**Leadership Development: Pathways to Professional Success**

**Pub Pol 735/413**

**Winter 2023**

**Instructor:**

**Surry Scheerer,** **sscheer@umich.edu**

**734-646-2885**

**Instructor Office Hours:**

**Office Hours by request. Please email me directly if you wish to set up an appointment in person or via Zoom.**

**Course Objectives**

This one-credit seminar, designed to complement your strong analytical skills, will teach you a set of skills that will help you achieve the professional and personal success that you desire. Success means different things to different people, but most people want to achieve the following:

* Professional effectiveness: Making a meaningful contribution through your profession, as well as getting better (and measurable) results in less time while using fewer resources and with less stress.
* Career success: Having the career benefits you desire and deserve; this may include promotions, salary, job choice, job satisfaction, social contribution, and work-life integration.
* Quality of life: Achieving health and happiness

Researchers who study successful people agree on the following:

* Your IQ and cognitive intelligence are at best moderate predictors of your success in life. In other words, they are necessary but insufficient predictors of sustainable success throughout life.
* The talents that got you where you are today may not get you where you want to go in the future.
* Successful people have a wide variety of skills that help them succeed, including self-awareness (understanding your styles, strengths, weaknesses, and how you are perceived by others), resilience, interpersonal skills, influence skills, political skills, and the ability to bring out the best in others, including your direct reports, peers, and bosses).

In this seminar, you will learn these skills through practical and engaging readings, self-assessments, discussions and experiential exercises. You will leave the seminar with a specific set of ideas, tools, and best practices that will help you bring out the best in yourself, others, and your organizations.

Dates and Times:

**March 17, 2023 from 9:00 am-2:50 pm EST**

**March 24, 2023 from 9:00 am-2:50 pm EST**

**Attendance is mandatory for both class sessions**

Required Materials, Course Assignment, and Evaluation: The book for this course is “**Management Skills for Everyday Life: The Practical Coach”,** 3rd Edition, by Paula J. Caproni, Prentice Hall. You can find the book online. You can download the book as a Kindle book from Amazon.com as well for about half the price. There is also a copy reserved in the Ford School library.

There will be additional readings available on Canvas.

**Course Assignment/Due Date**

Assignment: Your assignment will be to write a 5-page double spaced professional development plan in which you identify your personal and professional goals, as well as action steps you will take to achieve those goals. The full assignment will be posted on Canvas. Your paper is due **on Canvas on Friday, April 7, at 11:00 pm ET.**

Grades: The grade for this course will be:

**Pub Pol 735** **Satisfactory or Unsatisfactory**

**Pub Pol 413 Pass or Fail**

70% of your grade will be based on the quality of your final paper and 30% on class participation.

Writing Assistance: If you would like writing assistance with course-related work, feel free to contact the Ford School Writing Center. The Center has staff available each weekday to meet with students who are having difficulty with their writing. The link is [http://www.fordschool.umich.edu/writing-center/](https://exchange.umich.edu/owa/redir.aspx?C=a5a3612a0edf4f99973181766c7acc4f&URL=http%3a%2f%2fwww.fordschool.umich.edu%2fwriting-center%2f)

**PUBLIC POLICY 735/413: PROFESSIONAL DEVELOPMENT**

**Leading Yourself and Others**

**DAY 1:**

 **What is Leadership? What Predicts Success?**

**Required reading to be completed before class:**

* **Chapter 1: What Predicts Success?**
	+ Required self-assessments to be completed before class (both in Chapter 1 of textbook):
* **Proactive Personality Scale** (Chapter 1, page 14)
* **Goal Orientation** (Chapter 1, page 16)

*In-Class Activities: What is Leadership?*

 *What is your personal definition of success?*

 *Visioning your future*

**Multiple Intelligences: Emotional, Social and Cultural Intelligence**

**Part 1: Self-Awareness and Self-Management**

**Required reading to be completed before class: All on Canvas**

* **Chapter 2: Developing Self Awareness**
* **How to Play to Your Strengths** (on Canvas)
* **Ok Google, Take a Deep Breath** (on Canvas) (***Optional)***
* **The Six Seconds EQ Model** (***Optional)***

<http://www.6seconds.org/2010/01/27/the-six-seconds-eq-model/>

**Working with your Best Self**

In class Activity*: When I am at my best…*

 *Mindful Leadership Practice*

**Part 2: Cultural Intelligence**

**Inclusive Leadership**

* **The Key to Inclusive Leadership, Julia Bourke and Andrea Titus**

[**https://hbr.org/2020/03/the-key-to-inclusive-leadership**](https://hbr.org/2020/03/the-key-to-inclusive-leadership)

**Part 3: Social and Political Intelligence**

**Influence Without Authority**

**Required reading/watching to be completed before class:**

* **Chapter 5: Gaining and Using Sustainable, Ethical Power and Influence *and/or***
* **Cialdini Youtube: The Six Universal Principles of Influence** [**https://www.youtube.com/watch?v=kv0sOX6Alrk**](https://www.youtube.com/watch?v=kv0sOX6Alrk)

**https://www.linkedin.com/pulse/influence-emotional-intelligence-competency-we-all-want-solomon/**

### DAY 2

**Social Intelligence:**

**Using Social Styles: Understanding Your Styles, Strengths, Weaknesses**

**(Self and Social Awareness, Influence Without Authority)**

# Required Self-AssessmentTo Be Completed Before Class:

#  Social Styles Assessment (in Chapter 5 of the textbook, pages 193-196)

***In-Class Activity:***

*Understanding and Using Social Styles: The assessment helps you identify the behaviors you tend to bring to the workplace. The activity will help you understand your strengths and weaknesses, as well as how others perceive you and how you can influence others who have styles that are different from your own*.

### Managing Professional Relationships

**Required Reading To Be Completed Before Class:**

* **Chapter 6**: **Managing Relationships with Your Bosses, Subordinates and Peers**
* **Receiving, Giving and Seeking Feedback**, Broucek and Morgan (on Canvas)
* “**An Introvert’s Guide to Networking**” Lisa Petrilli, Harvard Business Review (on Canvas) ***Optional***

**Required Self-Assessment:**

* **Networking Assessment** (In Chapter 6 of the textbook, pages 246-247): This assessment helps you understand your networking strengths and weaknesses so that you can develop a plan of action for enhancing your network, including both strong and weak ties.

 *In-Class Activities: Active Listening and Respectful Engagement*

 *Building Your Advisory Board*

**Crafting A Life and Wrap Up**

**Ford School Inclusivity Statement:** Members of the Ford School community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

* share their unique experiences, values and beliefs
* be open to the views of others
* honor the uniqueness of their colleagues
* appreciate the opportunity that we have to learn from each other in this community
* value one another’s opinions and communicate in a respectful manner
* keep confidential discussions that the community has of a personal (or professional) nature
* use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the UM community

**Ford School Public Health Protection Policy:** In order to participate in any in-person aspects of this course--including meeting with other students to study or work on a team project--you must follow all the public health safety measures and policies put in place by the State of Michigan, Washtenaw County, the University of Michigan, and the Ford School.  Up to date information on U-M policies can be found [here](https://campusblueprint.umich.edu/).  It is expected that you will protect and enhance the health of everyone in the Ford School community by staying home and following self-isolation guidelines if you are experiencing any symptoms of COVID-19

**Student Mental Health and Wellbeing:** The University of Michigan is committed to advancing the mental health and wellbeing of its students.  We acknowledge that a variety of issues, both those relating to the pandemic and other issues such as strained relationships, increased anxiety, alcohol/drug problems, and depression, can directly impact students’ academic performance and overall wellbeing. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available.

You may access counselors and urgent services at [Counseling and Psychological Services](https://caps.umich.edu/) (CAPS) and/or [University Health Service](https://www.uhs.umich.edu/mentalhealthsvcs) (UHS).  Students may also use the Crisis Text Line (text '4UMICH' to 741741) to be connected to a trained crisis volunteer.  You can find additional resources both on and off campus through the [University Health Service](https://uhs.umich.edu/stressresources) and through [CAPS](https://caps.umich.edu/article/um-mental-health-resources).

**Accommodations for Students with Disabilities:** If you believe you need an accommodation for a disability, please reach out to U-M [Services for Students with Disabilities (SSD)](https://ssd.umich.edu/) office to help determine appropriate academic accommodations and how to communicate about your accommodations with your professors. Any information you provide will be treated as private and confidential.

## Academic Integrity: The Ford School academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. We hold all members of our community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the Ford School promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty, plagiarism and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Plagiarism involves representing the words, ideas, or work of others as one’s own in writing or presentations, and failing to give full and proper credit to the original source. Conduct, without regard to motive, that violates the academic integrity and ethical standards will result in serious consequences and disciplinary action. The Ford School's policy of academic integrity can be found in the [MPP/MPA,](https://www.dropbox.com/s/oxbgig3kw5dwjzy/FINAL%202022%20Masters%20Handbook.pdf?dl=0) [BA](https://www.dropbox.com/s/i3eiituwsblsncc/FINAL%202022%20BA%20Handbook.pdf?dl=0), and [PhD Program](https://www.dropbox.com/s/31d5lihoviiloqs/FINAL%202022%20PhD%20Handbook.pdf?dl=0) handbooks. Additional information regarding academic dishonesty, plagiarism and misconduct and their consequences is available at:   <http://www.rackham.umich.edu/current-students/policies/academic-policies/section11#112>

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## Use of Technology:  Students should follow instructions from their instructor as to acceptable use of technology in the classroom, including laptops, in each course. All course materials (including slides, assignments, handouts, pre-recorded lectures or recordings of class) are to be considered confidential material and are not to be shared in full or part with anyone outside of the course participants. Likewise, your own personal recording (audio or video) of your classes or office hour sessions is allowed only with the express written permission of your instructor.  If you wish to post course materials or photographs/videos of classmates or your instructor to third-party sites (e.g. social media), you must first have informed consent. Without explicit permission from the instructor and in some cases your classmates, the public distribution or posting of any photos, audio/video recordings or pre-recordings from class, discussion section or office hours, even if you have permission to record, is not allowed and could be considered academic misconduct.

**Please review additional information and policies regarding academic expectations and resources at the Ford School of Public Policy at:** [**https://intranet.fordschool.umich.edu/academic-expectations**](https://intranet.fordschool.umich.edu/academic-expectations)

**About the Instructor:**

 ***Surry Scheerer***

Surry Scheerer, LMSW, is an executive leadership coach, trainer, and organizational culture consultant. Surry serves as a coach for The University of Michigan Ross School of Business, providing one-on-one and team coaching for Executive Education Custom and Open Enrollment Programs and the Executive MBA Program (Leadership Development Program Faculty and Coach Lead). She coaches and consults on leadership and organizational effectiveness for a variety of private clients. For five years, Surry was the team facilitator, leadership trainer and coach for young entrepreneurs in the International Professional Fellows Exchange Program, sponsored by the U. S. Department of State and implemented by The University of Michigan Institute for Social Research, Center for Political Studies. Surry teaches undergraduate and graduate classes on leadership and professional development at the University Of Michigan Ford School Of Public Policy and for the William Davidson Institute at the University of Michigan.

Surry is a trainer in creating self and social awareness, self-management skills, and building effective relationships in the workplace. She speaks and trains nationally and internationally on Emotional Intelligence, Mindful Leadership Practices, Effective Communication, Building Relationships through Social Styles, Building High Performing Teams and Using Coaching Skills for Leadership Development.

Surry received her BS degree in Human Development and Social Policy from Northwestern University and her Master of Social Work degree from the University of Michigan.