

NOTE: This version is not the actual syllabus, but is intended to offer additional ideas and notes to instructors.

Leading for Impact

MBA elective

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Overview

Organizations are the world's most powerful actors. As such, those at their helm, leaders, have enormous potential to make an impact. Most leaders want to have an important impact of some kind, but doing so effectively is not easy. It requires keen awareness of two things. First, leaders need to be familiar with different possible avenues for having an impact. There are many ways of making a meaningful difference (e.g., through creating innovative products and work environments, caring for customers and employees, advancing community welfare externally and within the organization), but, without clarity about distinct possibilities, leaders have difficulty plotting a coherent course. Second, leaders need to understand their own personal strengths, values, and objectives. This enables them to plot a course that is both meaningful to themselves and maximally consequential to stakeholders.

In this class, we will explore each of these two topics in depth. First, we will consider general levers for making an impact, followed by an in-depth exploration of distinct models for having an impact through these levers. Students will gain appreciation for how these paths differ and for what factors lead each to be effective. Second, students will come to more deeply understand themselves, their unique strengths, and their preferred ways of having an impact. By the end of the class, students will be equipped with the necessary analytical and self-reflection tools to begin to chart their own desired course as leaders. The class should leave students more capable in their careers and more energized about their futures.

Who should take this course?

Anyone interested in leading organizations or helping them make important decisions, whether strategic or managerial, should benefit from this course. Because we address a number of different avenues for making an impact, it should appeal to students with diverse skill sets and philosophies. The course should resonate with those expressly committed to having a positive *social* impact. At the same time, it is designed to enhance leadership ability generally. As we will discuss in the class, effective organizations are inherently impactful.

Pedagogical approach and take-aways

We will draw from a wide range of teaching methodologies in this course. These will include cases, videos, activities, discussions, and cutting-edge thinking and research. Through these different means, students will come away with a deeper understanding for a) distinct types of impact, b) levers for having an impact of any type, and c) personal strengths and objectives to draw upon when charting an impactful career.

Readings and exercises (note – removing to shorten for AOM roundtables)

Evaluation (note – shortening for AOM roundtables)

Participation

33%

Written Learning Log

There will be six opportunities to reflect, gather thoughts, and plan for the future through individual writing.

1) *Model For Impact Reflection Logs* 33%

The first three entries will enable you to reflect upon each of the three models for impact. You will be asked to consider what aspects of each model do (and possibly do *not*) resonate with you personally. I recommend that each entry be about 2 double spaced pages. Please integrate some of the readings into your logs.

2) *Reflected Best Self Logs* 33%

The Reflected Best Self entries will afford you the opportunity to reflect upon your strengths and to chart a path forward. Among other things, you will consider the kinds of contributions you hope to make as well as how to achieve those contributions.

SYLLABUS OVERVIEW

This course is structured in three modules. The first module will introduce you to analytical frameworks for thinking about two primary things – first, distinctly different types of positive impact that you may aspire to have as a leader and, second, how to have a positive impact of any type. As such, it is intended to help you to think through both “what” and “how” issues – what kinds of impact you hope to have and how to go about doing it. Specifically, we will consider three distinct kinds of impact that leaders can have, each based on different assumptions about who and what the organization is at its core. We will also consider three “relationship levers” for achieving impact. Leaders’ effect is largely achieved and experienced through relationships. Leaders can have a profound effect on employees’ relationships with each other, on the employment relationship between the organization and employees, and on external relationships. These three levers are important regardless of one’s preferred type of impact, but they will be managed differently.

In the second module, we will unpack the three distinct kinds of positive impact according to each of the three relationship levers. In this module, you will gain insight into how each type of impact looks and feels as well as a greater understanding regarding how the three levers operate in practice for that model of impact.

In the final module, you will have an opportunity to engage in self-exploration and planning. Drawing from the lessons learned in the first two modules as well as from extensive external feedback about your own particular strengths, you will begin to chart out your leadership course. You will consider the kind of leader you hope to become, how you hope to enact your leadership role, and the kinds of organizations you hope to help to create.

This course should be a journey of both competence-building and self-discovery.

Welcome aboard!

MODULE 1: MODELS AND LEVERS FOR IMPACT

Class 1: The power and directionality of organizations

IN CLASS

Introduce course

Ask students to write down some info about themselves, including how they hope to contribute through their leadership. You might collect these. For a small class, you might go around the room asking students to report out aspired contributions. For a larger class, students may discuss in groups and report back themes or highlights.

Evolving class discussion and small group discussions about the following (I did this with the benefit of slides cueing questions and key points):

- What are orgs?
- What is power (from Bennis & Nanus – basic energy to translate intentionality into action)?
- What makes orgs powerful (bring people together and get them going in the same direction)?
- What determines the directionality and impact of orgs? (vision and associated goals)

Watch Dewitt Jones video, Focus Your Vision (Starthrower – full preview avail on website) in segments, discussing topics such as:

- What is key to creating a vision?
- Why is focus so important?
- What are features of deep focus?
- Where do you and do you not find vision?
- How do you find vision?
- What are ideal qualities of visions?

If time permits, you might ask students, perhaps in small groups, to critique your school's vision statement or that of some other organization.

Back to earlier discussion, possibly with slides:

- Possible final question – what determines the directionality of a vision?
 - Students are likely to note the relevance of cultural assumptions in light of the Schein reading. It may be worth noting that culture resides within spheres embedded within each other (e.g., org culture usually exists within the broader sphere of national culture).
 - If they elicit concepts related to org or leader identity, note this and its relevance to the course, but don't force the connection.

If you've done the vision statement activity, you might now ask students to consider what the vision statement suggests about cultural assumptions (and org or leader identity if that has surfaced).

Class 2: The role of organizational identity: Three models for impact

IN CLASS

Lecture on 3 models for impact covering:

- Org identity
- Org identity orientation

POSSIBLE READINGS

Bennis, W. & Nanus, B. 2007. **Leaders: Strategies for Taking Charge**. 2nd ed. New York, NY. HarperCollins
Pages 1-6, 12-21 (excerpts from "Mistaking the Charge and from "Leading Others, Managing Yourself), 80-87, 99-101 (excerpts from "Attention through vision")

De Pree, M. 1997. **Leading without power: Finding hope in serving community**. San Francisco, Jossey-Bass.
Pages 115-121 (Chapter 8 – vision)

Kouzes, J. M. & Pozner, B. Z. 2007. **The Leadership Challenge**. 4th ed. San Francisco, CA. John Wiley and Sons.
Pages xi-xvii (preface), 337-352 (chapter 13 – leadership is everyone's business)

Schein, E. 2009. **The Corporate Culture Survival Guide**. New and revised edition. San Francisco, Jossey-Bass
Pages 3-5, 18-29 (excerpts from Chapters 1 and 2 – culture and its 3 levels)

POSSIBLE READINGS

Brickson, S. L. 2007. Organizational identity orientation: The genesis of the role of the firm and distinct forms of social value. **Academy of Management**

- Link between org culture and org identity
- Link between org identity and org vision

Possible discussion questions. It may be useful to utilize groups for at least some of them.

- What does it mean to say that an org has had a positive impact?
- A negative impact?
- How would we measure organizational impact? (Importance of assessing impact on multiple stakeholders, all inputs and outputs, including those that are often invisible, to think about *net* impact.
- What impact do you think business organizations should have?
- Can you brainstorm cultural assumptions cross-cutting the 3 orientations that *foster positive* impact?
- Can you brainstorm cultural assumptions cross-cutting the 3 orientations that *inhibit* positive impact?

Possible activity: Watch excerpts from “Celebrate What’s Right with the World” (Starthrower – full preview available online), exploring these from the perspective of positive underlying assumptions that cross-cut all three orientations (e.g., that value abounds and can be created rather than that value is finite and zero-sum).

Possible activity: Watch excerpts from the following video from the World Economic Forum with different viewpoints from academics and business leaders about the purpose of the firm

<http://www.youtube.com/watch?v=H6UUcdc0xA>. You might pause regularly and solicit feedback. A debate between viewpoints could also be interesting.

Possible activity: Discuss the role of business schools in shaping org impact. Then ask students to brainstorm possible Hippocratic oaths (Khurana & Noria article).

Review, 32, 864-888. Outlines the three models for impact we’ll cover in class. Try to grasp as much as you can now. We’ll come back to it again later in class when you have more context.

Handy, C. 2002. What’s business for? **Harvard Business Review**, December, 49-55.

Khurana, R. & Nohria, N. 2008. It’s time to make management a true profession. **Harvard Business Review**.

Ghoshal, S. Bartlett, C. A. & Moran, P. 1999. A new manifesto for management. **Sloan Management Review**, 40(3), 9-20.

Ghoshal, S. 2005. Bad management theories are destroying good management practices. **Academy of Management Learning and Education**. 4(1), 75-91.

De Pree, M. 1997. **Leading without power: Finding hope in serving community**. San Francisco, Jossey-Bass.

Pages 9-12 (excerpt from Chapter 1, Places of realized potential)

Class 3: Relationship levers for impact: Interpersonal relationships, the employment relationship, external relationships

IN CLASS

Lecture/discussion:

- Go back to definition of power
- Introduce definition of energy (Dutton)
- Connect the two by explaining that orgs are designed to be powerful by aggregating, augmenting, and radiating energy. Further, this happens through relationships.
- Show pictorially the three kinds of relationships we’ll address (interpersonal relations, employment relationship, external relations) and how they combine to make orgs so potentially powerful
- Explain that org identity affects how orgs structure and manage external relationships and the employment relationship and that these trickle down to affect how individuals see themselves and how they relate to one another
- Introduce and discuss high-quality connections – what’s at their core? (e.g., respect, trust)
- Thought experiment – high quality connections at all *three* levels of analysis. What might they look like?

POSSIBLE READINGS

Dutton, J. E. 2003. **Energize Your Workplace: How to Create and Sustain High-Quality Connections at Work**. San Francisco, Jossey-Bass.

- Chapter 1, Creating Energy through High Quality Connections, 1-20
- Chapter 2, Respectful engagement, 21-50
- Chapter 4, Trusting, 79-107

Mintzberg, H. 2009. Rebuilding companies as communities. **Harvard Business Review**, July-Aug.

- Thought experiment – high quality connections across different models (identity orientations). Are there aspects that would be consistent regardless of which model we’re striving toward? Are there aspects that may deviate from one to another?
 - In particular, it may be very helpful to have a discussion focused specifically on individualism. Mintzberg criticizes individualism in his article, with reason. But are the problems he addresses really a function of individualism *per se* or low quality connections within the individualistic model? Can we imagine different results from high quality connections within that model? It might be useful to have this discussion head-on before getting to the individualistic model. I was surprised that, in my course, almost nobody preferred an individualistic model at the end though I did try to present it positively. As someone who thinks that diversity in org identity is healthy for society, it strikes me that we may not want to throw the baby out with the bathwater... I will also try to introduce another individualistic case beyond GE (e.g., Apple? – need to see if it’s positive enough), which some students viewed negatively.

Pfeffer, J. 1998. **The Human Equation: Building Profits by Putting People First**. Boston, MA. Harvard Business School Press.

Pages 3-30 (chapter 1, Looking for Success in all the Wrong Places), 64-74 (excerpt from chapter 3 – Practices of Successful Orgs).

Zander, R. S. & Zander, B. (2000). **The Art of Possibility**, Boston: Harvard Business School Press. Giving an A.

Lewin, R. & Regine, B. 2000. **The Soul at Work**. New York, Simon & Schuster. Pages 59-71 (chapter 4, The Consequences of Connection).

Pfeffer, J. 1998. **The Human Equation: Building Profits by Putting People First**. Boston, MA. Harvard Business School Press.

Pages 64-74 (excerpt from chapter 3 – Practices of Successful Orgs).

Possible activity: Watch “Fish: Catch the Energy, Release the Potential” (Charterhouse.com). Explore the video in excerpts in terms of the quality of connections at different levels and the energy aggregated, augmented, and radiated.

Possible activity: Portman Hotel HBS case. Arguably a case of an organization striving for a relational external identity orientation, while not living this orientation internally and without external stakeholders understanding it. This case, while not a positive exemplar, does help to reveal some of the following lessons:

- The need for alignment between the three types of relationships. The three feed into each other.
- Vision must follow from authentically held assumptions about relationships (doesn’t seem to be the case there).
- Identity must be valued by key stakeholders
- Centrality of employment relationship to the other two kinds of relationships – arguably the lynchpin in organizations’ relations.

MODULE 2: UNPACKING MODELS AND LEVERS FOR IMPACT

Class 4: Individualistic model for impact: Interpersonal relationships

In class

Intro slides: I found it useful to recap where we’ve been (inc key take-aways) and where we’re going in the second module.

Discussion questions:

- What admirable personal qualities are associated with an individualistic orientation?
- What value can be created between people when they share individualistic assumptions?

Possible activity: Watch excerpts from “The Right Stuff”. Some questions may include:

- What admirable traits do you see?
- What facilitates high quality connections among people with an individualistic orientation?

Reading and prep

Activity prep:

Watch film, *The Right Stuff*, available through library online reserve system

Possible readings:

Buckingham, M. & Clifton, D. O. 2001. **Now, Discover Your Strengths**. London, Simon & Schuster. Pages 3-4, 11-13, 83, 84, 85, 91, 113 (achiever, activator, adaptor, competition, self-assurance)

Locke, J. 1824. “Some Thoughts Concerning Education,” Posthumous Works, Familiar Letters) [1690]. **The Works of John Locke in Nine Volumes**. London, Rivington, 1824 12th ed) Vol 8. (2-page excerpt). A historical

- Tie in with Virtuoso Teams article
- What value is contributed?

Possible activity: It may be useful to perform some kind of simulation or game engendering or requiring individual innovation or creativity. I will be looking into this myself.

Possible activity: Case such as The Core of Apple (HBS), concerning interpersonal relations among the founders of Apple. Could be debriefed in terms of personal strengths, value creation, and factors leading to high quality vs. lower quality connections. I will be investigating myself to see if it's sufficiently positive as an exemplar.

portrayal of our individualistic roots.

Newsweek – Creativity Crisis.
Newsweek – Forget Brainstorming.

Fischer, B. & Boynton, A. 2005. Virtuoso Teams. **Harvard Business Review**, 83 (7/8), 116-123.

Class 5: Individualistic model for impact: The employment relationship

In class

Discussion/activity

- What is the employment relationship?
- What are its basic features? (we did “org structure” – broken down into work/task, leadership/decision making and info flows; “policies and practices” – broken down into hiring/selection, socialization/training, rewards, and evaluation; and “culture/expectations”)
- Going back to The Right Stuff, what features helped to bring out the best in people?
- Think about your readings for today – what else can you glean?

Possible activity: GE case interspersed with excerpts of Jack Welch video. Note that HBS has a video cassette that goes with the case. While the content is good, the quality is quite bad. Next time, I will try a different video. Case can be used to look at one way of managing the employment relationship and its consequences. While some students may be critical of Welch's decisions and it's useful to explore why, it's also important to point out the ways in which GE created value and how that value stemmed from employment relationship practices. If there are many critical voices, it might also be useful to brainstorm or debate whether and how GE might have created as much or more net value by doing things differently while still being true to its individualistic identity.

Reading and prep

Case: GE's Two-Decade Transformation: Jack Welch's Leadership (HBS)

Possible readings:

Hargadon A. & Sutton, R. 2000. Building an innovation factory. **Harvard Business Review**, 78 (3) 157-166.

Groysberg, B. Lee, L. E. & Abrams, R. 2010. What it takes to make “Star” hires pay off. **Sloan Management Review**, 51(2) 57-61.

Tushman, M. & O'Reilly, C. 1997. **Winning through Innovation**. Boston. Harvard Business School Press. Pages 111-120 (excerpt from Chapter 5, Leveraging Culture for Innovation and Adaptiveness).

Kanter, R. 2004. **Confidence: How winning streaks and losing streaks begin and end**. London, Random House. Pages 191-205 (excerpt from Chapter 7, The First Stone: Facing Facts and Reinforcing Responsibility), 240- 247 (excerpt from Chapter 8, The Second Stone: Cultivating Collaboration), 265-276 (excerpt from chapter 9, The Third Stone: Inspiring Initiative and Innovation).

Class 6: Individualistic model for impact: External relationships

In class

Discussion/activity: Outlining one or more cases (if more than one, consider breaking down into groups and writing up results independently to then share), draw out insights about how external relationships were managed and value created externally. Possible cases include GE and Apple. If you want to do two cases, it may be worth assigning an Apple reading or even a case. This approach worked well for the relational and collectivistic models.

Reading and prep

Activity prep:

Review GE case
 Possibly read new case

Possible readings:

Lester, R. K. & Piore, M. J. 2004. **Innovation: The**

Learning Log entries

In approx 2 double spaced pages, please comment on what aspects of the individualistic

Discussion: Now consider the Porter and Kramer article from the perspective of external individualistic relationships. Is their proposal about shared value consistent with individualism? (Personally, I think that it is, but it makes an assumption that value can be created mutually rather than an assumption that value must be appropriated at another's expense— harkening back to the week 2 and week 3 discussions about assumptions underlying positive impact and high quality connections. It is not a collectivistic argument in my opinion because the emphasis is on one's own profit – just not profiting at someone else's expense). I recommend talking about this before jumping into the following activity as some students may ask if it's individualistic.

Activity: Perform a simulation based on the Porter and Kramer reading in which students pitch shared value ideas to potential clients. We did this in small groups and ultimately held a competition for the best idea, which worked very well.

Optional activity: I ended with an overview of a highly individualistic org I've been studying outlining what relationships look like at each of the 3 levels and the kind of value it provides to members. I'd be happy to share this or the others that follow.

Missing Dimension. Cambridge, MA, Harvard University Press. Pages 1-10 (excerpt from Introduction), 51-65 (excerpt from Chapter 3), 110-120 (excerpt from Chapter 5).

Porter, M.E. & Kramer, M R. 2011. *Creating shared value: How to reinvent capitalism – and unleash a wave of innovation and growth.* **Harvard Business Review**, Jan-Feb, 61-77.

Lester, R. K. & Piore, M. J. 2004. **Innovation: The Missing Dimension.** Cambridge, MA, Harvard University Press. Chapter 8.

model resonate with you as well as any that do not. Please remember to draw from the readings.

Class 7: Relational model: Interpersonal relationships

In class

Discussion:

- What resonated most with you about the individualistic model?
- Do you perceive any particular problems or challenges (e.g., unhealthy competition)? Note – each arguably has some that should be managed around.

Activity: Simulation in which students get into triads and play a game of sharing personal stories and thoughts as well as reactions to others' stories. I compiled a large number of questions from various sources and created rules for the game. I'd be happy to share the rules and may be able to share questions copyrights permitting. It successfully instilled a relational interpersonal orientation and was a very positive experience for the students. We came back to these triads in the third, developmental, module because they liked them so well and seemed to have developed trust with those individuals.

Activity: Examine individuals at Iggy's Bread from the perspective of the relational strengths from Buckingham.

Activity: Examine Tuesdays with Morrie from the perspective of the relationship dimensions outlined in the Josselson chapter. It was helpful to orient these dimensions by the extreme poles (see the back of the book).

Reading and prep

Activity prep:

Iggy's Bread of the World – HBS case
Watch - Tuesdays with Morrie (a true story as with the other films)

Possible readings:

Buckingham, M. & Clifton, D. O. 2001. **Now, Discover Your Strengths.** London, Simon & Schuster.

- 88 (Belief)
- 95 (Developer)
- 97 (Empathy)
- 104 (Individualization)
- 110 (Relator)

Josselson, R. 1996. **The Space Between Us: Exploring the Dimensions of Human Relationships.** Thousand Oaks, CA, Sage.

Follow my brackets for reading.

- 1-4 (excerpt from ch 1),
- 29-34, 36-38 (excerpts from ch 3 - holding),
- 44-45, 53-54 (excerpts from ch 4 – attachment)
- 98-111 (excerpt from ch 6 – eye to eye validation)
- 148-149, 154 (excerpts from ch 8 – mutuality / resonance)
- 196-198, 205-207, 210-213 (excerpts from ch 10 – tending / care)

Recommended reading:

Miller, D. 1999. The norm of self-interest. **American Psychologist**, 54(12), 1053-1060.

Baumeister, R. & Leary, M. 1995. The Need to Belong: Desire for Interpersonal Attachments as a Fundamental Human Motivation **Psychological Bulletin**, Vol. 117, No. 3, 497-529.

Class 8: Relational model for impact: The employment relationship

In class

Activity: Draw out the employment relationship at Iggy's, starting with the same skeleton as for the individualistic emp relat week.

What connection do these features have to the virtues and relationship dimensions discussed last week? (they instill them in individuals, they may lead org itself to be viewed as taking on these virtues)

Activity: Perform parallel activity for SAS.

How are the two orgs similar? How are they different? Do you view them as equally "relational?" SAS is much larger and therefore less personal. A few students seemed skeptical that the CEO was really relational and that the org was really motivated to benefit the other. This led to an interesting discussion of whether the CEO embodied the relational virtues. Some also wondered whether the org might have collectivistic tendencies because the org is almost a self-contained community in some ways. I explained that the three identity orientations seem to exist as an equilateral triangle with each being equally distant from the others and whereby hybrids exist along the perimeter of the triangle. In the end, I think most people thought that SAS was a good example of a large relational org, but that a large scale may challenge some forms of positive impact. This is a useful insight. There is a very good video on SAS on 60 minutes (avail from them and viewable on Youtube, though not sure about the legality of showing that...). We watched excerpts and discussed.

Reading and prep

Activity prep:

Iggy's info packet #1 (compiled from the Internet pertaining to the emp relat)
SAS A – Stanford case available through HBS

Possible readings:

Friedman, S. D., P. Christensen, and J. DeGroot 1998 "Work and life: The end of the zero-sum game." **Harvard Business Review**, November-December: 119-130.

Kram, K. 1996. A relational approach to career development. In D. Hall (Ed). **The career is dead – Long live the career: A relational approach to careers**. San Francisco, Jossey-Bass. Pages 132-157.

Kram, K. 1998. Creating conditions that encourage mentoring. In K. Kram (Ed.) **Mentoring at Work: Developmental Relationships in Organizational Life**. Pages 176-178 – Figure showing org conditions that facilitate mentoring.

Polzer, J. 2003. Identity Issues in Teams Note. HBS Press. 9-403-095

Recommended reading:

Brickson, S. L. 2008. Re-assessing the standard: The expansive positive potential of a relational identity in diverse organizations. **The Journal of Positive Psychology**. 3(1), 40–54.

Gittel, J. H., K. S. Cameron, S. Lim, and V. Rivas 2006 "Relationships, layoffs and organizational resilience: Airline industry responses to September 11th." **Journal of Applied Behavioral Science**, vol. 42.

Learning Log entries

Please download two things from the following website: <https://www.bus.umich.edu/Positive/POS-Teaching-and-Learning/Reflected-BestSelfExercise.htm>

- First is the Reflected Best Self exercise.
- Second is the additional packet, "Bringing your Reflected Best Self to Life."

Also, please begin to contact people for feedback. A sample email is included in the packet. I will also email you another version so you don't have to re-write it yourself.

Class 9: Relational model for impact: External relationships

In class

Activity: For each of the two cases, outline external parties with whom they engage (note that these are very similar between the two cases and can be

Reading and prep

Activity prep:

Iggy's info packet #2 (from Internet – info relevant to external stakeholders)

Learning Log entries

In approx 2 double spaced pages, please comment on what

depicted in the center with each case explored on either side). Then outline how each is managed and to what effect – what value is created?

For SAS, what happens if we add “shareholders” as a major external stakeholder? Should they go public? This raises some really valuable discussion around ownership structure and how important it is to which model(s) a leader has most liberty to choose as well as how relationships can most easily be managed. We came back to this during the collectivistic model.

Activity: outline major concepts from the reading, such as compassion and second order learning. Ask students to describe what value each can contribute and how each can be achieved.

Activity: Consider showing Candace Burrips video (U Michigan). You might ask all students to note relational virtues while half the class might identify evidence of compassion and the other half might identify evidence of second order learning (if you choose those readings).

Optional activity: As with the individualistic case, I ended with an overview of an organization that I’ve studied, including what relationships are like at all three levels and what kinds of value the org provides to members. There is also a nice video online of this org.

SAS B – case through HBS
Turchin, B. 2004. SAS Profile: Going its Own Way.

Recommended activity:
Watch “The Doctor” – on library site under week 9.

Possible Readings:
Kanov, J. M., S. Maitlis, M. C. Worline, J. E. Dutton, P. J. Frost, and J. M. Lilius 2004
"Compassion in organizational life."
American Behavioral Scientist, 47: 808-827.

Tucker, A.L. & Edmondson, A.C. 2003. Why hospitals don’t learn from failures: Organizational and psychological dynamics that inhibit system change. **California Management Review**, 45(2), 55-72.

Recommended reading:
Nayar, V. 2010. **Employees First, Customers Second: Turning Conventional Management Upside Down**. Chapter 2 - Trust through transparency. HBS Press.

aspects of the relational model resonate with you as well as any that do not. Please remember to draw from the readings.

Class 10: Collectivistic model for impact: Interpersonal relationships

In class

Discussion: What resonated with you most about the relational model? Do you perceive any particular drawbacks or challenges (e.g., perhaps scalability)?

Concepts/discussion:

- Embeddedness – what is it, what are its poles, how related to other dimensions we’ve discussed and how different?
- Social identity (along with pros and cons)
- Strategies for managing social identity (e.g. recategorization, dual identity approach (along with when to use each)).

Activity: Choose one of the following cases:

- Army Crew – can be debriefed such that students understand how the problem within the poor performing team relates to social identity and are asked to problem solve. This helps to set the stage for reviewing the concepts related to social identity
- King Arthur Flour. This is a more positive exemplar than Army Crew and is one that exemplifies collectivistic relationships at all three levels. If you start this discussion during this week, it may be possible to also include Whole Foods and Reverend Jeffrey Brown cases during the collectivistic model. Otherwise, it may be necessary to drop one of the others. Discussion here could focus on a) collectivistic virtues b) the

Reading and prep

Activity prep:

- Case: Army Crew Team (HBS)
- Movie – Gandhi. Especially beginning - 1:07, 1:42-1:54, 2:14-2:24, 2:35-2:58

Recommended activities

- Read up on Gandhi on Wikipedia or elsewhere
- Watch The Singing Revolution (available via rental). Very interesting case of how a nation holds onto a social identity despite a great many obstacles.

Possible readings:

Buckingham, M. & Clifton, D. O. 2001. **Now, Discover Your Strengths**. London, Simon & Schuster. Pages 88, 92, 98, 101, 103 (belief – this shared with relationalism though from a dif perspective, connectedness, fairness, harmony, inclusiveness)

basis and form of high quality connections here as opposed to in The Right Stuff/GE/Apple on the one hand and Tuesdays with Morrie/Iggy's/SAS on the other and/or c) what likely contributions high quality collectivistic connections forge.

Activity: Watch excerpts from Ghandi, exploring them in terms of

- Collectivistic virtues – what are they and what do they contribute?
- How are relationships here different from or similar to those in The Right Stuff? Tuesdays with Morrie? There are some very telling scenes with people suffering and with Gandhi's wife that clearly differentiate relationalism from collectivism. Gandhi's approach is collectivistic.
- Social identity pros and cons
- Suggestions in terms of how intergroup tensions might have been managed better at end

Josselson, R. 1996. **The Space Between Us: Exploring the Dimensions of Human Relationships**. Thousand Oaks, CA, Sage. Pages 178-183, 186-187 (excerpts from ch 9 – embeddedness)

Dovidio, Gaertner, & Lamoreaux. 2009. Leadership across group divides: The challenges and potential of common group identity. In T. Pittinsky (Ed) **Crossing the Divide: Intergroup leadership in a world of difference**. Harvard Business School Press. Chapter 1.

Class 11: Collectivistic model for impact: The employment relationship

In class

Activity: outline the employment relationship at King Arthur (and Whole Foods if included this week), using the skeleton from the individualistic and relational weeks. Could be done together or in groups to share with the class.

Consider the extent to which each org utilizes an ideological contract along with associated strengths and weaknesses.

Activity: World Café simulation. I gave students a topic relevant to school (possible creation of a given type of Center). Utilizing the World Café methodology (see Brown & Isaacs), in which people work in rotating and overlapping groups, students began to collectively craft a vision for how to address the topic. Students wrote on large post-its and arranged these in meaningful ways. I brought Orpheus music (rec readings) to play in the background.

After the simulation, you might discuss it from both the perspective of how it felt to collectively craft something as well as from the perspective of when and how it might make sense to use this as an employment practice.

Reading and prep

Activity prep

Case – King Arthur Flour - HBS

- Additional website info sent as email attachment

Case – Whole Foods: Balancing Social Mission and Growth (HBS)

Possible readings:

Thompson, J.A., J.S. Bunderson. 2003. Violations of principle: Ideological currency in the psychological contract. **Academy of Management Review**, 28, 571-586. Read for major ideas.

Brown, J. & Isaacs, D. 2005. World café: Shaping our futures through conversations that matter. San Francisco: Barrett-Koehler. Pages viii-7, 31-33 (preface, excerpt from ch 1, case example)

Brown, J. & Isaacs, D. Café to go. Overview of guidelines for holding a World Café. <http://www.theworldcafe.com/articles/cafetogo.pdf>

Recommended reading:

Vogt, E., Brown, J., and Isaacs, D. The art of powerful questions: Catalyzing insight, innovation, and action. Little guide about formulating questions for the World Café. <http://www.theworldcafe.com/articles/aopq.pdf>

Seifert, H. & Economy, P. 2001. **Leadership ensemble: Lessons in collaborative management from the world's only leaderless orchestra**. New York: Henry Holt & Co. Pages xi-4, 22-29 (democracy), 67-75 (roles), 140-141 (listening), 162-174 (consensus), 189-190 and 192-193 (mission). Very interesting case study in using shared leadership, consensus, etc.

Susskind, L. 2005. Breaking Robert's rules: Consensus-building techniques for group decision making. **Negotiation**. May. Pages 3-5. Super brief overview of consensus-building. For those particularly interested in the topic, Susskind has a book by the same name.

Straus, D. A. 1999. Managing meetings to build consensus. In L. Susskind, S. McKernan, & J. Thomas-Larmer (Eds.) **The consensus-building handbook**. Thousand Oaks, CA: Sage. Pages 287-323. (chapter 7). A consensus-building resource

that some may find useful.

Class 12: Collectivistic model for impact: External relationships

In class

Activity: Together, discuss the Reverend Jeffrey Brown case. This can be understood as a case in which leaders from three organizations (churches) come together to change the social fabric of a community through their external relationships with kids, schools, police, etc. In particular, it is useful to draw a picture of the network ties between these various entities before and after the Coalition. I used different colors to denote positive versus neutral versus negative ties. What you see is a clear picture of how social capital was created in the community. The case also nicely illustrates issues related to social identity and ingroup/outgroup relations – harkening back to the first collectivistic week.

Activity: If you've covered both King Arthur and Whole Foods to date, consider breaking the class down into groups where each tackles the external relationships of one org (or of a sub-piece thereof). After each goes through their explanation of external ties, consider similarities and differences across the organizations.

Then you might ask students to consider the extent to which each org is a social capitalist and a market rebel. Before diving in, try to flesh out what each of these two things might look like and how they might overlap and diverge. In my opinion, Whole Foods may better exemplify a market rebel (changing the whole market but could perhaps be faulted on their ideological commitment and community building) while King Arthur Flour may better exemplify a social capitalist (very ideologically based, try to create community internally and externally based on passion for baking). Others may disagree, however.

Now perhaps stand back and ask how the contributions between the two orgs are similar and different.

Optional activity: As with the other models, I ended with slides about a collectivistic case study I've been investigating, outlining relationships at the three levels and value contributed toward members.

Reading and prep

Activity prep

- Reverend Jeffrey Brown HBS case
- Review King Arthur Flour material
- Review Whole Foods HBS case

Possible readings:

Putnam, R. D. (2000). **Bowling Alone: The Collapse and Revival of American Community**. New York: Simon & Schuster. Many chapters are worth considering.

Rao, H. (2009). **Market Rebels: How Activists Make or Break Radical Innovations**. New Jersey: Princeton University Press. Pages 1-14 (from Ch 1 – From the invisible hands to joined hands).

Ch 3 (Evang-Ale-ists and the renaissance of microbrewing)

Ch 8 (From exit to voice: Advice for activists).

Crosby, B. C. & Bryson, J. M. 2006. **Leadership for the Common Good: Tackling Public Problems in a Shared-Power World**. Chapter 1 “When no one is in charge” pages 3-33. May be especially useful to those of you interested in tackling public problems. Shows how and why solving such problems requires networks of individuals and orgs to jointly define problems and craft their solutions.

Learning Log entries

In approx 2 double spaced pages, please comment on what aspects of the collectivistic model resonate with you as well as any that do not. Please remember to draw from the readings.

MODULE 3. CHARTING YOUR OWN IMPACTFUL LEADERSHIP COURSE

Class 13: Understanding your leadership strengths

In class

Recap discussion:

- What resonated with you most about the collectivistic model? Do you perceive any particular drawbacks or challenges (e.g., perhaps intergroup tension elicited by social identity)?
- Lingering questions about the three different models?
- What are common factors among the positive exemplars

Reading and prep

Possible readings:

Please review Brickson, 2007 assigned for week 2. Now that we've been through the three models, it may help to review this paper.

Learning Log entries

Reflected Best Self step #1 in Bringing my Reflected Best Self to Life booklet. I would also like you to include a preparatory table outlining the particular facets of

that cross-cut the three models? (e.g., high quality connections at all three levels of relationships including respect and trust; external relations are managed in such a way so as to engender pride; net positive external and internal value creation)

Lecture/Discussion: Identifying your strengths and values

- Business school as an identity work space (Petriglieri & Petriglieri). Define identity work.
- Third module intended to facilitate identity work through intra-psychic reflection and opportunities for social feedback.
- Reflected Best Self defined
- What did you learn? Did anything surprise you? How might this view help you on your quest for excellence?
- Contrasting views of self-development – traditional vs. strength-based (derived from RBS teaching note)

Activity: RBS sharing and feedback. Trios worked well. If you used the trio simulation for the relational interpersonal week, you might go back to those trios because students may feel especially safe and understood among those individuals.

- What does RBS suggest about your strengths? Your value?
- Get feedback and consider taking notes to bring next week

Brickson, S. L. & Akinlade, D. (under review). The foundation, experience, and distribution of power in distinct organizational contexts: A resource-based view. **Tables 2-7 at the end only – not the whole paper.** The tables outline contributions made to employees by the three case studies I shared with students – one at the end of each module.

Drucker, P.F. (1999). *Managing oneself*. **Harvard Business Review**, March-April, 65-74.

Kouzes, J. M. & Posner, B. Z. (2007). **The Leadership Challenge**. San Francisco: John Wiley & Sons. Pages 45-54 (excerpt from Chapter 3 – Clarify Values).

your best self (as shown in the first RBS booklet). I think it will help you to analyze the feedback into a more crystallized output.

Class 14: Crafting your leadership role

In class

Lecture/discussion: Crafting your leadership role.

- What is job crafting?
- How do people job craft?
- Implications?
- What does job crafting add to our understanding of work?

Activity: Burt's Bees case

Activity: Go back to developmental trios.

- Discuss enablers and blockers of RBS aspects.
- Brainstorm ways of job crafting so as to maximize the enablers and mitigate against blockers.

Discussion. Being a contribution.

- What is the essence of this philosophy?
- How does it differ from traditional ways of viewing success?

May wish to view clip of Ben Zander. There are several on Youtube. We used this one:

Reading and prep

Activity prep:

Case: Job Crafting at Burt's Bees – University of Michigan

Possible readings:

Berg, J. M., Dutton, J. E. & Wrzesniewski, A. (2007). What is job crafting and why does it matter? **Theory to Practice Briefing** – University of Michigan. 1-8.

Zander, R. S. & Zander, B. (2000). **The Art of Possibility**, Boston: Harvard Business School Press.

- Universe of possibility – 17-21
- Being a contribution – 54-65
- Leading from my chair – 66-74
- The way things are – 108-110

Recommended reading:

Learning Log entries

Reflected Best Self steps 2 and 3 in Bringing my Reflected Best Self to Life booklet.

- Step 2 – I recommend considering each of your identified best self-aspects separately to identify any relevant personal enablers, situational enablers, personal blockers, and situational blockers. For example, you may modify the table provided for Step 1 by retaining the column with RBS aspects and replacing the other columns with “enablers” and “blockers”. Here's a picture. It is okay if you have some empty spaces.

RBS aspect	Enablers	Blockers
X	Personal	Personal

<http://www.youtube.com/watch?v=AH8jms-i30c&feature=related> – viewing 2:50 to the end.

What are virtues of seeing yourself this way?
How does it relate to the RBS?

Activity: Go back to developmental trios for sharing and soliciting feedback.

- What do you hope to contribute?
- How can you craft your current circumstances to foster your contributions?
- In the future, how might you craft your leadership role to foster your contributions?

Brickson, S. L. (2011)
Confessions of a job crafter:
How we can increase the passion within and the impact of our profession. **Journal of Management Inquiry**. This is a relatively short essay – not a journal article *per se* – that relates to job crafting.

Wrzesniewski, A., & Dutton, J. E. (2001). Crafting a job: Revisioning employees as active crafters of their work. **Academy of Management Review**, 26(2), 179-201. This is a research article that introduces the job crafting concept.

Y	Situational	Situational
	Personal	Personal
	Situational	Situational

- Step 3 – In crafting your vision statement, it may be useful to consider yourself as a contribution as Zander and Zander discuss. How would you like to contribute?

Class 15: Charting your impact

In class

Lecture/discussion: Charting your impact. Focus here on three things a) enabling your contributions, b) enabling the contributions of others, and c) leaders as social architects

- A. Discussed enabling your contributions last week and students worked on this more for today's learning log.
- B. Enabling contributions of others
- Discussion around whether, when, and how leaders may help others to identify and live up to their best self
 - Mini-lecture on identification (or enrollment to use Zanders' language), which enhances the energy felt by members (link back to week 3).
 1. Provide captivating meaning/purpose "framework for possibility"
 - Org identity – who we are
 - Org vision – what we're doing – Zander's "long line"
 2. Enact the identity (see Brickson 2012 for background if you wish)
 - Externally align relationships, provide corresponding value
 - Internally align relationships, provide corresponding value
 3. Promote alignment b/w member and org identity
 - Recruit for alignment
 - Foster alignment
 4. Regularly assess extent to which employees' "eyes shine" (a term from the Zanders and a measure of identification/enrollment) and take responsibility for making them shine. There are some good clips of Zander talking about shining eyes on Youtube.
- C. Leaders as social architects – architects of possibility.
- Orgs powerful (able to get things done) b/c attract, aggregate,

Reading and prep

Email instructor answers to the following a) which model or models resonate most with you, b) do you plan to start your own organization in the near future, and, if the answer to "b" was "yes," c) please provide a brief summary of the kind of organization you hope to create along with its anticipated identity orientation(s) – hybrids are okay.

Possible readings:
Zander, R. S. & Zander, B. (2000). **The Art of Possibility**, Boston: Harvard Business School Press.

- Giving way to passion – 116-121
- Lighting the spark 122-129 (rec 130-138 also)
- Being the board – 140-149
- Creating frameworks for possibility – 161-179

Learning Log entries

Reflected Best Self step 4 and 5 in Bringing my Reflected Best Self to Life booklet.
-Step 4 – one approach might be to consider your response in two parts:

- 1) How to leverage existing strengths, including which strengths will be useful in achieving your vision and which enablers and blockers need work
- 2) How to further strengthen or develop other competencies.

Please turn in a hard copy of your Learning Log in class.

and radiate energy (back to first module)

- Org identity & vision / “framework for possibility” determines *type* of impact
- How identity and vision enacted – whether it is enacted so as to instill identification - determines *extent* of impact
- Leaders (founders and others) play a strong role in determining org impact b/c they help shape the framework for possibility and its enactment

Activity: Social architecting exercise. Based on feedback emailed from students, assign them to dyads or groups whereby one person wants to form an organization in the near future and whereby others are maximally aligned in terms of model(s) that most resonate with them. The goal is to start planning out what these organizations might look like, what relationships will look like at the three levels, and what kinds of contributions the orgs will make.

1. What is the framework for possibility?
 - Identity model(s) / identity orientation(s)
 - Identity traits – come up with 5 key adjectives or descriptors (e.g., “we are the best,” “we are caring,” “we want to advance welfare for the poor,” etc)
 - Vision
2. What are the external “social architecture” and desired contributions? (they might outline external stakeholders and how the org will relate to each as we’ve done in class)
3. What are the internal “social architecture” and desired contributions? (suggest that they flesh out the emp relat skeleton as we’ve done in class)

Possible way to end:

- Thoughts? Take-aways?
- My hopes for you
- Think big (try to think in possibility, avoiding downward spiral and incremental thinking)
 - What does the world need?
 - How can I contribute?
 - What makes my eyes shine?
- Foster org contribution
 - Advance a captivating identity and vision
 - Build identification with that “framework for possibility”
 - Create value for outsiders and insiders

Kouzes, J. M. & Posner, B. Z. (2007). **The Leadership Challenge**. San Francisco: John Wiley & Sons. Pages 73-156 (chapters 4-6 – Set the example, Envision the future, and Enlist others)

Rec reading:

Brickson, S. L. (2012) Athletes, best friends, and social activists: An integrative model accounting for the role of identity in organizational identification.

Organization Science.