Leading Organizations (PubPol 582)
Ford School of Public Policy
University of Michigan
Fall 2023

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In-Person Office Hours: Wednesdays 2:30pm-4:00pm
Classroom: Weill Hall 1210
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COURSE OVERVIEW: This course will introduce you to the fundamental leadership concepts and skills you need to successfully navigate and shape dynamic policy environments. You will have opportunities to develop a deeper understanding of yourself and build your ability to effectively lead teams. You will learn how to set a tone, a focus, and a direction for an organization, its members, and other stakeholders. You will practice leadership behaviors that will help you better connect across differences and enact change in complex, multi-layered contexts. Designed to provide you with opportunities for reflection, study, debate, and practice, this course will enhance your ability to make a positive and meaningful difference.

COURSE PERSPECTIVE AND FRAMEWORK: Using an integrative model of leadership to examine issues from a variety of perspectives, we will examine six core leadership domains: Personal, Relational, Contextual, Inspirational, Supportive, and Responsible Leadership. We will explore how these domains relate to each other and the effects of each domain on followers. We will also examine how the strategic and effective application of these domains is contingent upon the specific characteristics of different leadership situations.

With this perspective in place, this course will enable you to enhance your strengths and address your weaknesses as leaders and managers. You will be able to build your capacity to effectively manage performance, give and receive feedback, manage conflict, shape organizational systems and cultures, and lead people through both extraordinary and ordinary change.

REQUIRED MATERIALS:
(1) Leadership and Self-Deception (text or audiobook)
(2) Course pack available on Canvas. Click on "Study.Net Materials" to purchase.
(3) The Six Domain Leadership Survey (SDLS) provided by Delta Leadership Inc. You will receive an email directly from Delta Leadership. Should you run into any difficulties, please contact: Jennifer Niggemeier, jennig@umich.edu

GRADING COMPONENTS: Class sessions will involve a combination of discussion, case analysis, and experiential/skill-focused exercises. Final grades will be based on the following components:

Class Participation	15%
Peer Coaching	10%
Reflection Journals	30%
Major Assignment 1: Team Case Analysis and Presentation	20%
Major Assignment 2: Individual Action Plan	25%

CLASS PARTICIPATION: Participation grades will reflect your ongoing preparation for and contributions to individual class sessions. This means you have attended class regularly, completed the assigned readings prior to each class, and actively participated in class discussion in a professional, value-added manner.

We will have two key participation norms and expectations: (1) we have one conversation, and (2) we always assume positive intent. These norms are necessary to create the type of environment that will allow you to grow and excel as a leader.

> *A heads-up:* You should expect to be called on by me (even if your hand isn't up!). I use the Socratic Method. You should also expect that when you make a comment, I will look for you to build on what your classmates have already stated. This means you will have to be engaged, listen, and be ready to respond during our entire class time together. Finally, you should expect that I will put you on the spot even after you think you've finished making your comment. Put simply, I will push your thinking (and comfort level) with public speaking.

My highest aspiration is to provide you enough 'reps' to build your public speaking muscles. The more you're made to think quickly and deeply in public situations, the better you will be able to do it. And over time, it will be part of your leadership repertoire. In building your confidence with public speaking, I wish for others to be inspired by your leadership persona and actions. And for you to use this power for good!

PEER COACHING: A key element in working your way through course concepts and your leadership survey results is finding a classmate to serve as your journal partner and sounding board. You and your peer coach are expected to meet weekly, outside of class. To help manage the time requirements for this reflection activity, I will also provide you with some class time for peer coaching.

You will receive class credit for serving as a peer coach. This is an all-or nothing grade. If the person you coach feels you have made a real effort throughout the semester, they will submit a certification to that effect before the end of the term.

Peer coaching certifications can be informal, short descriptions. <u>You will need to submit a 1-2 paragraph statement summarizing your peer coach's contributions to your learning throughout the semester</u>. No additional credit will be given for serving as a peer coach for more than one person. Peer coaching certifications are due on the last day of class.

REFLECTION JOURNALS: Reflection journals are a very important part of the course for two reasons: (1) This activity will help you process and apply what you are learning in class to the real world. (2) Spending time on fully developing each journal entry *throughout* the term will make the end of the semester a more pleasant experience for you.

> *Grading:* You will submit a total of six reflection journal entries. Each entry is worth 5 points and graded in terms of whether they are submitted on time.

> *Late submissions:* I understand that there are times during the semester when life will get too crazy to focus on reflection. That's okay. To ease this ongoing requirement, you will have some flexibility on when to submit your entries. Instead of assigning a zero to late submissions, I will have our GSI assign your entry one less point for every week it's late. For example, if a journal entry is due on Monday, October 1 and you turn it in 1 to 6 days late, you will receive 4 pts. If turned in *on or after* the following Monday (7-14 days late), you will receive 3 pts, and so on. If your entry is 5 weeks late, zero points will be assigned. I hope this will give you a bit of wiggle room as you navigate your obligations in and out of class.

MAJOR ASSIGNMENT 1 – TEAM CASE ANALYSIS AND PRESENTATION: You will have an opportunity to research a leader within the public sector or government who you admire or are simply curious about. This leader does not need to be particularly well-known, likable, or an elected official (or even, living). This is a chance for your team to teach the class about this leader and their effectiveness (or lack thereof) across the foundational domains.

MAJOR ASSIGNMENT 2 – INDIVIDUAL ACTION PLAN (IAP): Building on your reflections, coaching and survey feedback, our analyses of various cases in class and other course tools, the goal here is for you to apply the material from class to your own leadership aspirations in a systematic, integrative, impactful manner. This assignment is about applying what you have learned to your own leadership goals in an immediate and concrete way.

Please note that <u>you can use the entirety of your reflection journal entries to construct your within and across domain analyses.</u> In fact, I encourage you to spend time throughout the semester building thoughtful and comprehensive journal entries to make the IAP writing process that much easier! Your main focus as the semester comes to an end can be on creating an action plan from the insights and analyses you ***developed throughout the term***.

Individual action plans should typically be no more than **3000** words, but length can vary

depending upon your reflection and intended actions. This word count is a guideline and you will not be penalized for going over or under it.

LEADERSHIP SURVEY

GENERAL DESCRIPTION: A core focus of the course is helping you to use your own ideas, vision, and aptitudes to become a more effective leader. The Six Domain Leadership Survey (SDLS) is the beginning of this introspective process. The survey assesses your leadership strengths and weaknesses across six core domains and can be used to gain valuable information about how you lead. Since it focuses on your leadership actions, not your personality traits, it raises issues you can work on. It is intended to make the issues discussed in class more personally relevant in terms of personal insight and action implications.

This survey instrument has been used very successfully with seasoned senior executives and policy makers, as well as rising policy analysts and middle managers. Its success for you depends on how much you are willing to be reflective and to push yourself. The survey can be a key part of this process; I hope you will utilize it fully.

> **STEP 1: FILLING OUT THE SURVEY.** You will receive an email with detailed instructions on how to access the survey and identify other potential raters to whom the survey will be sent. Through the link provided by Delta Leadership, you will be able to 1) evaluate yourself, 2) enter the names and e-mail addresses of your raters so that they can access the site, and 3) starting in <u>week 4 of the course</u>, view your results.

> **STEP 2: SELECTING RATERS AND DISCUSSING THE DEADLINE AND CONFIDENTIALITY WITH YOUR RATERS.** It will take a little time to coordinate survey respondents, so you should initiate this process as soon as you can. The minimum requirement is that each student completes the instrument on themselves. Obtaining feedback from others (people with whom you have worked or are working on team projects) is not required but is **strongly** encouraged to gain the most from the feedback.

> ❖ <u>You should ask 5-10 peers who have worked with you on team (school or work) projects to complete the survey.</u>

> ❖ <u>You should also ask at least 5 other raters who worked with you in other contexts and who can evaluate your leadership skills. This category can include past supervisors, long-time friends, family, and even a significant other!</u>

> You should select people who have worked with you in the not-too-distant past. You do **not** need to select people from teams you have formally led because the instrument is designed to assess both informal and formal leadership actions in teams. I suggest personally contacting the people you would like to ask to provide evaluations to make sure they are willing and able to do the evaluations in the next few days. You might stress to them that responses are anonymous and confidential.

> The instrument will report to you only averages on the ratings by teammates, so you will

not know who gave what rating. Also, any comments that your respondents make on the survey will be shown without telling you who entered the comment, but the comment will be reported exactly as they had been entered by the respondent. Once you have entered the name and e-mail address of a rater, he/she/they will be contacted directly by Delta Leadership Inc. and asked to complete the SDLS on you.

STEP 3: ACCESSING RESULTS. An email from Delta Leadership Inc. will provide you with detailed instructions for how to access your results. In addition to discussing your results with your peer coach, you will have the opportunity to schedule an optional one-hour session with a leadership coach to debrief your results.

If you have any questions regarding the survey or scheduling your debrief session with an executive leadership coach, please contact the Associate Director of the Leadership Initiative, Jennifer Niggemeier, jennig@umich.edu

CLASS STRUCTURE

ANSWERS TO QUESTIONS AND DISCUSSION OF PROBLEMS: You should feel free to contact me if you have any questions about the course, readings, assignments, or any other course-related matter. In particular, if you think you might have a problem meeting an assignment deadline, you must contact me to explore options before the deadline, rather than after. Of course, if you have any questions about your grade or are concerned about any of these course requirements, please contact me.

LATE ASSIGNMENTS: You will be penalized 20% of the earned grade for each day a major assignment is late. If exceptional circumstances arise, let me know and we can work out an alternative arrangement for you to avoid these penalties.

ADDITIONAL RECOMMENDED MATERIALS: If you have a favorite leadership reading or case to recommend, please let me know! 😊

CLASS STRUCTURE: Below is a snapshot of our course structure this semester. Please refer to our Canvas page for a full list of assignment due dates, modules, and session details, as well as detailed grading rubrics for your two major assignments.

Module #1: Fundamental Concepts
Session 1: Understanding Effective Leadership
Session 2: Understanding the Organization as a System
Module #2: Personal Leadership
Session 3: Identifying Your Grounding Principles
Session 4: Building Self-Awareness

Session 5: Managing Self-Deception
Session 6: Data Analysis, Reflection, and Feedback
Module #3: Relational Leadership
Session 7: Motivating Others
Session 8: Practicing Difficult Conversations (Part 1)
Session 9: Practicing Difficult Conversations (Part 2)
Session 10: Data Analysis, Reflection, and Feedback
Module #4: Mastering Feedback
Session 11: Preparing Feedback
Session 12: Delivering Feedback
Module #5: Contextual Leadership
Session 13: Mapping Your Environment and Stakeholders
Session 14: Building Your Network
Session 15: Addressing Organizational Misalignments
Session 16: Data Analysis, Reflection, and Feedback
Module #6: Team Presentations
Session 17: Live Case in Public Policy (Day 1)
Session 18: Live Case in Public Policy (Day 2)
Module #7: Inspirational Leadership
Session 19: Raising the Ceiling
Session 20: Crafting Stories That Inspire
Session 21: Data Analysis, Reflection, and Feedback
Module #8: Supportive Leadership
Session 22: Raising the Floor
Session 23: Data Analysis, Reflection, and Feedback
Module #9: Responsible Leadership
Session 24: Leading Ethically in Complex Systems
Session 25: The Practice of Ethics

Session 26: Data Analysis, Reflection, and Feedback
Module #10: Individual Action Plan Workshop
Session 27: Finalizing Your Action Plan

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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. 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 the Ford School's embedded counselor Paige Ziegler (contact information TBD) and/or counselors and urgent services at Counseling and Psychological Services (CAPS) and/or University Health Service (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 and through CAPS.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students who are experiencing a disability-related barrier should contact Services for Students with Disabilities https://ssd.umich.edu/; 734-763-3000 or ssdoffice@umich.edu). For students who are connected with SSD, accommodation requests can be made in Accommodate. If you have any questions or concerns please contact your SSD Coordinator or visit SSD's Current Student webpage. SSD considers aspects of the course design, course learning objects and the individual academic and course barriers experienced by the student. Further conversation with SSD, instructors, and the student may be warranted to ensure an accessible course experience.

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 BA, and PhD Program handbooks. Additional information regarding academic dishonesty, plagiarism and misconduct and their consequences is available here.

 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.