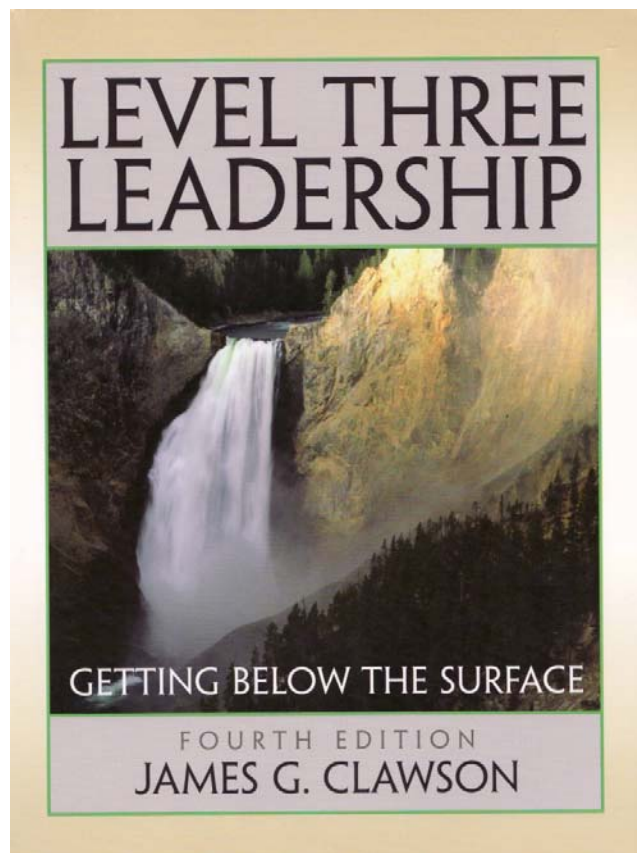


TACTICAL LEADERSHIP

“Developing F2F Influence”

LDSP 8703

Course Syllabus



James Clawson

The Darden Graduate School of Business Administration

University of Virginia

Fall 2010

TACTICAL 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

COURSE OBJECTIVES

The goal of this course is to help you enhance your skills at influencing others in face-to-face and one-on-one or one-on-many virtual settings. In particular, this course focuses on influencing at Level Three or the basic value level. The course, with your engagement, will deliver to you

1. Enhanced self awareness
2. Greater clarity around your life's purpose
3. Deeper understanding of why people behave the way they do
4. Enhanced skills in influencing others given that knowledge (above)
5. New perspectives on managerial problems like motivating others, solving problems, and managing performance.

COURSE ORGANIZATION

Tactical Leadership is organized around a set of modules. These modules and their related core questions are:

Self Awareness	Why do people (including me) behave the way they do?
Tactical Tools	What are the tools of influence?
Level One Tools	How does one influence visible behavior?
Level Two Tools	How does one influence thinking?
Level Three Tools	How does one influence core values and beliefs?
The Power of Experience	Does how you feel affect your performance?
Results	What results are you looking for?

The meaning of these modules will become clear to you as the course unfolds. See the Course Schedule below.

REQUIRED MATERIALS

Please check the schedule carefully so you can plan ahead for reading when there are books assigned for a class.

1. *Level Three Leadership: Getting Below the Surface Fourth Edition* (Clawson, Prentice-Hall, 2008)
2. *Powered by Feel: how individuals, teams, and companies excel*, (Clawson & Newburg, 2009)
3. *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes*, Alfie Kohn, Mariner, NY, 1999.
4. Access to COURSE WEBSITE:
http://faculty.darden.virginia.edu/clawsonj/COURSES/Tactical_Leadership/Tactical-Leadership.htm
5. Access to MY WEB PAGE: <http://faculty.darden.virginia.edu/clawsonj/index.htm>
6. Case Packet from DEMS

ON RESERVE IN THE LIBRARY

I encourage you to acquire all of these books; they will be useful to you throughout your career. If you decide not to, there are copies on reserve in the library.

1. *Punished by Rewards*, Alfie Kohn
2. *The Structure of Scientific Revolutions*, Thomas Kuhn
3. *The Virus of the Mind*, Richard Brodie
4. *Leadership and Organizational Culture*, Ed Schein
5. *Level Three Leadership 4th Edition*, James Clawson, Prentice-Hall, 2008
6. *The Path of Least Resistance*, Robert Fritz, 1989
7. *Powered by Feel: how individuals, teams and companies excel*, James Clawson & Doug Newburg, World Scientific, 2009
8. *Outliers*, Malcolm Gladwell, 2009
9. *Influence without Authority*, Dave Bradford & Allan Cohen, John Wiley & Sons, NY, 1991.
10. *Influence: The Psychology of Persuasion*, Robert Cialdini, Quill, New York, 1993.
11. *Balancing Your Life: Executive Lessons for Work, Family and Self*, James Clawson, World Scientific: Singapore, 2009.

COURSE REQUIREMENTS and PRINCIPLES

1. **PREPARATION AND PARTICIPATION:** (50% of your grade) On average I expect about two hours of *preparation* time for each class. You'll notice that occasionally I've assigned an entire book for one class. If you can summarize a book in a *PowerPoint* file on 2-4 slides, you'll "have" that book, at least its core principles, for the rest of your life. You may wish to work with your Triad Partners (see below) as well to collaborate on the reading—however this will mean meeting with your partners before class to consolidate your insights.

On *participation*, if you learn a lot but never share that with others what good is it? I place a high value on honest, forthright discussion and debate about real issues. You are in class as much for what you **contribute** as for what you take away. I expect you to be contributing to the discussion in every class. Also, please note that after 30 years teaching cases, my BS/ChipShot radar is pretty acute.

2. **FINAL PROJECT:** (50% of your grade.) See below.
3. **WIKI-CASE:** At a time of your choosing, I ask that you make a one page contribution to the Darden wiki-case site. The site is designed so you can add pages on new topics or already established topics. Send me the URL for your contribution in an email. This write-up will count as *one additional class contribution grade*.

<http://mbaportal.darden.virginia.edu/ca/casewiki/Wiki%20Pages/Home.aspx>

4. **TRIAD PARTNERS:** Near the beginning of the course, I will ask you to form three person "Triad Teams." You should select two people with whom you are comfortable talking honestly and deeply. We will use these Triad Teams to practice various skill sets during the course, to accelerate your reading volume, and to engage in-class buzz sessions. I will ask you to inform me of the composition of your Triad Team when you form it.
5. **STUDENT LEADERSHIP:** It's hard to practice leadership waiting for someone else (instructor) to set the agenda. Consequently, there will be times when I'll ask members of the class to lead the discussion. This activity will help you develop your planning and leadership skills.

CLASS DEPARTMENT REQUESTS

I invite/ask you to:

1. Share my interest in having active, honest, deep discussions about important principles in leading and living (help create a *high energy learning bubble* in the room).
2. Come on time. (to protect the bubble)
3. Do not come and go from class; it disrupts the discussion. (breaks the bubble)
4. Come prepared having read all of the materials for the class. (creating the bubble, see Clawson Family Principle #7 on my website.)
5. Be respectful of your classmates. Don't dominate the discussions; invite your quieter peers into the discussion. If you tend to be quiet, stretch yourself to share your views with your classmates to enhance their learning and understanding.
6. Do not wear hats in class, please. (respect for classmates, a *VABE* from my mother)

GRADING

Your final course grade will be derived 50% from classroom contributions including the ancillary assignments outlined above and 50% from your final project. Attendance requirements will conform to Darden School policy.

FACULTY

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

TACTICAL LEADERSHIP FINAL PROJECT

Purpose

The two main purposes of your final project are to practice interpersonal influence skills and to create a charter that will guide you in your relationships and career choices. The expectation is that you would be able to review this presentation in one, three, five and/or ten years after graduation as a means of leveraging or extending your learning and tracking your evolving view of and skill-set in interpersonal influence.

Content

Your final presentation should have an introduction, a main body, and a conclusion. The main body should include the following:

- A three part analysis of an hour-long interview you conducted with a person of your choosing (**not** a family member). The recording may be audio or video. You should choose a person to interview and make an appointment explaining that the purpose of the interview is to learn about leadership and practice understanding the world views of others.
- Your Personal Charter as explained in the course including a draft of your internal Life's Dream (*LDint*) as explained in the course.
- Major conceptual insights that you gleaned from the course, including a discussion of what you learned about *yourself* from the course. (e.g. re dependency, typical conversational style, IO vs. OI-ness, etc.)

With regard to the interview, sample interview questions might include the following:

- How did you get to where you are today?
- What annoys or angers you?
- What do you find most admirable in people? Why are those things so important to you?
- Who is your favorite business leader and why?
- What were the top five to ten principles your parents taught you?
- How would you complete the sentence, "People should ..." (2-3x's)
- What's the purpose of your life?
- What's the best way to get others to do what you want them to do?
- What are the two most important events in your life and what did you learn from them?

After you have recorded the interview, *analyze it in the following three ways:*

1. *Identify as many VABEs of the other person as you can.* Be careful that you understand what a VABE is *before* you conduct your interview. Do not ask your subject, "What are your VABEs?" Rather, as you listen and engage in "pure inquiry"

practice inferring the person's VABEs from their responses. Do not use single words to phrase their VABEs.

2. *Categorize your responses* to your subject using the seven response model introduced in class or in the on-line module on the course web site.) Given your empirical distribution of responses what do you infer about your abilities to influence without creating defensiveness? Give short examples to show your logic and demonstrate your ability to recognize the seven types.
3. IF you wanted to *influence your subject's VABEs* (assuming perhaps that he or she worked for you), how would you plan to do so given what you've learned? What approaches would you take? Why? How long would this take? What form would it take?

In *addition* to the analysis of your interview, your final project should also include the following:

Structure

Your final project presentation should be a *self-running* PowerPoint presentation. By this I mean I can double click on the file and it immediately begins to run. You can save your PowerPoint file in a way that makes it a self-running file (*.pps). There is more data on the techniques for creating self-running files on the course website. The presentation should take less than eight minutes to watch. I'll ask you to post your file in a public folder at the end of the term or to submit it on a CD. If you submit a CD, be sure to **CLOSE** your recording session so the CD can be read on another machine.

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

I invite you to **use voice over**, music, and other audio supplements as you see fit to clarify and explain your presentation. Be careful and **prepare in advance** so that you know how to embed voice and/or music in a PPT file so that when you send it, everything comes through. There are a couple of examples posted on the course website. Do **NOT** copy the exact format of those presentations; just use them as examples of some well done.

If you keep up with the assignments in the course, you'll be well prepared to develop your Final Project efficiently. I've designed the course so that if you do all of the daily assignments most of your final project is drafted if not polished and integrated.

Due Date

Your Final Project is due in the electronic folder (TBA) by 4:30 pm as shown on the Course Schedule above at the end of the exam period. 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 all of the content in the course.

WIKI-CASE CONTRIBUTION

At some time *during* the course (BEFORE class #12) I ask that you contribute a ½ to one-page new case to the Darden wiki-Case project. This caselet will count as one extra class contribution grade so it's a way to enhance your contribution grade. At *present* the Darden wiki-Case project is limited to the Darden community. When you've made your contribution, simply send me an email with the web address of your wiki-Case included so I can go read it.

The Darden wiki-Case site is

<http://mbaportal.darden.virginia.edu/ca/casewiki/Wiki%20Pages/Home.aspx>.

CAUTION: You can edit any page by clicking on the EDIT button in the upper right hand portion of the page. Feel free to add new cases on any topic related to the course. Please put your case in the TREE STRUCTURE of the wiki-case site in the appropriate topic stream; given the subject matter of the course, that should be *interpersonal*. If you find cases already there on your chosen topic, you can add a second case with a new slightly different title. When writing your wiki-Case, **please** follow these guidelines:

1. Be **CAREFUL** about how you add your case to the site so you don't destroy the page you're editing by adding the TITLE of your case. You edit a page to add your TITLE and then CREATE a NEW page to add your content.
2. All cases must be real, nothing fictional or made up.
3. Please change all of the names so that while real, the situation cannot be attributed to an actual person.
4. Keep your cases to one page or less.
5. Write all of your cases in the *past* tense.
6. Be sure to end each case with a decision point in which someone in the case needs to make a decision and do something. This will likely mean that you write up a situation that you know about but don't tell the whole story, just up to a point where someone had to decide and then act.

TACTICAL LEADERSHIP COURSE SCHEDULE

August-October 2010

#	Day	Date	MODULE	TOPIC	METHOD & MATERIAL
1.	Mo	8/23	SELF AWARENESS	The Virus of the Mind Problems vs. Purpose	Assessment: "Locus of Control" & "Career Concepts" VABEs Case: "John Wolford A"
2.	Tu	8/24	TACTICAL TOOLS: the Language of Influence	Interpersonal Tools	Caselet: "A Small Consulting Team" On-line: "Kinds of Responses" "Leading Others: Buy-In" Case: John Wolford C
3.	Mo	8/30		Advanced Interpersonal Tools	Caselet: "Managing Your Arrogant Boss" "Active Listening" "E-Prime Language" "Ten Tips on Effective Communication" In Class: Practice Exercises/Fractured T
4.	Tu	8/31		Tactical Intelligence	"Personal and Organizational Charters" "Leadership and Intelligence" Case: Dennis Paustenbach
5.	Mo	9/06	LEVEL ONE LEADERSHIP	Level One Techniques	"Level One Leadership" SHORT STORY: "The Use of Force" Complete: "Figure Test" CASE: "Tough Guy"
6.	Tu	9/07		Level One VABEs	Caselet: "Motivating Mary" Book: <i>Punished by Rewards</i> (Kohn)
7.	Mo	9/13	LEVEL TWO LEADERSHIP	Levels Two Leadership	Caselet: Intern Feedback Case: Advance Laser Clinics A
8.	Tu	9/14		Level Two Leadership	Caselet: Case: Final Project Assessment
9.	Mo	9/20	LEVEL THREE LEADERSHIP	Level Three Leadership	Oral Case: JLC Complete: Leadership Steps Assessment
10.	Tu	9/21		Analyzing Level Three	Complete: Life's Story Exercise
11.	Mo	9/27	The POWER of EXPERIENCE	World Class Teams	Read: "Leading Teams" L3L Case: "K2"
12.	Tu	9/28		Feel → Performance	Film: Easy Speed Book: <i>Powered by Feel</i>
13.	Mo	10/04	RESULTS	Significant Emotional Events (SEEs)	Film: "What you are is what you were when ..." Morris Massey Film: CRASH
14.	Tu	10/05		Self Leadership	Case: "Bob Johnson at Honeywell Aerospace A"
15.	We	10/06		Conclusion	Exercise: Practice Assessment of Papers
	Mo	10/11		Final Project Due via email @ 4:30 pm	

**DAILY ASSIGNMENTS by WEEK
TACTICAL LEADERSHIP**

Legend

L3L = *Level Three Leadership, Fourth Edition*

CP = Case Packet

TBD = To Be Distributed

Wiki-case site = Darden Wiki case site

(<http://mbaportal.darden.virginia.edu/ca/casewiki/Wiki%20Pages/Home.aspx>)

Class # /Topic	1) The Virus of the Mind
Read:	<p><i>John Wolford A (UVA-OB-0167, CP)</i> <i>Syllabus on course web site:</i> http://faculty.darden.edu/clawsonj/Tactical_Leadership/ or CP Complete: <i>Locus of Control (UVA-OB-0786, CP)</i> Complete: <i>Career Concepts Instrument (CP) and enter your data on my web page</i> http://faculty.darden.virginia.edu/clawsonj/index.htm</p>
Study Questions:	<ol style="list-style-type: none"> 1. What are the problems in the Wolford case? 2. Why does John behave the way he does? 3. What's your Locus of Control? 4. What is John's career concept? 5. If you were his boss, what would you do with John on Monday morning following his return from London before his trip to Darden?

Class # /Topic	2) Interpersonal Tools
Read:	<p><i>"A small consulting team" (wiki-case site)</i> (http://mbaportal.darden.virginia.edu/ca/casewiki/Wiki%20Pages/INTERPERSONAL.aspx) <i>John Wolford C (UVA-OB-0169)</i> <i>"Leading Others" (L3L, Chapter 20)</i> Complete On-Line: <i>Kinds of Responses (Course Website)</i></p>
Study Questions:	<ol style="list-style-type: none"> 1. Prepare the wiki-caselet. 2. In the John Wolford C case, assess Mr. Short's buy-in. 3. Categorize both Wolford's and Short's responses using the scheme in the on-line exercise. 4. How could John have managed that conversation better (if at all)?

Class # /Topic	3) Advanced Interpersonal Tools
Read:	<p>Caselet: "Managing your arrogant, non-empathetic boss" (wiki-case) (http://mbportal.darden.virginia.edu/ca/casewiki/Wiki%20Pages/Managing%20your%20arrogant,%20non-empathetic%20boss.aspx)</p> <p><i>Ten Tips on Effective Communication (UVA-OB-0684)</i></p> <p><i>Active Listening (UVA-OB-0341)</i></p> <p><i>E-Prime Language (UVA-OB-0722)</i></p> <p><i>Excerpt from "The Virus of the Mind" (Brodie, CP)</i></p>
Study Questions:	<ol style="list-style-type: none"> 1. What is a meme? 2. What kinds of memes are there? 3. What are your top ten most important memes that your mother and father taught you? 4. What was the most difficult meme/VABE your parents taught you?

Class # /Topic	4) Tactical Intelligence
Read:	<p><i>"Leadership and Intelligence" L3L</i></p> <p><i>"Personal and Organizational Charters" (L3L 4e, chapter)</i></p> <p><i>Dennis Paustenbach: I Never Thought of It as Work (UVA-OB-0988) CP</i></p> <p><i>Complete the Balancing Your Life exercise (L3L, p. 405.)</i></p> <p>NOTE: there is a missing exhibit in this printing. You can download the Balance Wheel Excel spreadsheet from the course website or from my personal web page.</p>
Study Questions:	<ol style="list-style-type: none"> 1. What is Dennis' job/work? 2. What do you admire about Dennis? 3. Is Dennis intelligent? 4. How did he get to where he is? 5. What would Mr. Paustenbach's balance wheel look like? 6. What would his personal charter look like? What's his purpose in life?

Class # /Topic	5) Level One Techniques
Read:	Complete: the Figure Test (UVA-OB-074) Short Story: "The Use of Force" (CP) Case: "Tough Guy" (UVA-OB-0913) (CP)
Study Questions:	<ol style="list-style-type: none"> 1. Who are the key stakeholders in the "Use of Force?" 2. If you were on the NY state medical examining board, what would you do with the doctor? 3. What would be the critical conversations with Chip?

Class # /Topic	6) Level One VABEs
Read:	Caselet: <i>Motivating Mary</i> (wiki) http://mbaportal.darden.virginia.edu/ca/casewiki/Wiki%20Pages/Motivating%20Mary.aspx Book: <i>Punished by Rewards</i> (Alfie Kohn)
Study Questions:	<ol style="list-style-type: none"> 1. What are the key surprises in this book for you? 2. Are you convinced by the supporting evidence in this book? (Level Two discussion) 3. Which of your VABEs are challenged by this book? 4. If this book's assertions were true, how would it change the way you manage others?

Class # /Topic	7) Level Two Techniques
Read:	Caselet: Intern Feedback http://mbaportal.darden.virginia.edu/ca/casewiki/Wiki%20Pages/Intern%20Feedback.aspx <i>"The Challenges of Level Two Leadership," (L3L 4e, ch 17)</i> <i>"Giving and Receiving Feedback" (UVA-OB-0322)</i> <i>"Advanced Laser Clinics A" (UVA-OB-0886)</i>
Study Questions:	1. What should Ryan do? Why?

Class # /Topic	8) Level Two Techniques
Read:	Case: Final Project Evaluation (two examples TBD)
Study Questions:	1. What's your assessment of the Final Project(s)? Why? Grade the project. 2. TRIAD FEEDBACK: What feedback would you give your Triad Partners about how to be more influential in class? Rotate with an observer who watches and then gives feedback on how well the other two offered and received feedback and then rotate.

Class # /Topic	9 Level Three Leadership
Read:	Complete the " <i>Leadership Steps Assessment</i> " (L3L, workbook, page 413 and enter your answers on my web page.)
Study Questions:	<ol style="list-style-type: none"> 1. Make a list of all of the organizations that you might be called on to lead during your lifetime, your leadership "pre-sumè." 2. Make a list of your top 5 current VABEs about leadership. 3. IN-CLASS: I'll have an oral case for your consideration.

Class # /Topic	10 Working at Level Three
Read:	Complete "The Life's Story Exercise" (L3L 4e, page 425)
Study Questions:	<ol style="list-style-type: none"> 1. Complete the Life's Story Exercise.

Class # /Topic	11 World Class Teams
Read:	<i>K2 Condensed</i> (UVA-OB- 0869) "Leading Teams" (<i>L3L</i> , Ch 21)
Study Questions:	<ol style="list-style-type: none"> 1. What can we learn from this expedition about leading world-class teams? 2. Why do people do these things?

Class # /Topic	12 The Relationship between Feel and Performance
Read:	<p>BOOK: <i>Powered by Feel: how individuals, teams, and companies excel</i> by Jim Clawson and Doug Newburg</p> <p>Complete: "The Energy Management Exercise" (<i>L3L</i> 4e, page 398)</p> <p>FILM: view on-line <i>Easy Speed</i></p>
Study Questions:	<ol style="list-style-type: none"> 1. Be prepared to describe a situation in your past in which you have felt resonance. 2. Begin to answer the following five questions: <ol style="list-style-type: none"> a. How do you want to feel? b. What creates that feel for you? c. What obstacles do you find to feeling that? d. When you lose it, how can you get it back?

Class # /Topic	13 Significant Emotional Events
Read:	<p>FILM: view the full length feature film CRASH (times to be announced) CRASH Viewer's Guide (UVA-OB- 0860)</p> <p>FILM: view on-line the short film "what you are is what you were when ..." by Morris Massey</p>
Study Questions:	<ol style="list-style-type: none"> 1. Pick two characters and watch how if at all their VABEs were changed. What VABEs changed? 2. What is an SEE? 3. What were the three biggest SEE's in your life? And what did you learn from them? (Review Life's Story Exercise) 4. What are the three biggest VABEs, if any, that you've <i>changed</i>?

Class # /Topic	14 Self Leadership
Read:	<p><i>The Life and Career of a Divisional CEO: Bob Johnson at Honeywell Aerospace (UVA-OB-0872)</i> <i>The Global Leader (L3L, Ch 14)</i> View Bob Johnson video clips/CD-ROM on-line.</p>
Study Questions:	<ol style="list-style-type: none"> 1. What's your assessment of Bob's Career? Of his life? 2. What's your assessment of his interpersonal style, especially after viewing the "Boardroom" clip? 3. What VABEs are your assessments based on? Try to be clear about what those are. 4. What advice would you give him at the end of the A case? What VABEs is your advice based on?

Class # /Topic	15 Loose Ends & Conclusions
Read:	
Study Questions:	<i>What lingering questions do you have about tactical leadership?</i>