, a thought which really angered me. I then reflected on all the times I justified this habit, telling myself I was in a rush. What happened next was like a light-bulb going off in my brain when it occurred to me that those two vehicles in the left lane might be in a rush too (potentially even in the middle of an emergency). Upon further reflection, I realized I was betraying my own values every time I behaved this way. Today, I can proudly say that I recently activated an implementation intention when the opportunity to cut ahead of someone presented itself. I experienced Lift and it felt great. I was finally free on the open road.

Life Balance: I was profoundly moved by the first group exercise when we told stories from our own lives. After that exercise we talked about what we would do to try to stay in that state of authenticity as we moved through the next week. I realized that during the work week the exhilaration I felt in the group would probably be quickly buried under my normal sense of exhaustion. So I began to question why my normal state is exhaustion, of being buried by responsibilities to the point that I never do anything for myself. It's true that I work two jobs and the economic well-being of my whole extended family (including husband, kids, siblings, employees and tenant farmers) depends on my work in my second job, and my first job often involves unpaid overtime as well. Still, they don't benefit if I burn out. So here's what I vowed: I would do something just for myself this week. I re-enrolled in the dance class that I'd given up six years ago when I enrolled at Ross. I even spent a couple hours sewing a beautiful red silk veil to use in that class. Rejoining my lady friends in that class felt like coming home, and I was welcomed literally with open arms. That re-entrance into a neglected part of my life led me to vow to leave work on time each night, which I mostly stuck to all week. I'm beginning to feel human again.

Firing: I am committed to continuous personal and organizational improvement. Our company has a purpose beyond making money and I take the higher purpose seriously. I have a person who has worked for the company for 20 years and is responsible for a third of our revenues. He checked out years ago and has lost the vision of the company. He is at times insubordinate, lacks integrity and actively spreads negativity. I knew he had to go but I was not acting on it. I wrote out answers to each of the four FSL Questions. As soon as I responded to the first, I knew he had to go. I asked two executives if they thought he would change, they said no and I knew I had to move right away. Since then, my team has thanked me. Some of his reports have confirmed some of our suspicions of his ruinous behavior. We've lost a few of his reports. We lose revenue because of that. That's fine. We have our eyes set on what we want. I've just promoted two managers that deserve the promotion and will produce. We've got a quarterly strategic planning meeting coming up next week and it will be extremely more productive. We are all chipping in. I dread having to deal with some of the negative aftermath that we are yet to face but I rather face it than endure the status quo. I have a better team now and enjoy my work immensely more.

Internal Direction: I think that I have not lived according to my own values for a long time. My relationship with my husband's daughter was never a good relationship... I have never told her that I do love her and that I deeply regret our bad relationship for so many years. I think that I have never done this because I felt that if I did it, I would lose an "advantageous" position of power and control in our relationship. Also I had the fear that she would think that I am weak. But this attitude does not match my values and I think that she needs love as everybody needs love. Maybe she needs even more love and self-esteem because her mother abandoned her when she was a child. My values are demanding me to apologize for not having been able to be a good step mother for her and for not having loved as I should have done it. So, I have written her a letter. She lives far away from home and I think that I should leave my feelings printed on a paper so she can read my letter as many as times as she needs in order to understand it. It will not be easy for her to understand why I write that letter to her but this cannot stop me from apologizing. I do not expect any reaction from her. I only hope that she can ever forgive me.

Other Focused: This week, I tried to focus on other people, rather than myself. This was very difficult for me, as in the past I've been focused on my own needs and accomplishing my own goals. This is especially true now, as I am still hunting for a full time job, and the large majority of my time of late has been spent sending emails to campus recruiters, filling out online job applications and anxiously wondering whether I'll be unemployed after business school. I took time out of my own career search, and gave 10 mock interviews to students anxious to secure their desired summer internship. I was fully engaged in those interviews, purpose-centered and committed to giving them constructive feedback. This exercise actually was so rewarding, I really felt appreciated by those students, and I even received a hug from one individual who was grateful for my energy and passion when giving them a case.