TACTICAL LEADERSHIP

“Developing F2F Influence”

Course Syllabus

James Clawson
The Darden Graduate School of Business Administration
University of Virginia
Fall 2013
TACTICAL LEADERSHIP

The Darden School improves the world by developing and inspiring responsible leaders and by advancing knowledge.

Darden School Mission Statement

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.


COURSE OBJECTIVES

The goal of this course is to help you enhance your skills at influencing others in face-to-face and one-on-many 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 understanding about why people behave the way they do.
2. Greater understanding about how to influence others face-to-face
3. A framework for organizing your personal and commercial strategic thinking
4. Significant practice influencing others
5. Increased insight into your own leadership style, strengths and flat spots

COURSE ORGANIZATION

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

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<th>Module</th>
<th>Core Question</th>
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<td>Introduction</td>
<td>Why do people (including you) behave the way they do?</td>
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<td>Influence Tools</td>
<td>What are your influence options?</td>
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<td>Level One Approach</td>
<td>Influencing Behavior</td>
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<td>Level Two Approach</td>
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<tr>
<td>Level Three Approach</td>
<td>Influencing Belief</td>
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<td>Contagion</td>
<td>How does how you feel affect your performance, decisions and influence on others?</td>
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<tr>
<td>Identifying VABEs</td>
<td>How does one identify or “see” others’ VABEs?</td>
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<tr>
<td>Conclusion</td>
<td>What do you want to be and how do you want to influence others?</td>
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</table>

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

2. Access to COURSE WEBSITE:
   http://faculty.darden.virginia.edu/clawsonj/COURSES/TACTICAL_LEADERSHIP/TACTICAL-LEADERSHIP.htm
3. Case Packet from DEMS

ON RESERVE IN THE LIBRARY

For those of you who want to learn more about the issues raised in the course, you may be interested in acquiring and reading the following. Copies are 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*, Brodie
4. *Leadership and Organizational Culture*, Ed Schein
COURSE REQUIREMENTS and PRINCIPLES

1. **PREPARATION AND PARTICIPATION:** (50% of your grade) With regard to *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 invite and expect you to be contributing to the discussion in every class.

2. **FINAL PROJECT:** (50% of your grade.) See below.

3. **TRIAD PARTNERS:** At 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, and to engage in-class buzz sessions.

4. **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 DEPORTMENT 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 and 50% from your final project. Attendance requirements will conform to Darden School policy. In particular, please note that you do not have two “free” absences, those are only for use with health, military, religious or family emergency purposes.

FACULTY

Professor James G. Clawson  
Tel: 924-7488  
(Room 293B)

Course Secretary Barbara Richards  
Tel: 924-7331  
(Room 264)
# TACTICAL LEADERSHIP COURSE SCHEDULE 2013

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<th>MODULE</th>
<th>TOPIC</th>
<th>METHOD &amp; MATERIAL</th>
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<td>Assessment: “Locus of Control” &amp; “Career Concepts” (OL)</td>
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<td>Case: John Wolford C</td>
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<td>On-line: “Kinds of Responses”</td>
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<td>SHORT STORY: “The Use of Force”</td>
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<td>Complete: “Figure Test”</td>
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<td>Complete: “ISI” on-line.</td>
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<td>Notes about delivery TBA.</td>
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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 oflevering or extending your learning from the course and as a means of 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 recorded 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 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

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phrase their VABEs. Present each VABE you identify as a statement, e.g. “People should clean up after themselves.” Or “

2. **Categorize your responses** to your subject using the seven response model introduced in class or in the on-line module on the course website.) 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?

**Structure of Final Presentation**

Your final project presentation should be a **self-running PowerPoint presentation**. The odds are that you won’t be writing a lot of term papers in business, but you will be making a lot of presentations of various kinds. This is an opportunity to practice and extend your presentation planning and presenting skills. By “self-running,” 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.

You must **use voice over** to explain your slides. You may use 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) post an original ½ to one-page case to the wiki-Case project. This assignment will count as one day’s class participation grade. Read the instructions on the case site carefully. Be aware that this site is visible to the entire world. 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 wiki-Case site is

https://wiki.shanti.virginia.edu/display/wikiCASES/Home

CAUTION: 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.
### DAILY ASSIGNMENTS by WEEK

**TACTICAL LEADERSHIP**

**Legend**
- **L3L** = *Level Three Leadership, Fifth Edition*
- **CP** = Case Packet
- **TBD** = To Be Distributed
- **wiki-case site** = *(https://wiki.shanti.virginia.edu/display/wikiCASES/Home)*

#### Class # /Topic 1) Who Are You?

**Read:**

- *John Wolford A (UVA-OB-0167, CP)*
- *Syllabus on course web site:*
  - [http://faculty.darden.edu/clawsonj/Tactical_Leadership/](http://faculty.darden.edu/clawsonj/Tactical_Leadership/) or CP
- *Complete: Locus of Control (UVA-OB-0786, CP)*

**Study Questions:**

1. From Lutz Boehm’s point of view, what are the problems in the Wolford case?
2. What’s your Locus of Control? What do you think John’s is?
3. What is John’s career concept? What is your dominant one?
4. 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) Basic Interpersonal Tools

**Read:**

- "*A small consulting team*" *(wiki-case site:)* [https://wiki.shanti.virginia.edu/display/wikiCASES/A+small+consulting+team](https://wiki.shanti.virginia.edu/display/wikiCASES/A+small+consulting+team)
  - *John Wolford C (UVA-OB-0169)*
  - “*Leading Others*” *(L3L 5e, Chapter 15)*

**Complete On-Line:**

- *Kinds of Responses (Course Website:)* [http://faculty.darden.virginia.edu/clawsonj/COURSES/TACTICAL_LEADERSHIP/index.htm](http://faculty.darden.virginia.edu/clawsonj/COURSES/TACTICAL_LEADERSHIP/index.htm)
- *Buy-In (Course Website)*

**INITIATE:** "Interpersonal Style Inventory." You will receive an email from the instructor with instructions for this 360* feedback instrument. This is different from the Darden Leadership 360*.

**Study Questions:**

1. Prepare the wiki-Caselet.
2. Identify as many as you can of both Wolford’s and Short’s VABEs.
3. Assess Mr. Short’s buy-in.
4. Categorize both Wolford’s and Short’s responses using the Kinds of Responses scheme in the on-line exercise.
5. How could John have managed that conversation better (if at all)?
### Class # /Topic: 3) Advanced Interpersonal Tools

**Read:**
- **Caselet:** Personality Conflicts and Difficult Conversations (wiki)
  
  [https://wiki.shanti.virginia.edu/display/wikiCASES/PersonalityConflicts+and+Difficult+Conversations](https://wiki.shanti.virginia.edu/display/wikiCASES/PersonalityConflicts+and+Difficult+Conversations)

- **Robert Cialdini:** On-line talk
  
  [http://www.youtube.com/watch?v=4ZeStMss8](http://www.youtube.com/watch?v=4ZeStMss8) and Written Summary
  

- **Ten Tips on Effective Communication (UVA-OB-0684, CP)**

- **Active Listening (UVA-OB-0341, CP)**

- **E-Prime Language (UVA-OB-0722, CP)**

**Excerpt, Chapter One, from “The Virus of the Mind” (Brodie, CP)**

**NOTE:** There are, says Brodie, three kinds of memes: Distinction (e.g. ‘Virginia’), Strategy (e.g. ‘if ..., then ...’) and Association (e.g. ‘cruelty is bad.’)

**Study Questions:**
1. What is a meme? How are genes and memes alike? How are they different? How would you relate VABEs to memes?
2. What are your top ten most important memes/VABEs that your mother and father taught you?
3. What was the most disturbing meme/VABE your parents taught you?
4. What are Cialdini’s principles for influencing others? Be prepared to give an example of each.
5. What is e-prime language and what’s its effect on influence?
6. What is Active Listening? How does it affect your ability to influence?

### Class # /Topic: 4) What’s Your Story?

**Read:**
- **“Change Your Boss” (wiki-case)**
  
  [https://wiki.shanti.virginia.edu/display/wikiCASES/Change+Your+Boss](https://wiki.shanti.virginia.edu/display/wikiCASES/Change+Your+Boss)

- **“Personal and Organizational Charters” (L3L 5e, Chapter 8)**

- **Peter Browning & Continental WhiteCap A (CP)**

**Study Questions:**
1. Create a PowerPoint Slide with animations and your voice over explanation of what a “charter” is. Be prepared to show this to your Triad Partners.
2. If you were in Peter Browning’s position, what would you be worried about? **NB:** Contrary to the case exhibit, Peter arrived in the position as shown below per author.
3. If you were in PB’s position, what would you do after arriving in Chicago?
# Class # / Topic
5) **Level One Leadership**

**Read:**
- **Short Story:** “The Use of Force” (CP)
- **Case:** “Tough Guy” (UVA-OB-0913) (CP)
- “Giving and Receiving Feedback” (UVA-OB-0322)
- “Evaluating Feedback Form” (UVA-OB-0916)

**Study Questions:**
1. Who are the key stakeholders in the “Use of Force?”
2. If you were on the state medical examining board, what would you do with the doctor? (nothing, informal censure, formal censure, de-license)
3. In the Chip Mazey case, between whom would be the critical conversations? Be prepared to conduct them.
4. What is the role of “drama” in influencing others?

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# Class # / Topic
6) **Level One Leadership: Rewards**

**Read:**
- **Caselet:** Motivating Mary (wiki)
  [https://wiki.shanti.virginia.edu/display/wikiCASES/Motivating+Mary](https://wiki.shanti.virginia.edu/display/wikiCASES/Motivating+Mary)
- **Article:** Why Incentive Plans Cannot Work (Alfie Kohn, HBR Reprint 93506)

**Study Questions:**
1. What are the key surprises in this article for you?
2. Are you convinced by the supporting evidence in this article? (Level Two discussion)
3. Which of your VABEs are challenged by this article?
4. If this article’s assertions were true, how would it change the way you manage others?
### Class # /Topic 7) Level Two Leadership

**Read:**
- **Caselet:** *Intern Feedback*  
  [https://wiki.shanti.virginia.edu/display/wikiCASES/Intern+Feedback](https://wiki.shanti.virginia.edu/display/wikiCASES/Intern+Feedback)
- “The Challenges of Level Two Leadership” *(L3L CH 17)*
- “Advanced Laser Clinics A” *(UVA-OB-0886)*

**Study Questions:**
1. What is the value of logic in influencing others?
2. How do people make decisions? How much of a role does logic play in that process?
   a) Prepare Level One and Level Two arguments that Ryan might use.

### Class # /Topic 8) Level Three Leadership

**Read:**
- Complete the “Leadership Steps Assessment”  
  [http://virginia.qualtrics.com/SE/?SID=SV_8kK6FJQBy0InfH5](http://virginia.qualtrics.com/SE/?SID=SV_8kK6FJQBy0InfH5)

**Study Questions:**
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 9) Working at Level Three: Your Leadership Story

**Read:**
- “Jimmy Buffett’s Life’s Story in 400 words”
- **Complete:** “The Life’s Story Exercise” *(L3L 5e, page 391)*
- **Complete:** “Interpersonal Style Inventory,” on-line, SHOULD BE DONE BY NOW, PRINT YOUR RESULTS. Assigned in Class #2.

**Study Questions:**
1. Complete all four steps of the “Life’s Story Exercise.”
2. Complete the “Interpersonal Style Inventory.” Be prepared to give your Triad Partners feedback on their ISI.
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<th>Class # /Topic</th>
<th>10) Preview: Visualizing the Outcomes</th>
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| Read:         | *Review Final Project Assignment (Syllabus)*  
                *Review on-line/course webpage three previous final projects:  
http://faculty.darden.virginia.edu/clawsonj/COURSES/TACTICAL_LEADERS_HIP/index.htm  
Nikki Allen  
Tanesha Parker  
John Malek* |
| Study Questions: | 1. What grades would you give these three projects?  
2. Why?  
3. What questions do you have about the final project? |

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<th>11) Feel and Influence</th>
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| Read:         | “Resonance, Leadership, and the Purpose of Life,” (*L3L 5e*, CH 8)  
**Complete**: “The Energy Management Exercise” (*L3L 5e*, page 364) |
| Study Questions: | 1. Be prepared to describe a situation in your past in which you have felt resonance/flow/the “zone.”  
2. Does how you feel affect your performance?  
3. How do you make other people feel? How do you know?  
4. Begin to answer the following five questions:  
   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?  
   e. What do you love so much that you will continue doing it? |
### 12) Identifying VABEs and SEEs (Significant Emotional Events)

**Read:**
- **FILM**: view the full length feature film **CRASH** (times to be announced)
- **CRASH Viewer’s Guide** (UVA-OB-0860, CP)
- **View (optional)**: Morris Massey on SEEs

**Study Questions:**
1. Pick two characters in the film and watch how, if at all, their VABEs changed. What VABEs changed and how?
2. What are the three biggest VABEs, if any, that you’ve changed?
3. What is a Significant Emotional Event (SEE)? What are the principles in your mind for one person creating SEEs for another?
4. What were your three biggest SEEs in life?

### 13) Influencing Others Advanced Practice

**Read:**
- **Case**: “Paragon Corporation” (UVA-OB-0668, CP)

**Study Questions:**
1. Be prepared to conduct FROM BOTH SIDES David Ramirez’s upcoming conversations with Trent Fillmore, Allan Sedgewick, Mel Tanner, Claude Marteau, Chet Chisholm, and Li Huang.
2. Identify the key VABEs for each stakeholder.
3. Choose an influence strategy for each.
4. Be prepared to role-play either side of all of these impending conversations.
<table>
<thead>
<tr>
<th>Class # /Topic</th>
<th>14) Practice</th>
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<tbody>
<tr>
<td><strong>Read:</strong></td>
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<tr>
<td></td>
<td>Bad Tempered Excellent Employee:</td>
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<td><a href="https://wiki.shanti.virginia.edu/display/wikiCASES/Bad-tempered+excellent+employee">https://wiki.shanti.virginia.edu/display/wikiCASES/Bad-tempered+excellent+employee</a></td>
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<td>Easily Stressed and Selfish Team Member:</td>
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<td><a href="https://wiki.shanti.virginia.edu/display/wikiCASES/Easily-stressed+and+selfish+team+member">https://wiki.shanti.virginia.edu/display/wikiCASES/Easily-stressed+and+selfish+team+member</a></td>
</tr>
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<td>People Who Won’t Do Their Jobs</td>
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<td><a href="https://wiki.shanti.virginia.edu/display/wikiCASES/People+Who+Won%E2%80%99t+Do+Their+Jobs">https://wiki.shanti.virginia.edu/display/wikiCASES/People+Who+Won’t+Do+Their+Jobs</a></td>
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<tr>
<td><strong>Study Questions:</strong></td>
<td>1. Be Prepared to role play each of these wiki-cases.</td>
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<td>2. Prepare Level 1, Level 2, and Level 3 arguments for each case.</td>
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<tr>
<th>Class # /Topic</th>
<th>15) ChangeMaster</th>
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<tr>
<td><strong>Read:</strong></td>
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<td><em>The Life and Career of a Divisional CEO: Bob Johnson at Honeywell Aerospace</em> (UVA-OB-0872)</td>
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<td><em>The Global Leader</em> (L3L, Ch 14)</td>
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<td>View Bob Johnson video clips/CD-ROM on-line.</td>
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<tr>
<td><strong>Study Questions:</strong></td>
<td>1. What’s your assessment of Bob’s Career? Of his life?</td>
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<td>2. What’s your assessment of his interpersonal style, especially after viewing the “Boardroom” clip?</td>
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<td>3. What VABEs are your assessments based on? Try to be clear about what those are.</td>
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<td>4. What can you learn from Bob about influencing others?</td>
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<td>5. What advice would you give him at the end of the A case? What VABEs is your advice based on?</td>
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