

Leadership: Purpose, Authority, and Empowerment, UGBA 155V 2020

Three (3) semester credits

Course Description

In this course, students will explore the concept of leadership, how it differs from authority, and how it feels when an authority figure fails to lead as expected. People are tremendously dependent on authority; expectations and assumptions about authority can impact how an authority figure has to lead.

The purpose of this course is for the students to develop understanding of the theory and practice of leadership in various organizational settings. It is designed to allow students the opportunity to develop leadership skills through experiential exercises, behavioral and self-assessments, case studies, class discussions, and lectures.

Prerequisites

There are no prior course requirements.

Course Goals

After successfully completing this course, you will emerge with:

- A clear understanding of research-based, universal leadership practices and a gauge of your performance.
- An ability to dissect organizational structure, style, strategy and skills.
- A clear understanding of your personality make-up, how it affects your ability to lead, and how to maximize your effectiveness.
- A clear understanding of the value and practice of partnership.
- A stronger capacity to lead in small groups.
- Insights and greater capacity to lead both with and without authority.

Instructor Information, Contact, Office Hours, & Communication

Course Instructors

- Professor Dan Mulhern
- Laura Andersen

Office Hours

The course instructor and GSIs will offer both in person and virtual office hours, when students can communicate real time (synchronously) using Zoom. While these chats are optional they can be valuable for discussion, answering questions, and reviewing for exams. Zoom office hours are optional; no points are awarded for participation.

Day: TBD

Course Mail

Make sure to check the Course Mail for messages from the instructor. You can access course email within bcourses by clicking on the Inbox link or choose to have your course mail forwarded to your personal email account or your phone.

We will try our best to reply to your messages within 24 hours. Please refrain from last-minute emails, as we cannot guarantee an immediate response. Do not expect an email response over the weekend. Please only write emails of a professional nature, and limit them to shorter questions which may be answered in a sentence or two. Broad questions should be reserved for office hours—and we encourage you to visit our virtual office hours via Zoom.

Question & Answer Forum

Please use this forum to post questions about the course material, assignments, the learning management system or online homework. **The instructor/GSIs will monitor this forum**, but you should also feel free to post answers to help other students. This helps to create a general FAQ so that all students in the course may benefit from the exchange.

Course Materials and Technical Requirements

Required Materials

- Kim Cameron, *Positive Leadership: Strategies for Extraordinary Performance*
- Otto Kroger and Janet Thuesen, *Type Talk at Work: How The 16 Personality Determine Your Success on the Job*
- Ronald Heifetz, *Leadership without Easy Answers*
- James M. Kouzes, Barry Z. Posner *The Leadership Challenge (5th Edition)*
- Required Learning Instrument: The Student Leadership Practice Inventory (SLPI) is a paid instrument (\$25). It has 30 questions for you to assess how you have led in the past, and the same questions are formatted so that others can

provide feedback to you. This will be completed at the beginning of the semester.

- All additional course readings and required materials will be provided within the bcourses platform.

Technical Requirements

This course is built on a Learning Management system (LMS) called Canvas and you will need to meet these [computer specifications to participate within this online platform](#).

Optional

Canvas allows you to record audio or video files of yourself and upload them in the course. Although doing so is not required for any of the activities, using these features will enhance your engagement in the course. If you would like to use these features, you will need to have a webcam and a microphone installed on your computer.

Technical Support

If you are having technical difficulties please alert one of the GSIs immediately. However, understand that neither the GSIs, nor the professor can assist you with technical problems. You must call or email tech support and make sure you resolve any issues immediately.

In your course, click on the "Help" button on the bottom left of the global navigation menu. Be sure to document (save emails and transaction numbers) for all interactions with tech support. **Extensions and late submissions will not be accepted due to "technical difficulties."**

Learning Activities

VERY IMPORTANT

You won't be able to access your course material until you read and make your pledge to Academic Integrity.

You are expected to fully participate in all the course activities described here.

1. Read all assigned readings
2. Watch and listen to the lecture presentations
3. Read web-based announcements and postings assigned during the course
4. Compose and post assigned responses to lectures and readings
5. Complete all required assignments and project

6. Complete the final project

Modules

A module is a grouping of topics related to one area of study, typically with readings, lectures and various kinds of assignments. Each module contains a list of Learning Outcomes for the module. Your assignments reflect the learning activities to perform to reach those outcomes. For an at-a-glance view of due dates and projects, refer to the course **Calendar** within bCourses.

Reading Assignments

Each module includes assigned readings relevant to each topic covered in that module.

Multimedia Lectures

Recorded lectures support your readings and assignments but also contain additional material that may be included in the exams. Each lecture has been broken into sections. You are expected to take notes while viewing the lectures as you would in a regular classroom. You may also choose to print a handout of the slides that are provided in PDF format. Due to the inclusion of numerous images, videos, and animations, many of the lectures are considerable in file size and may take some time to download. For those of you with limited bandwidth, we strongly encourage you to download the longer lectures before attempting to view them.

Discussion Forums

Weekly Discussion Forums

Each module contains a group discussion in which we ask you to write reflectively and critically about the discussion topic. Your posts and responses are considered your class participation and represent a unique opportunity for you to exchange views with your group-mates, share experiences and resources, and ensure your understanding of the course material.

Discussion groups have been pre-assigned and include other members of your GSI section. When you navigate to a discussion forum, you will automatically be taken to your group's instance of that discussion and to your group's space within the course. When finished with the discussion, you will need to navigate from your group space back to the main course space in order to continue participating in other aspects of the course.

While the Discussion Forum assignments are asynchronous (not real time), you will be expected to make an initial posting and to respond to at least two or more other

students' postings; continued participation throughout the remainder of the week is highly encouraged. See the instructions within each discussion forum for further guidelines.

Questions and Answers Forum

Please use this forum to post questions about the course or topics being studied. The questions will be answered in the forum by the course instructor or GSIs. This way, all students benefit from seeing the answers. This is the preferred place to ask and get answers to questions that are likely to be of general interest.

Company and Self Diagnoses

Use your organization's website to identify their Vision, Mission, Values and Leading Goals. Identify how these were developed and hold at least three conversations with people in the organization about their knowledge of and buy-in to these high-level purposes.

You'll also explain the aspirational values guide you. What are the other things you value that may undermine your ability to pursue these aspirational values? Further, you'll identify the core elements of your organization's structure. Identify your particular unit within the organization's structure. Place your particular job within that structure, tracing it up the organization chart. Identify not only the structure but also the alignment of purpose. What is your unit's mission and accountability within the overall organization's purpose and mission?

Reflection Papers

You will write three reflection papers: SLPI reflection paper, Strength-based inventory reflection paper, and your "leadership philosophy and plan for growth and improvement" reflection. You will find explicit instructions for these reflection papers along with rubrics explaining how your reflections will be assessed, in bCourses.

Peer Review and Group feedback

Throughout the duration of the course you'll participate in a variety of peer review assignments and small group projects. Not only does the peer review process give you the opportunity to receive authentic and engaging feedback about your work, it also allows you to practice your communication skills and strategies to then utilize within your professional/work environment. Similarly, group work enables you to strengthen time management and collaboration skills while allowing you to engage in meaningful exchanges with your peers that other online experiences may lack.

Communication Video

You'll create a three-minute video in week 8 when we continue our exploration of "Communications." This can be a vision statement, a pitch, or a motivational talk; detailed instructions will be included within bCourses.

Coaching

Offer coaching to a friend, family member, classmate or co-worker. Submit one page on the coaching you offered and for bonus get them to fill out the survey on how they experienced the coaching. Detailed instructions will be included within bCourses

Reminder: Your Course End Date

Your course will end on August 14, 2020. As you work through the course, please keep the end date in mind, and if you want to save any commentary or assignments for future reference, please make sure to print or copy/paste those materials before your access ends.

Grading and Course Policies

You must pass the final project to pass the course.

It is important to note that not all components are graded online and included in the online course grade book. Because of this, the online course grade book will not display your overall course grade at any given time or your final grade. It should simply be used to assess your performance on the components that are included within it: the discussions, written assignments and midterm exam. Your final letter grade will be mailed to you by the registrar's office.

I challenge you to go beyond the grade. Though you go to Berkeley and academic achievement is for most Cal students a fundamental part of their identity, this class has the potential to give you a hundred times more than what an "A" represents. You can, if you play this right, emerge as a much more effective and more satisfied person and leader than you are the day you begin this class.

The Haas Guiding Principles should guide all of our work together. They are: "Question the status quo," "Students always," "Beyond yourself," and "Confidence without Attitude."

Course Policies

Promptness

Homework assignments and discussion forum postings all have specific final due dates and times. You will not receive full credit if assignments are submitted after the indicated due date.

Further, each online activity must be submitted through the course website by the due date. Email submissions will not be accepted. Students who wait until the final hours prior to a submission deadline risk having problems with their ISP, hardware, software, or various other site access difficulties. Therefore, it is advisable to submit assignments and tests through bCourses early. Lateness on assignments will generate a 0 without PRIOR consent from the instructor.

Honor Code

The student community at UC Berkeley has adopted the following Honor Code: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." The expectation is that you will adhere to this code.

Collaboration and Independence

Reviewing lecture and reading materials and studying for exams can be enjoyable and enriching things to do with fellow students. This is recommended. However, unless otherwise instructed, homework assignments and the online exam are to be completed independently and materials submitted as homework should be the result of one's own independent work.

Collegiality

During our discussions, challenges must be posed professionally and respectfully. Discriminatory, intimidating, and otherwise intolerant language will not be permitted and will be addressed immediately..

Cheating

A good lifetime strategy is always to act in such a way that no one would ever imagine that you would even consider cheating. Anyone caught cheating on a quiz or exam in this course will receive a failing grade in the course and will also be reported to the University Center for Student Conduct. The expectation is that you will be honest in the taking of exams.

Plagiarism

All written work submitted in this course, except for acknowledged quotations, is to be expressed in your own words. It should also be constructed upon a plan of your own devising. The Berkeley Campus Code of Student Conduct defines plagiarism as “the use of intellectual material produced by another person without acknowledging its source” and stipulates that plagiarism includes:

1. Copying from the writings or works of others into one’s academic assignment without attribution, or submitting such work as if it were one’s own;
2. Using the views, opinions, or insights of another without acknowledgment; or
3. Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution.

Unacknowledged use of the words or ideas of others from any medium (print, digital, or otherwise) is plagiarism. The submission of plagiarized work will, under University rules, render the offending student subject to an F grade for the work in question or for the whole course, and will also make him/her liable for referral to the Student Judicial Affairs Office for further disciplinary action. Educate yourself about the campus code of conduct in relation to plagiarism. Ignorance is not an excuse. If you feel overwhelmed about an assignment, speak to the professor or your GSI. DO NOT PLAGIARIZE!

Academic Integrity and Ethics

Cheating on exams and plagiarism are two common examples of dishonest, unethical behavior. Honesty and integrity are of great importance in all facets of life. They help to build a sense of self-confidence, and are key to building trust within relationships, whether personal or professional. There is no tolerance for dishonesty in the academic world, for it undermines what we are dedicated to doing - furthering knowledge for the benefit of humanity.

Incomplete Course Grade

Students who have substantially completed the course but for serious extenuating circumstances, are unable to complete the final exam, may request an Incomplete grade. This request must be submitted in writing or by email to the GSI and course instructor. You must provide verifiable documentation for the seriousness of the extenuating circumstances. According to the policy of the college, Incomplete grades must be made up within the first three weeks of the next semester.

Students with Disabilities

Any students requiring course accommodations due to a physical, emotional, or learning disability must contact the [Disabled Students' Program \(DSP\)](#). They will review all requests on an individual basis.

- Request your Disabled Student Program Specialist to send the instructor a formal request before the official course start date by email.
- In addition, notify the instructor and your Online Learning Support Specialist, which accommodations you would like to use.
 - Your Online Learning Support Specialist is Tracie Allen and her email is summer_online_support@berkeley.edu

End of Course Evaluation

Before your course end date, please take a few minutes to participate in our Course Evaluation to share your opinions about this course. You will be receiving the Course Evaluation via email. The evaluation does not request any personal information, and your responses will remain strictly confidential. You may only take the evaluation once.

*Subject to Change

Course Outline

Week 1: Purpose (Superordinate values), June 8 – June 14

Presentations

- Lecture 1.1: McKinsey – 7-S model of analysis
- Lecture 1.2: Senge – Model of structural tension
- Video: John Doerr

Readings

- [Enduring Ideas: The 7-S Framework](#) (2008)
- Desai, N. (2014). [OKRs. The Fundamentals](#)
- *Positive Leadership*, Chapter 1

Additional Resources

- [LeadingX2 – Myers-Briggs Tool](#)
- Berkeley Personality Lab: [The Big Five Inventory](#)
- Student Leadership Practices Inventory

Week 2: Style - What are the practices of exemplary leaders? June 15 – June 21

Presentations

- Lecture 2.1: The practices of exemplary leaders
- Lecture 2.2: Self-perception and the perceptions of others

Readings

- *The Leadership Challenge*, Chapters 1 & 2

Additional Resources

Assignment

- SLPI reflection paper

Week 3: Style - Insights into personality and leadership style, June 22 – June 28

Presentations

- Lecture 3.1: Insights into personality and leadership style

Readings

- *Type Talk at Work* pp 1-51, Section III (your type only)
- Goleman, D. (2000) Leadership That Gets Results. *Harvard Business Review*

Additional Resources

Assignments

Week 4: Structure of a business, June 29 – July 5

Presentations

- Lecture 4.1: How is the organization organized?
- Lecture 4.2: The impact of Leading by Two on business structure
- Lecture 4.3: Interview with Niket Desai on Objectives and Key Results

Readings

- Prakash, P. (2019). Types of Business Entities: Pros, Cons, and How to Choose. *Fundera.com*

Additional Resources

Assignments

Week 5: Purpose of business broadly, July 6 – July 12

Presentations

- Lecture 5.1: How do businesses understand how they fit into broader structures of meaning?

Readings

- [“Our Credo” Johnson & Johnson](#)
- MacLellan, L (2019). [Nearly 200 CEOs just agreed on an updated definition of “the purpose of a corporation.” Quartz at Work.](#)

Additional Resources

- [Conscious Capitalism with John Mackey](#)

Assignments

Week 6: Systems Skills Staff, July 13 – July 19

Presentations

- Lecture 6.1: Systems thinking in empowering organizations
- Lecture 6.2: Strengths-based leadership
- Lecture 6.3: Talent
- Lecture 6.4: Lecture with Dr. Eugene Whitlock

Readings

Additional Resources

Assignments

Week 7: Communications – The power of listening, July 20 – July 26

Presentations

- Lecture 7.1: Essential elements of powerful listening
- Lecture 7.2: Simulations of powerful listening

Readings

Additional Resources

Assignments

Week 8: Communications – the power of speaking, July 27 – August 2

Presentations

- Lecture 8.1: Discipline and technique to speak effectively

Readings

Additional Resources

Assignments

- Communication Video

Week 9: Coaching, August 3 – August 9

Presentations

- Lecture 9.1: How to get heard
- Lecture 9.2: How to support teammates
- Lecture 9.3: Coaching simulations

Readings

Additional Resources

Assignments

- Coaching

Week 10: Managing, August 10 – August 14

Presentations

- Lecture 10.1: Generating accountability at the system and micro levels
- Lecture 10.2: Simulated management promises and breakdowns

Readings

Assignments

- Final Project