



LEVEL THREE LEADERSHIP
Course Syllabus

The Darden Graduate School of Business Administration
University of Virginia
Quarter One 2007

James Clawson

LEVEL THREE LEADERSHIP

The Darden Graduate School of Business Administration is a professional school that seeks to better society by developing leaders in the world of practical affairs.

Darden School Mission Statement, Academic Policies and Procedures Manual

Consistent with the mission of the school, all students are required to have a leadership-learning experience of at least 1.5 credit hours while attending Darden in order to graduate.

Academic Policies and Procedures Manual

To every man there openeth a highway,
Some men take the high road
and some take the low,
the rest are on the misty flats
where they drift to fro

Only you can choose which road,
The one we all have to take-
Over the Bridge of Sighs into eternity"

COURSE OBJECTIVES

The goal of this course is to help you enhance your leadership skills, in particular, to clarify your mission in life, to become more self-aware of your personal leadership model, and to strengthen your capabilities at influencing others. This course focuses on influencing at “Level Three” or the core value level.

The course is specifically intended to help you:

1. Understand the options available to you to lead at Levels One, Two and Three and their consequences.
2. Practice thinking and communicating at Level Three.
3. Practice and develop your interpersonal influence skills whether or not you have positional authority.
4. Develop a Personal Charter as a precursor to developing strategic charters for work groups or organizations.
5. Clarify your personal leadership model.
6. Develop a values platform from which you can develop and extend your leadership skills throughout your lifetime.

REQUIRED MATERIALS

1. *Level Three Leadership: Getting Below the Surface Third Edition* (Clawson, Prentice-Hall, 2006)
2. Case Packet, DEMS.

GRADING

Your final course grade will be derived 50% from classroom contributions and 50% from your final project. There will be 2-3 short one page papers mid-course that will receive the equivalent of a class contribution grade. Attendance requirements will conform to Darden School policy.

REQUESTS FOR CLASSROOM DEPARTMENT

Please, no hats in class, come on time, and come having read and prepared all of the materials for that class.

FACULTY

Professor James G. Clawson	Tel: 924-7488	(Room 293B)
Course Secretary Barbara Richards	Tel: 924-7331	(Room 264)

COURSE DESIGN

Level Three Leadership will unfold in three basic modules. While the modules will proceed in sequential fashion, in fact, we'll be touching on elements of all three in each class with greater emphasis as shown below. The modules are:

- Foundational Fundamentals
- Alternative Approaches
- Practical Applications

In the Foundational Fundamentals module we'll explore understanding why people behave the way they do since one of the major leadership dilemmas is *not* understanding why YOU do what you do, rather understanding why OTHERS do what they do—which may oft seem inexplicable.

In the Alternative Approaches module, we'll explore leadership techniques and skills at Levels One, Two and Three. These classes are intended to add tools to your leadership toolkit.

In the Practical Applications module, we'll work through business situations that call for a blend of Level One, Level Two, and Level Three techniques with an eye toward your developing your own blend and model of leadership.

LEVEL THREE LEADERSHIP COURSE SCHEDULE

Quarter One, Fall 2007

#	Day	Date	Topic	Core Material
1.	Mon	8/27	Introduction to the Course	The Leadership Point of View (L3L) Levels of Leadership (L3L) Personal and Organizational Charters (L3L) "Unpleasantness in Vermont," Damasio
2	Tue	8/28	Foundational Fundamentals of Leadership: Understanding Why People Behave the Way They Do	Why People Behave the Way They Do (L3L) The REB Model (L3L) "Hassan Shahrsebi: The Golden Boy,"
3	Mon	9/03	Foundational Fundamentals of Leadership: The Challenge of Self Leadership	"The Transcendent Self", Csikszentmihalyi Evolutionary Psychology, Wikipedia The Enteric Nervous System, Wikipedia "Clay" by James Joyce (<i>Dubliners</i>)
4	Tue	9/04	Alternative Approaches: Level One Techniques	<i>No Asshole Rule</i> by Bob Sutton Tough Guys "The Use of Force," William Williams
5	Mon	9/10	Alternative Approaches: Level One Techniques	"Why Incentive Plans Cannot Work," <i>HBR</i> "Camp Dresser & McKee", <i>HBR</i>
6	Tue	9/11	Alternative Approaches: Level Two Techniques	"Bad Management Theories ...," <i>AMLE</i> , Goshal "The Generative Properties of Richness," Weick "Why Logic Often Takes a Backseat", <i>Business Week</i>
7	Mon	9/17	Level Three Techniques VABE Analysis	"Deciphering Culture for Insiders," Schein "A Guide to Rational Living". Ellis, Harper Transcript analysis (TBD) 1PP
8	Tue	9/18	Level Three Techniques Leadership, Energy and Feel	"Resonance, Leadership, and the Purpose of Life," <i>L3L 3e</i> , Chapter 10. "Energy Management Exercise," from <i>CNS Greenland</i>
9	Mon	9/24	Practical Applications: Family Values, Storytelling and Leadership	Jimmy Buffet, Howard Schulz & <i>Carolyn Hendricks</i>
10	Tue	9/25	Practical Applications: Leader as Change Agent	"Leading Change", (L3L, 3e, CH 16) <i>Ed Norris & the Baltimore Police Department</i>
11	Wed	9/26	Practical Applications: Leader as VABE Destroyer	<i>How to Think Like Veonardo daVinci</i> , "Introduction", CH 1, Gelb Thompson and VanOech: <i>Artemisia</i>
12	Mon	10/01	Practical Applications: Listening for Level Three	"Active Listening, Dialogue", "Kinds of Responses Exercise", "Dialogue", "E-Prime Language", (Class canceled for this exercise) 1 PP
13	Tue	10/02	Practical Applications: Changing Culture	Leading Organizational Design (L3L) Brubaker (student run)
14.	Mon	10/08	Practical Applications: Leader as Voice of VABEs	Leadership Steps Inventory (CNS) Ten Tips for Effective Communication: Rules of the "Dance" In Class Exercise
15.	Tue	10/09	Conclusion	
	Tue	10/16	Final Project Due 4:30 pm	

Level Three Leadership Final Project

Purpose

The purpose of your final project is to create a PowerPoint file that will summarize and remind you later of the major insights you've gleaned from the course. This presentation should contain, at a minimum, the following elements:

- Your personal model of leadership,
- Your Personal Charter as explained in the course,
- Your Internal Life's Dream as explained in the course, and
- Major other insights that you gleaned from the course that you want to remember and be reminded of later on.

The intent is that you could look at this presentation in five or ten years and be reminded of your perspective in business school, and then continue to clarify your strategic and leadership thinking throughout your career.

Structure

Your presentation should be *self-running* and take less than eight minutes to watch. A self-running file is one that when one opens it, automatically begins to run. You can save your PowerPoint file in a way that makes it a self-running file. Some guidance for how to do that is posted on the course website. I'll ask you to e-mail this file to me at the end of the term.

Your presentation should be completely self-contained. Assume you're going to view it in five years and will need a complete package: introduction, purpose, content, conclusion, all flowing in a logical sequence. This will be a chance to practice your MC skills—and strength of logic, ease of comprehension, and power of presentation will all count as well as quality of content.

If you keep up with the assignments in the course, you'll be well prepared to develop your L3L Final Project. This is because the components of the Final Project will be introduced and discussed during the course.

Due Date

Your L3L Final Project is due in my e-mail inbox by the time and date on the course schedule above. You may send your project in early if you wish; however, be careful that you do not do it so early that you don't benefit from the content of all of the course.

DAILY ASSIGNMENTS
Level Three Leadership

Legend

CP = Case Packet,
L3L = *Level Three Leadership, Third Edition*
TBD = To Be Distributed

Class # /Topic	1. Introduction to the Course
Read:	Syllabus (web site: http://faculty.darden.edu/levelthree/) “The Leadership Point of View,” (<i>L3L3e</i> , Chapter 1) “Levels of Leadership,” (<i>L3L 3e</i> , Chapter 4) “Personal and Organizational Charters,” (<i>L3L 3e</i> , Chapter 12) “Unpleasantness in Vermont,” Antonio Damasio
Study Questions:	1. Please familiarize yourself with the course web site, the syllabus, and the examples of final projects posted on the course web site. 2. What is your reaction to the Phineas Gage story? What are the implications of this story?

Class # /Topic	2. Foundations of Leadership: Understanding Why People Behave the Way They Do
Read:	“A Leader’s Guide to Why People Behave the Way They Do,” (<i>L3L 3e</i> , Chapter 6) “The REB Model,” (<i>L3L 3e</i> , Chapter 7,) <i>Hassan Shahrsebi: The Golden Boy</i> (UVA-OB-0590)
Study Questions:	1. If you were Hassan’s boss, and had read the assigned readings, what would you say to him and why? 2. Why does Hassan behave the way he does? Can he change? If so, how?

Class # /Topic	3. Foundational Fundamentals of Leadership: The Challenge of Self Leadership
Read:	“The Transcendent Self,” <i>The Evolving Self</i> , Mihalyi Csikszentmihalyi “Evolutionary Psychology,” <i>Wikipedia</i> , 2007 “Enteric Nervous Systems,” <i>Wikipedia</i> “Clay” by James Joyce, (Dubliners) <i>My Momma told me...</i> (UVA-xx-Draft) (TBD)
Study Questions:	1. How do Evolutionary Psychology and the Enteric Nervous System add to our understanding of why people behave the way they do? (Feel free to expand your understanding of Evolutionary Psychology and Enteric Nervous Systems beyond the assigned readings as you wish.) 2. Why does the young woman in Joyce’s short story behave the way she does? 3. If you were her friend, how would you counsel her? 4. What would you say to the graduating Darden student? Why?

Class # /Topic	4. Alternative Approaches: Level One Techniques
Read:	“What Workplace Assholes Do and Why You Know So Many”, Chapter 1, <i>The No Asshole Rule</i> , Bob Sutton “Tough Guys” (TBD) “The Use of Force,” <i>The Collected Stories of William Williams</i> ,
Study Questions:	<ol style="list-style-type: none"> 1. What are Level One leadership techniques? Prepare a list of Level One leadership techniques, that is, techniques that only attempt to change behavior. 2. What is the doctor’s dilemma? 3. Why is this situation so complex? 4. How should the doctor have behaved? Why? 5. When and why should leaders be very forceful?

Class # /Topic	5. Alternative Approaches: Level One Techniques
Read:	<i>Why Incentive Plans Cannot Work</i> , HBR, Alfie Kohn, R93506 <i>Camp Dresser & McKee: Getting Incentives Right</i> (HBR 902-122)
Study Questions:	<ol style="list-style-type: none"> 1. Given the current incentive system at Camp Dresser & McKee, what decisions would you make regarding the four candidates in the case? Be prepared to explain why. 2. What if any changes would you recommend to the BIPS system and why? 3. What is the role of incentive systems in leading organizations?

Class # /Topic	6. Alternatives Approaches: Level Two Techniques
Read:	“Bad Management Theories are Destroying Good Management Practices,” <i>AMLE</i> , Goshal “The Generative Properties of Richness,” <i>AoM Journal</i> , Karl Weick “Why Logic Often Takes a Backseat,” <i>Business Week</i> Minnesota Taxi Driver Case (TBD)
Study Questions:	<ol style="list-style-type: none"> 1. What are the available Level Two persuasion techniques? How can you change another person’s <i>thinking</i>? 2. What arguments can the taxi drivers use to support their point of view? 3. What arguments can the customers use to support their point of view? 4. What arguments could the city council/mayor use?

Class # /Topic	7. Level Three Techniques: VABE Analysis
Read:	“Deciphering Culture for Insiders,” <i>Organizational Culture and Leadership</i> , Ed Schein “Feeling Well by Thinking Straight”, (Ch 3), “How You Create Your Feelings” (Ch 4), and “Thinking Yourself Out of Emotional Disturbances” (Ch 5), <i>A Guide to Rational Living</i> , Albert Ellis and Robert Harper Transcript Analysis (TBD)
Study Questions:	<ol style="list-style-type: none"> 1. Identify all of the VABEs you can in the transcript. 2. Write a one page paper describing the VABEs in the transcript and how they relate to each other. This will be the equivalent of one class contribution grade.

Class # /Topic	8. Level Three Techniques: Leadership and Feel
Read:	<i>Life’s Dream Exercise</i> (L3L 3e, p. 358, or CNS) <i>Energy Management Exercise</i> , (L3L 3e or CNS) <i>Greenland</i> (UVA-OB-0581)
Study Questions:	<ol style="list-style-type: none"> 1. What lessons about leadership can we glean from the Greenland expedition? 2. Review your data from Life’s Dream Exercise and Energy Management Exercise. 3. When have you felt resonance or flow? What were you doing and how did it feel? 4. What is your life’s external dream (goals)? 5. What is your life’s internal dream (feel)? 6. How does the concept of “resonance” relate to motivating people?

Class # /Topic	9. Practical Applications: Family Values, Stories and Leadership
Read:	<ol style="list-style-type: none"> 1. Review <i>Jimmy Buffet’s Life Story</i> on CNS “Life’s Story Exercise” 2. <i>Carolyn Hendricks</i> (UVA-OB-0601)
Study Questions:	<ol style="list-style-type: none"> 1. What themes and/or values appear in Jimmy Buffett’s story? 2. How has Carolyn Hendricks’ life story affected her career choices and means of leadership? 3. Complete the all four steps of the “Life’s Story Assignment.” What lessons has your life taught you? 4. What is the role of storytelling in effective leadership? 5. How does storytelling become a Level Three Leadership tool? 6. Be prepared to tell a story from your life that illustrates who you are and what you believe today about being an effective leader.

Class # /Topic	10. Practical Applications: Leader as Change Agent
Read:	“Leading Change,” <i>L3L 3e</i> , Chapter 16 <i>Ed Norris and the Baltimore Police Department (A)</i> , (UVA-OB-0776) View video clips of the case as you wish on-line as Instructed.
Study Questions:	1. If you were in Ed’s position, accepted the job and then were immediately made Chief of Police, what would you do? 2. What’s your (Level Two) model of change? <i>(Draw it so you could show it.)</i> Having read the chapter, what are your principles and/or model of change?

Class # /Topic	11. Practical Applications: Leader as VABE Destroyer
Read:	“Introduction” Chapter One from <i>How to Think Like Leonardo daVinci</i> (pp. 1-10) by Michael Gelb View the film <i>Artemisia</i> .
Study Questions:	1. What qualities did you observe and admire in Artemisia’s story? 2. What is the role of creativity in motivating others? 3. Write a metaphor for either “Leadership is like” Or “Motivating others is like” 4. How can you stimulate your own creative thinking? 5. If you could produce any new product or service, what would it be?

Class # /Topic	12. Practical Applications: Changing Culture
Read:	<i>Active Listening</i> (UVA-OB-0341, 6 pp) <i>Kinds of Responses</i> (UVA-OB-653, 7 pp) <i>Dialogue</i> (UVA-OB-633) <i>E-Prime Language</i> (UVA-OB-0722)
Study Questions:	1. Match up with a classmate for the time of the class. 2. Have a conversation for approximately 40 minutes of the class roughly divided into two parts, one (20 minutes) where you try to learn as much as you can about the VABEs of your classmate, and the second where your classmate tries to learn more about your VABEs. Use the principles in the notes as best you can. 3. Use the last 45 minutes of the class to write up a one page paper describing what you learned about your classmate, particularly with regard to his or her VABEs. This paper will count as the equivalent of one class contribution grade. What are your classmate’s evident VABEs?

Class # /Topic	13. Practical Applications: Changing Culture and Expectations
Read:	<p style="text-align: center;"><i>“Culture eats strategy for breakfast.”</i> <i>(sign in the organizational development war room at Ford Motor Company.)</i></p> <p>“A Guide for Viewing Brubaker” View the full length feature film, <i>Brubaker</i>. Note: this film is based on a true story. Make notes about the new warden’s approach, what worked, what didn’t work, why, and what the long term outlook will be.</p>
Study Questions:	<ol style="list-style-type: none"> 1. Describe the key VABEs of the prison before the new warden arrived. 2. What VABEs was the new warden trying to implement? 3. How did he go about trying to manage the culture of the prison? 4. What’s your prediction for the long run? What would it take to change the culture permanently?

Class # /Topic	14. Practical Applications: Leaders as the Voice of VABEs
Read:	Complete the <i>Leadership Steps Assessment</i> on Career Next Step <i>Ten Tips for Effective Communication: Rules of the “Dance”</i> (UVA-OB-0684)
Study Questions:	<ol style="list-style-type: none"> 1. List all of the organizations that you might be called on to lead between now and the day you pass away. 2. What core leadership values or principles will guide you as you lead those organizations?

Class # /Topic	15. Celebrating Progress: Conclusion
Read:	
Study Questions:	<ol style="list-style-type: none"> 1. What are the most important concepts or principles for you from the course? 2. What unanswered questions do you have about leadership? 3. What questions do you have about the final project? 4. Bring a PowerPoint slide of your personal leadership model. Be prepared to present your model of leadership in class using the computer projector.