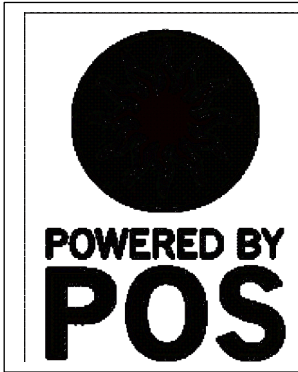


M&O 623
Becoming a Transformational Leader:
A Practicum

Winter 2013



Academic Foundation

This course is founded upon an academic perspective that originated at the Ross School of Business. It has grown into a global field of study called Positive Organizational Scholarship. Scholars in this field examine people, groups, and organizations when they are operating at their very best. Their findings indicate how to move systems from normal to exceptional functioning with extraordinary results. To learn more about this orientation, visit the website for the Center for Positive Organizational Scholarship: <http://www.centerforpos.org/>

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Admission:

Admission to MO 623 is by application. To enter the course, students must read the syllabus and write a statement of interest and commitment (No more than 250 words). The statement should demonstrate that you are ready to take the course. Admission will be based on the evaluation of the statements. Please send your application statement as a pdf file to Newcombe Clark at nbclark@umich.edu (teaching assistant). You will receive notice of permission to enroll through Wolverine Access. Permissions will be granted on a rolling basis. The class will be formally closed when enrollment capacity is reached. In the past, demand has been high, so we encourage you to submit early to guarantee entry to the course.

2013 Meeting Times:

Saturdays from 8:30 to 5:00
Dates: Jan 19; Feb 9; Feb 23; Mar 9; Mar 23

Attendance

Because of the unusual structure of the course, all sessions are mandatory. Any absence, for any reason, will result in a reduction of one full grade on the final standing in the course. In addition, 10 points are awarded for timeliness. Each time you are in your seat and ready at 8:30 and at 1:00 you will receive one point of credit with a possible semester total of ten points.

Rooms

Classroom: R2230

Breakout Rooms: R2216; 2218; 2226; 2228; 2236; 2238; 2246; 2248

Course Overview

This course is designed to help you better lead yourself and others. It will help you to find your life purpose, to learn to better live your values, and to more effectively exert influence. Due to your biological and cultural conditioning, it is normal for you, and everyone else, to be comfort-centered, externally directed, self-focused and internally closed. You, however, can learn to become purpose-centered, internally directed, and other-focused and externally open. As you do this, your life will change. You will begin to see opportunity where you used to see constraint. You will begin to relate differently. You will bring energy to others and entice them to exceed their own programming. You will begin to become a transformational leader.

Participation in this class will require that you live from your heart as well as your head. You will engage in exercises of value clarification and genuine dialog. You will be asked to find and present your most authentic self. As you increase in your capacity to do this, you will also learn to create a more adaptive and effective version of yourself. You will learn how to invite others to do the same. This means you will become a leader. You will be able to change the world because you will know how to change yourself.

What You Can Expect to Learn: A Student View

In 2013 the students in M&O 623 provided answers to the following question: How are you different from the first day of class, what is the most important thing you learned? In the following table their answers are grouped into four categories.

I learned:

<p><u>Empathy, Trust and Interdependence</u> How to increase my trust in myself and in others How to build more authentic communities and invite others in To courageously ask questions instead of telling people things How to create high quality relationships in my life How to manage my social network so it is filled with people who energize me How to clarify and pursue the common good How to find and trust the goodness in the existing context To keep a gratitude journal To increase the spiritual dimension in my life How to choose health, recreation, relaxation and renewal</p>	<p><u>Learning, Development and Co-creation</u> A new language How to bring the principles of positive organizational scholarship to my work To expand my consciousness and be more aware How to be a living symbol of change that invites others to change How to use stories, visuals and symbols to change mindsets To recognize the change triggers in life and not to fear them How to appreciate, create and live with ambiguity How to move forward towards a purpose when I do not know how to get there To more fully live in adaptive confidence, knowing I can learn and change in real time What action learning actually is and how to help others to engage in it How to adopt new strategies for living my life</p>
<p><u>Discipline, Integrity and Authenticity</u> To redefine the meaning of success To understand who I really am How to consistently regulate and elevate myself over time How to get off stage and choose my authentic self My best self is my most authentic self, my normal self is my most fake self</p>	<p><u>Purpose, Commitment and Courage</u> How to get outside my comfort zone What commitment is and how it changes everything What my life purpose really is How to overcome my fear of speaking up, I gained confidence How to gain transformational influence How to get into the fundamental state of leadership</p>

A Word of Caution and an Invitation

This course is not for everyone. Please exercise caution in your decision to enroll. Here are some notions that may help you decide.

If education means having a clearly structured experience, being in control, competing with colleagues, getting grades, punching your ticket, and getting a good job, you are normal. You are living the life you have been conditioned to live. You are not, however, ready to take this

course. It will probably be a negative experience for you and those around you. You would do well to avoid it.

If, on the other hand, you sense that you have potential that is not being fully realized, if you sense there is something wrong with the grade-driven approach to life, and if you would like to create a more adaptive and powerful version of yourself, this course may prove to be very valuable.

To further determine if you should be in this course you might reflect on the assumptions articulated below. If you find yourself attracted to the assumptions, you are probably ready. If you feel a need to make light of them or otherwise neutralize them, then your defenses are such that you may not be ready. If you are uneasy but willing to step outside your current conditioning, you are invited on an important journey.

Basic Assumptions

Content Assumptions:

- You want to live a more meaningful life
- You have been conditioned to hold onto your current expectations
- You have potential that exceeds your expectations
- To realize your potential you must transcend your cultural conditioning
- Transcending cultural conditioning requires self-change
- To realize your potential you must enlist the creative cooperation of others
- With or without authority, you must be able to lead
- Leadership is a function of who you are
- To effectively lead you must become a more effective version of yourself
- You fear self-change, even if you deny that you do
- You are capable of transcending your fear
- Your happiness and effectiveness is a function of how you self-regulate
- The abundance of your legacy will be a function of your authenticity

Teaching Assumptions:

- You will not be exposed to a survey of the literature
- You will be exposed to one concept of leadership
- You will be expected to internalize and live the concept
- You will be responsible for your own learning and growth
- You will be responsible to co-create the quality of the course
- Faculty presentations will be a small fraction of classroom experience
- The emphasis will be on action learning and learning from experiences
- Authentic dialog is essential to self-change
- Group discussions will be a crucial part of your learning
- You will need to share who you are

You will need to draw out, hear, honor and elevate others
Peers will provide feedback
You will need to hear feedback and make self-change
There will be considerable reading and a number of personal exercises
Much of your grade will be determined by the number of extra credit tasks you do. So, to a great degree, you will determine your own grade.

Outcome Assumptions:

You should leave the course with an enhanced ability to:

- Live from your life mission
- Clarify your purpose in real time
- Increase your integrity in situations of compromise
- Sacrifice for the common good
- Act with adaptive confidence and learn from feedback in real time
- Envision the future and invite others to it
- Invite others to the accountability of reality
- Build more trusting relationships
- Inspire others to the accountability of possibility
- Live the same life at work and at home
- Lead yourself and others

Required texts

The Deep Change Field Guide: A Personal Course to Discovering the Leader Within (Robert E. Quinn)

Lift: Becoming a Positive Force in Any Situation (Ryan W. Quinn and Robert E. Quinn)

Suggested Readings

Building the Bridge as You Walk on It (Robert E. Quinn)

Change the World: How Ordinary People Can Achieve Extraordinary Results (Robert E. Quinn)

Course Structure

The first four days we will be organized according to *The Deep Change Field Guide (TDCFG)*. In each half-day session the professor will lead a discussion of the assigned movie. He will follow the analysis questions for that movie at the end of each chapter in *TDCFG*. At the end of each class discussion you will be asked to write a journey entry. You will then meet with a group of fellows students. In the group you will be asked to share your entry, listen to theirs, and then engage in an authentic conversation. At the end of each day you will exchange feedback with peers.

Day 1

Session 1.1 An Invitation to Change

Discussion of *Norma Rae*

Journal Entry

Group Session

Session 1.2 Experiencing Slow Death

Discussion of *Moneyball*

Journal Entry

Group Session

Feedback

Day 2

Session 2.1 The Power of Self-Change

Discussion of *The King's Speech*

Journal Entry

Group Session

Session 2.2 Personal Change and Positive Organizing

Discussion of *The Devil Wears Prada*

Journal Entry

Group Session

Feedback

Day 3

Session 3.1 The Fundamental State of Leadership

Discussion of *Remember the Titans*

Journal Entry

Group Session

Session 3.2 Moral Power

Discussion of *Stand and Deliver*

Journal Entry

Group Session

Feedback

Day 4

Session 4.1 Leadership and Positivity

Discussion of *Gandhi*

Journal Entry

Group Session

Session 4.2 Inviting Others to Deep Change

Discussion of *Dead Poets Society*
Journal Entry
Group Session
Feedback

Day 5

Session 5.1 Reflections of the Transformational Perspective

A Final Discussion
Journal Entry
Group Session

Session 5.2 Designing Your Future

A Panel Discussion with Past Course Graduates
Journal Entry
Group Session
Feedback

Preparation

Preparation for Day 1 (This work should be done prior to attending the first class)

- Read *TDCFG*, Chapters 1 and 2
- View movies 1 and 2. Answer the related questions at the end of chapters 1 and 2 in *TDCFG*.
- Read *Lift: Becoming a Positive Force in Any Situation*

Preparation for Day 2

- Read *TDCFG*, Chapters 3 and 4
- View movies 3 and 4. Answer the related questions at the end of chapters 3 and 4 in *TDCFG*.

Preparation for Day 3

- Read *TDCFG*, Chapters 5 and 6
- View movies 5 and 6. Answer the related questions at the end of chapters 5 and 6 in *TDCFG*.

Preparation for Day 4

- Read *TDCFG*, Chapters 7 and 8
- View movies 7 and 8. Answer the related questions at the end of chapters 7 and 8 in *TDCFG*.

Preparation for Day 5

- To be determined

Organization:

08:30 Discussion: Movie 1 and readings
10:15 Journaling
10:30 Break
10:45 Groups
12:00 Lunch
01:00 Discussion: Movie 2 and readings
02:30 Journaling
02:45 Break
03:00 Group Discussion
04:30 Peer Feedback
05:00 Close

Group Discussions

Objective: Reach authenticity and collaborative learning

New groups are formed on each of the five days

At the end of each class discussion each person writes a journal entry

In the group, each person reads their journal entry

All others take notes

Groups identify the points that are common across the journal entries

Each person shares their one most authentic question

Groups integrate and order the list of questions

Discussion and note taking

End of the Day: Best-Self feedback is given to each group member

Each student writes a brief evaluation of day for the Professor

Grading

Weekly Best Practice Papers

Every Friday you should submit a one paragraph account of something you did to live in the fundamental state of leadership that week. Be as specific as possible. The submissions will be treated as best practices. The most helpful submissions (for your classmates) will be anonymously published to the class each week. Write so other students can understand what you did. Submit your paragraphs to the teaching assistant. You will receive one point of credit for each weekly submission. Paragraphs selected for publication will receive two points of credit.

Samples of Best Practice Submissions

Transforming Bed Time

The first week I was cynical about this class. Then I had an idea. Every night putting my children to bed is a nightmare. I got thinking about the fundamental state of leadership and wondered if it was applicable. I asked myself what result I wanted to create. My first answer was to get them to bed. My deeper answer was to create a meaningful relationship with my children. This second answer immediately altered my outlook on the task. It was a bigger purpose that was worth investing in. I then asked if I was internally directed, was I acting from my deepest values. The answer was no. I decided that I value my family above all else, raising my children is my first mission in life. Realizing this brought a sense of conviction, I wanted to be fully present in the process. I asked if I was other focused. The answer was no, I was focused on my needs and not theirs. I listed their needs. This brought a lot of ideas about how to do things differently. I asked if I was externally open, ready to join with them in co-creating a new way of going to bed. I was suddenly out of my authority role. We met and decided to design a better way. It has been a week and the process has been transformed. Going to bed is now a wonderful process and not a nightmare. My cynicism is gone.

Transforming a Relationship:

All semester I knew that there was a relationship I needed to transform but I ran from it. My mother and I have been distant for a long time. I have always blamed her. I can give a long list of her violations. I knew this was a self-deception. Finally I went through the four questions and I called her. I told her that I always blamed her for our distant relationship but I can now see my role in the process. I listed some of the things I did. I told her I loved her. I told her I wanted a better relationship. She was very shaken and asked if I could call back later. I waited an hour and called back. We talked for an hour. In one hour and seven minutes I transformed a relationship that has been broken for years.

Paper: How to Become a Transformational Mentor (Team Paper)

Length: 4 pages (1,000 words)

Word document

Date due: February 8

Pass grade earns 10 points

Pass plus grade earns 15 points

You will be graded on your capacity to internalize the Fundamental State of Leadership (FSL), which is the core concept of this class. You are being asked to help someone else internalize the FSL because this will require you to internalize it as well.

An example may be helpful. You will watch and analyze the movie *Normal Rae*. It is an account of a woman and her mentor. In the story she transcends her own biological and cultural programming to become a transformational leader. Seek to discover what was necessary for her to transform. Pay attention to what her mentor did to facilitate the process. Reflect on the ways in which your life is like the life of Norma. Then imagine that you are Reuben and Norma is someone in your life--someone you are committed to develop. This might be a child, spouse, friend, direct-report, peer, boss or other person. As you watch each movie, seek to learn more about how to help someone else make deep change and become a transformational leader.

The first graded assignment is a team paper. The title of the paper is “How to Become a Transformational Mentor.” Your team should discuss the readings and first two videos. Then write a paper on how a student in this class can become a transformational mentor.

(Note on Group Membership: The team paper will be written by your “home team.” The home team is half of the group you are in during the first day of class. Each succeeding class session the groups will be randomized so as to increase the value of the best-self feedback.)

Transformational Mentoring Effort

After completing the first paper, plan and initiate an intervention for helping someone internalize the Fundamental State of Leadership (FSL). The objective is for you to have the Reuben experience. Attempting to do this will help you internalize the FSL in your own life. Your change target might be a child, spouse, friend, direct-report, peer, boss or any other person. It may also be a group or organization. The key is that you select a person you really care about and that you can begin to work with immediately and in a serious way. **(Note: Students who put off initiating this project tend to run out of time and do poorly on the final paper. If this assignment is too intimidating, you may do well to not take the course.)**

Your task is to outline and execute a plan for helping your change target become more transformational by internalizing the FSL. Again, it should be a plan that you can begin to execute now. In the eventual final paper of the course, you will report on your experience. In that paper you will need to show that you have had impact and that you have grown. Constantly evaluate both your successes and failures. The assignment is about *learning to become* a transformational influence. This kind of learning requires continual self-reflection. This effort will be graded as part of your final paper.

Individual Paper: How I Internalized the Fundamental State of Leadership

Length: 6 pages (1,500 words)

Due date: March 25

Pass grade earns 20 points

Pass plus grade earns 25 points

The final paper will be a document that demonstrates how much you have learned and the degree to which you have internalized the FSL. This paper will be an integration of the following: readings, movies, class discussions, journaling efforts, and the transformational mentoring experience.

Template for Grading Paper 1

Template for Grading the Team Paper

1-3 Fail

4-6 Pass

7-9 Pass Plus

Writing

Flawed: Multiple spelling, punctuation, or language use errors. Awkward, unclear, or ineffective expression of ideas.

Professional: Few, if any, spelling, punctuation, or language use errors. Competent and straightforward expression of ideas.

Elegant: No spelling, punctuation, or language use errors. Ideas expressed in a more interesting and creative manner.

Analysis of transformational mentoring concepts

Minimal: Key mentoring concepts may be mentioned, but are not examined.

Adequate: Key mentoring concepts from movies, readings, and class discussions are identified and carefully examined.

Extended: Key concepts are presented creatively and with extended personal insight.

Adaptive reflection

Absent: Authors do not examine past experiences

Competent: Authors thoughtfully reflect on past experiences.

Insightful: Authors draw inspiring new insights from their examination of past experiences.

Framework for transformational mentoring

Absent: Authors do not provide a framework for transformational mentoring.

Present: Authors provide a framework that is grounded and useful.

Inspiring: Authors provide a unique framework that inspires the reader.

Future plans

Assertion: No, or very cursory, mention of how the course will guide the authors' future lives.

Convincing: Explains clearly how the course will guide the authors' future lives.

Inspiring: Presents a path to the future that the reader is inspired to follow.

Overall impact:

Interesting: Holds the reader's attention

Stimulating: Stimulates the reader, taking him/her to new thoughts and feelings.

Extraordinary: Makes such an impact on the reader that (s)he wants to share it with others.

Total

Fail 18 or below

Pass 19 to 36

Pass+ 37 and above

Template for Grading the Final Paper

1-3 Fail

4-6 Pass

7-9 Pass Plus

Writing

Flawed: Multiple spelling, punctuation, or language use errors. Awkward, unclear, or ineffective expression of ideas.

Professional: Few, if any, spelling, punctuation, or language use errors. Competent and straightforward expression of ideas.

Elegant: No spelling, punctuation, or language use errors. Ideas expressed in a more interesting and creative manner.

Analysis of course concepts

Minimal: Key course concepts may be mentioned, but are not examined.

Adequate: Key course concepts from movies, readings, and class discussions are identified and carefully examined.

Extended: Key concepts are presented creatively and with extended personal insight.

Adaptive reflection

Absent: Author does not examine experiences prior to the course.

Competent: Author thoughtfully reflects on experiences prior to the course.

Insightful: Author draws inspiring new insights from his/her experiences prior to the course.

Application during the course

Absent: Author may claim, but does not demonstrate, that change happened as a result of this course.

Present: Author describes what happened, showing strong life applications made during this course. Real changes are demonstrated.

Inspiring: Author not only demonstrates real change, but derives a strategy for the reader to follow in his/her own efforts to enter the FSL.

Future plans

Assertion: No, or very cursory, mention of how the course will guide the author's future life.

Convincing: Explains clearly how the course will guide the author's future life.

Inspiring: Presents a path to the future that the reader is inspired to follow.

Overall impact:

Interesting: Holds the reader's attention

Stimulating: Stimulates the reader, taking him/her to new thoughts and feelings.

Extraordinary: Makes such an impact on the reader that (s)he wants to share it with others.

Total

Fail: 18 and below

Pass: 19-36

Pass+ 37 and above

Explanation of Grading Criteria

Writing: A professional paper should be technically correct in terms of spelling, punctuation, and use of language. It should also contain effective expression of ideas. Some people have difficulty expressing their ideas, while others do so in a competent and straightforward manner. Others show a greater depth of thinking as they express their ideas in a more interesting and creative manner. Most papers fall in the middle category.

Analysis of Course Concepts: Most people do a good job of recounting the facts of the videos, books, class discussions and so on. Some go further and write with personal insight. A few think very creatively about the subject matter and offer extended insights. Your challenge is to select key concepts and extend them to a new level. In the team paper this will be seen in the analysis of transformational mentoring. In the final paper it will be seen in the analysis of key concepts from across the course.

Adaptive Reflection: People who grow into transformational leaders have the capacity to reflect on past experiences and draw new insights that can be used in the present. In the team paper, you are asked to do this collectively. In the final paper you are asked to do it individually. To get into the highest category, insights must be inspiring.

Application during the Course: In the team paper this involves creating a framework for transformational mentoring. In the final paper it is an account of the result of transformational mentoring. The final paper should demonstrate that change happened. In weaker papers authors may not persuasively demonstrate that change occurred, only indicate that it did. In most papers the authors describe what happened. In the best papers the author demonstrates the changes and derives a strategy for the reader to follow in the reader's own efforts to enter the FSL.

Future Plans: The paper should show how the course will guide the student's future life. Weaker papers assert that the concepts will be applied in the future. Stronger papers illustrate a persuasive commitment to future applications. The best papers show the reader a path to the future that inspires the reader to follow.

Overall Impact: This category tends to reflect an integration of the above. Nearly every student invests heavily and writes a paper that holds attention. The better papers also tend to stimulate the reader. They take the reader to new thoughts and feelings. The best papers are written in such a way that they hold a message of value for an even wider audience. Such papers are statements that if placed on the internet, would likely go viral because readers would want to share the document.

Note on Grading: Forced Distribution

The above frameworks are templates for evaluation. If you pass the two required papers you will have a total of 30 points. Timeliness results in 10 points. A total of 40 points means you will not fail the class. You may add to your total points by doing extra credit assignments which will also be evaluated on a pass and fail basis. You may do as many extra credit assignments as you choose. Each pass will increase your total points. According to school policy, we are required to use a forced distribution. This will be done according to your total points. The more extra credit assignments you complete successfully the better you will do in the class.

Course Assignments	Due	Points
Attendance and Timeliness: Explained Above		10
Weekly Best Practice Papers: Explained Above		1,2
Team Paper: Explained Above	2/8	10,15
Final Paper: Explained Above	3/25	20,25
Extra Credit Assignments		
Life Statement (1000 words): Write a document that states your life purpose and clarifies your values. Two examples can be found in C-Tools. Your statement may be similar or very different from the given examples.	2/19	10.15
Book Review (1500 words): Write an integrated review of the two suggested readings for this class and show how you will use what you learned.	2/25	10,15

<u>Book Review</u> (1500 words): Find two outside books from positive organizational scholarship or positive psychology. Write an integrated review of the books and show how you will use what you learned.	2/25	10,15
<u>Analysis of Transformational Behavior</u> (1500 words): Identify a person of transformational influence in five of the eight movies. Analyze what each of these characters has in common. Based on your analysis, provide a template for how you can wield transformational influence in your career.	3/11	15,20
<u>Analysis of Influential People</u> (1500 words): Select the ten people who had the most positive influence in your life. Select the ten people who had the most negative influence in your life. Analyze the commonalities in each group. Derive a set of principles that integrates with what you are learning in this course. Explain how you will internalize and use the principles.	3/11	15,20
<u>Best-Self Feedback Exercise</u> : Complete the <i>Reflected Best Self Feedback Exercise</i> . Submit the results with an assessment of the impact now and how what you have learned will influence your future. This assignment takes a number of weeks to complete, so start early in the semester. Link: http://www.centerforpos.org/the-center/teaching-and-practice-materials/teaching-tools/reflected-best-self-exercise/	3/16	15,20
<u>Memos</u> : Based on the instructions at the end of each chapter of <i>TDCFG</i> , write one memo for each chapter and send each of the eight memos to the person(s) of your choice. Turn in copies of the eight memos and a record of any feedback that you received. Write a one page assessment of the exercise.	3/16	10,15
<u>Workshop Plan</u> (1500) and <u>Workshop Report</u> (1500): Find a group in need of leadership development. Based on the class materials, plan and deliver a half day workshop on the Fundamental State of Leadership. Write a document with the curriculum, the delivery process, evaluation by participants, and what you learned. If you choose this assignment, the plan is due on 2/22 and the report is due on 3/15.	2/22 3/15	10,15 10,15

Academic Honor Code

Review the honor code at: www.bus.umich.edu/Academics/Resources/communityvalues.htm.
The code applies to the course in all aspects and will be enforced.

Professor

Professor Quinn is a chaired professor at the University of Michigan's Ross School of Business. His area of focus is organizational change and leadership. He is a fellow of the Academy of Management and the World Business Academy. He is one of the co-founders of the Center for Positive Organizational Scholarship. He has assisted many large organizations in their change efforts, and his Completing Values Framework, which is used to align people, structures and strategies, has been used by organizations all over the world. He has published sixteen books.

