

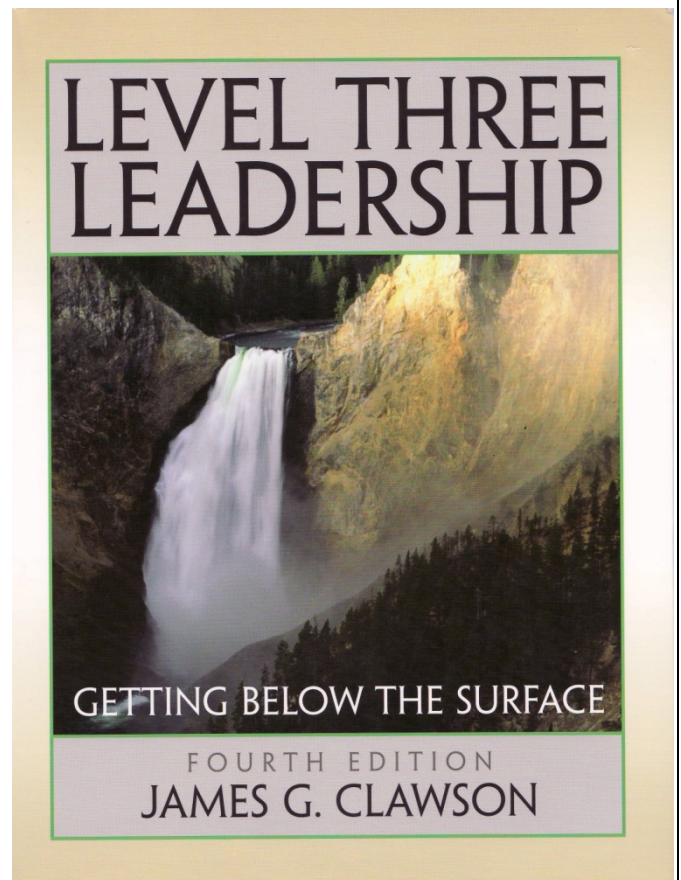
LEVEL THREE LEADERSHIP

“Culture eats Strategy for Breakfast”

Course Syllabus

James Clawson

The Darden Graduate School of Business
Administration
University of Virginia
Spring 2009



LEVEL THREE LEADERSHIP

The Darden Graduate School of Business Administration is a professional school that seeks to better society by developing leaders in the world of practical affairs.

Darden School Mission Statement, Academic Policies and Procedures Manual

Consistent with the mission of the school, all students are required to have a leadership-learning experience of at least 1.5 credit hours while attending Darden in order to graduate.

Academic Policies and Procedures Manual

“To every man there openeth a highway,
Some men take the high road
And some take the low,
The rest are on the misty flats
Where they drift to fro
Only you can choose which road,
The one we all have to take--
Over the Bridge of Sighs into eternity”

COURSE OBJECTIVES

The goal of this course is to help you avoid the “misty flats” of life by helping you to clarify your mission in life, to become more self-aware of your personal leadership model, and to strengthen your efforts at influencing others. In particular, this course focuses on influencing at Level Three, or the basic value level. I hope to have you challenge and re-examine your thinking and assumption on several very fundamental and key issues. More superficially, the course is intended to help you:

1. Become more self aware
 - a. Identify or clarify your life’s purpose and dream
 - b. Identify or clarify your personal leadership model
2. Develop skills in influencing others whether or not you have positional authority
3. Enhance your ability to think strategically and with vision
4. Prepare to develop and extend your leadership throughout your lifetime
5. Enhance your model of leading and managing change

COURSE ORGANIZATION

Level Three Leadership is organized around a set of modules that comprise the leadership challenge (as opposed to managing). These modules and their related core questions are:

VABEs	(Values, Assumptions, Beliefs and Expectations about the way the world is or should be.) Why do you (and others) behave the way you do?
CREATION	What do you want to create with your life?
EXPERIENCE	Does how you <i>feel</i> affect your performance?
EXECUTION	How can I get people to do what I want them to do?
CHANGE	How can I/a company keep up with the changing world around us?
MODELING	Whom do you admire and why?
RESULTS	What is success?

The meaning of these modules will become clear to you as the course unfolds. See the Course Schedule below.

REQUIRED MATERIALS

1. *Level Three Leadership: Getting Below the Surface Fourth Edition* (Clawson, Prentice-Hall, 2008)
2. *The Path of Least Resistance*, (Robert Fritz, 1989)
3. *Powered by Feel: how individuals, teams, and companies excel*, (Clawson & Newburg, 2009)
4. *Outliers*, (Malcolm Gladwell, 2009)
5. Access to COURSE WEBSITE: <http://faculty.darden.virginia.edu/levelthree/index.htm>
6. Access to MY WEB PAGE: <http://faculty.darden.virginia.edu/clawsonj/index.htm>
7. Case Packet from DEMS

ON RESERVE IN THE LIBRARY

1. *Punished by Rewards*, Alfie Kohn
2. *The Structure of Scientific Revolutions*, Thomas Kuhn
3. *The Virus of the Mind*, Brodie
4. *Leadership and Organizational Culture*, Ed Schein
5. *Level Three Leadership 4th Edition*, (Clawson, Prentice-Hall, 2008)
6. *The Path of Least Resistance*, (Fritz, 1989)
7. *Powered by Feel: how individuals, teams and companies excel*, (Clawson & Newburg, World Scientific, 2009)
8. *Outliers*, (Gladwell, 2009)

COURSE REQUIREMENTS and PRINCIPLES

1. **PREPARATION AND PARTICIPATION:** (50% of your grade) On average I expect about two hours of *preparation* time for each class. You'll notice that on three classes, I've assigned an entire book for one class. My request is that you learn how to read a book in two hours. Most books have a few core principles and multiple anecdotes and examples that make the points. If you can "get" the core principles quickly, you won't have to read all of the examples and anecdotes. Also, if you can summarize a book in a *PowerPoint* file on 2-4 slides, you'll "have" that book, at least its core principles, for the rest of your life. You may wish to work with your Dyad Partner as well to collaborate on the reading—however this will mean meeting with your partner before class to consolidate your insights.

On *participation*, if you learn a lot but never share that with others what good is it? I place a high value on honest, forthright discussion and debate about real issues. You are in class as much for what you contribute as for what you take away. I expect you to be contributing to the discussion in every class.

2. **FINAL PROJECT:** (50% of your grade.) See below.
3. **WIKI-CASE:** At a time of your choosing, I ask that you make a one page contribution to the Darden wiki-case site. The site is designed so you can add pages on new topics or already established topics. Send me the URL for your contribution in an email. This write-up will count as *one* class contribution grade.

<http://mbaportal.darden.virginia.edu/ca/casewiki/Wiki%20Pages/Home.aspx>

4. **DYAD PARTNER:** During the course of the term you will be assigned to a Dyad Partner. Your assignment will be to meet with your Dyad Partner periodically to discuss topics in the course, share notes, and give them feedback data and suggestions. Sometimes we'll make time for this in class. Your Dyad Partner will give you *two* class participation grades based on the quality and helpfulness of your feedback. Sometimes you may wish to (read: *please do*) COLLABORATE with your DYAD PARTNER on large assignments by dividing and conquering.
5. **LEADERSHIP MODEL:** During the course you will be asked to identify a leader you admire and find out all you can about how they managed to be so effective. Student teams will give their reports on these leaders in classes 12 and 13 on April 20 and 21.
6. **STUDENT LEADERSHIP:** It's hard to practice leadership waiting for someone else (instructor) to set the agenda. Consequently, there will be times when I'll ask members of the class to lead the discussion. This activity will help you develop your planning and leadership skills.

CLASS DEPARTMENT REQUESTS

I invite you and ask you to:

1. Share my interest in having active, honest, deep discussions about important principles in leading and living (help create a *high energy learning bubble* in the room).
2. Come on time. (to protect the bubble)
3. Do not come and go from class; it disrupts the discussion. (breaks the bubble)
4. Come prepared having read all of the materials for the class. (creating the bubble, see Clawson Family Principle #7 on my website.)
5. Do not wear hats in class, please. (respect for classmates, a *VABE* from my mother)

GRADING

Your final course grade will be derived 50% from classroom contributions including the ancillary assignments outlined above and 50% from your final project. Attendance requirements will conform to Darden School policy.

FACULTY

Professor James G. Clawson	Tel: 924-7488	(Room 293B)
Course Secretary Barbara Richards	Tel: 924-7331	(Room 264)

LEVEL THREE LEADERSHIP COURSE SCHEDULE

March - April 2009

#	Day	Date	MODULE	Topic	Method & Core Material
1.	Tu	3/17	VABEs	The Virus of the Mind	CASE: John Wolford A
2.	We	3/18		Whence VABEs?	BOOK: <i>Outliers</i>
3.	Mo	3/23	CREATION	Solving Problems	CASE: Peter Browning and Continental Whitecap A
4.	Tu	3/24		The Problem with Problems	BOOK: <i>The Path of Least Resistance</i>
5.	Mo	3/30	EXPERIENCE	Creating World Class Teams	CASE: Greenland
6.	Tu	3/31		Feel & Performance	FILM: Easy Speed BOOK: Powered by Feel
7.	We	4/01	EXECUTION	Changing VABES	FILM: <i>Crash</i>
8.	Mo	4/06		Levels One & Two Leadership	SHORT STORY: The Use of Force & Tough Guy
9.	Tu	4/07		Level Three Leadership	ORAL CASE: JLC
10.	Mo	4/13	CHANGE	Leading by Design	CASE: Hausser Food Products
11.	Tu	4/14		Leading Change	CASE: Ed Norris & the Baltimore Police Department A
12.	Mo	4/20	MODELS	Student Presentations	
13.	Tu	4/21		Student Presentations	
14.	Mo	4/27	RESULTS	Integrated Whole	CASE: Bob Johnson at Honeywell Aerospace A
15.	Tu	4/28		Loose Ends & Conclusion	
	Mo	5/04		Final Project Due 4:30 pm	

LEVEL THREE LEADERSHIP FINAL PROJECT

Purpose

The purpose of your final project is to create a self-running PowerPoint file that will summarize and remind you in the future of the major insights you've gleaned from the course. The expectation is that you would be able to review this presentation three, five and ten years after graduation as a means of leveraging or extending your learning and tracking your evolving view of leadership. This presentation should contain, at a minimum, the following:

- Major insights that you gleaned from the course
- Your personal model of leadership
- Your Personal Charter as explained in the course
- Your Internal Life's Dream (*LDint*) as explained in the course
- Your personal model for managing change
- A description of the leadership principles of a person of your choosing. This person can be living or dead, but not someone from your own family. My request is that you choose this person early in the course and then begin gathering as much data as you can about him/her and learning as much as you can about this person's leadership style.

Structure

Your final project presentation should be *self-running*. By this I mean I can double click on the file and it immediately begins to run. You can save your PowerPoint file in a way that makes it a self-running file. There is more data on the techniques for creating self-running files at the course website: <http://faculty.darden.edu/levelthree/Index.htm>. The presentation should take less than eight minutes to watch. I'll ask you to e-mail this file to me at the end of the term.

Your presentation should be completely self-contained. Assume you're going to view it in three to five years and will need a complete package: introduction, purpose, content, conclusion, all flowing in a logical sequence. This will be a chance to practice your MC skills. Strength of logic, ease of comprehension, and powerfulness of presentation will all count as well as quality of content.

I invite you to use voice over, music, and other audio connections as you see fit to clarify and explain your presentation. Be careful and ***prepare in advance*** so that you know how to embed voice and/or music in a PPT file so that when you send it, everything comes through. There are a couple of examples posted on the course website. Do NOT copy the exact format of those presentations; just use them as examples of ones well done.

If you keep up with the assignments in the course, you'll be well prepared to develop your Final Project efficiently. I've designed the course so that if you do all of the daily assignments most of your final project is drafted if not polished and integrated.

Due Date

Your Final Project is due in my e-mail inbox by 4:30 pm as shown on the Course Schedule above. You may send your project in early if you wish; however, be careful that you do not do it so early that you don't benefit from all of the content in the course.

ADMIRED LEADER STUDENT PRESENTATIONS

At the beginning of the term, you will be assigned to or choose a small team who will select and research a leader whom you'd like to know more about. This person must be someone other than a family member. On April 20 or 21 your team will give a 10 minute presentation on the leadership of the person you chose. In between, you'll find out whatever you can on this person and consolidate your learnings into this brief presentation for the benefit of your classmates. This presentation will be the equivalent of 4 class contributions for you. Each team member will get the same class contribution grade.

WIKI-CASE CONTRIBUTION

At some time during the course I ask that you contribute a one-page new case to the Darden wiki-Case project. At present the Darden wiki-Case project is limited to the Darden community. Your contribution will be the equivalent of one class contribution grade. When you've made your contribution, simply send me an email with the web address of your wiki-Case included so I can go read it.

The Darden wiki-Case site is

<http://mbaportal.darden.virginia.edu/ca/casewiki/Wiki%20Pages/Home.aspx>.

You can edit any page by clicking on the EDIT button in the upper right hand portion of the page. Feel free to add new cases on any topic related to the course. If you find cases already there on your chosen topic, you can add a second case. When writing your wiki-Case, please follow these guidelines:

1. All cases must be real, nothing fictional or made up.
2. Please change all of the names so that while real, the situation cannot be attributed to an actual person.
3. Keep your cases to one page or less.
4. Write all of your cases in the past tense.
5. Be sure to end each case with a decision point in which someone in the case needs to make a decision and do something. This will likely mean that you write up a situation that you know about but don't tell the whole story, just up to a point where someone had to decide and then act.

DAILY ASSIGNMENTS
Level Three Leadership

Legend

- L3L = *Level Three Leadership, Fourth Edition*
- CP = Case Packet,
- TBD = To Be Distributed

VABEs

Class # /Topic	1. The Virus of the Mind
Read:	<p><i>Syllabus (web site: http://faculty.darden.edu/levelthree/)</i></p> <p><i>John Wolford A (CP, UVA-OB-0167)</i></p> <p><i>Self Leadership, A Leader's Guide ..., The REB Model (L3L, Chapters 9, 10 & 11)</i></p> <p><i>Giving and Receiving Feedback (CP, UVA-OB-0322)</i></p> <p><i>Complete the Balancing Your Life exercise (L3L, p. 405.)</i> <i>NOTE: there is a missing exhibit in this printing. You can download the Balance Wheel Excel spreadsheet from the course website or from my personal web page.</i></p>
Study Questions:	<ol style="list-style-type: none"> 1. What are the problems here? 2. Why does John do what he does? 3. What would John's Balance Wheel look like? 4. If you were John Wolford's boss, what would you do with him?

Class # /Topic	2. Whence VABEs?
Read:	<i>Outliers (Malcolm Gladwell)</i>
Study Questions:	<ol style="list-style-type: none"> 1. What are the key concepts for you in this book? 2. How does this change, if at all, your view of leadership? 3. How does this change your view of parenting? 5. What are the top ten VABEs that your mother and father taught you? 4. What are the key lessons from this book for leadership in the private sector?

CREATION

Class # /Topic	3. Solving Problems
Read:	<i>Peter Browning and Continental Whitecap A (case)</i> <i>Strategic Thinking (L3L Ch 5)</i> Complete: <i>Survey of Managerial Style (L3L, p. 384 and input your answers on my webpage.)</i>
Study Questions:	<ol style="list-style-type: none"> 1. If you were in Peter's position on your way to Chicago, what would you be concerned about? 2. What do you think Peter's VCM profile should look like to succeed in this job? 3. What would you do if you were in Peter's position? (Have a multi-step plan ready)

Class # /Topic	4. The Problem with Problems
Read:	<i>The Path of Least Resistance</i> by Robert Fritz
Study Questions:	<ol style="list-style-type: none"> 1. What are the key concepts for you from this book? 2. How does this book change your view of leadership if at all? 3. What is the problem with problems? 4. What is the four step process that Fritz recommends? 5. When in your life have you used this process? <p>EMAIL to BARBARA RICHARDS and ME your choice of LEADER to study this term. (See assignment above.) With whom will you be working?</p>

EXPERIENCE

Class # /Topic	5 Leading World Class Teams
Read:	<i>Greenland (CP)</i> <i>Leading Teams (L3L, Ch 21)</i>
Study Questions:	<ol style="list-style-type: none"> 1. What can we learn about world class teams from this expedition? 2. Why do people do this? 3. DYAD FEEDBACK: What feedback would you give your Dyad Partner after five classes?

Class # /Topic	6 Feel and Performance
Read:	<p><i>"Manage Your Energy, Not Your Time," (HBR Oct 07, R0710B)</i> <i>"Resonance, Leadership and the Purpose of Life" (L3L, Ch. 13)</i></p> <p>Complete the <i>"Energy Management Exercise" (L3L, workbook, page 398)</i> Complete the <i>Life's Dream Exercise (L3L, workbook, page 401)</i></p>
Study Questions:	<ol style="list-style-type: none"> 1. What enhances your energy? 2. What erodes your energy? 3. Develop a first draft of your Internal Life's Dream: how do you want to feel?

EXECUTION

Class # /Topic	7 Changing VABEs
Read:	<p>View: <i>CRASH</i> (full length feature film) <i>Times to be announced.</i> <i>"Viewer's Guide to CRASH" (CP: UVA-OB-0860)</i></p> <p>Learn as much as you can on-line about the "millennial generation."</p>
Study Questions:	<ol style="list-style-type: none"> 1. During the film, keep track as best you can of the VABEs held by the various players and how they changed. Practice writing up each VABE in a single sentence. 2. What are the VABEs of the millennial generation? 3. How do VABEs change? 4. What are the implications for leaders?

Class # /Topic	8 Levels One & Two Leadership
Read:	<p><i>"The Use of Force" (CP: William Williams)</i> <i>Tough Guy (CP: UVA-OB-0913)</i></p> <p><i>Why Incentive Plans Cannot Work, Alfie Kohn (CP)</i> <i>Leading Others (L3L, Ch 15)</i> <i>The Appeal of Level One Leadership (L3L, Ch 16)</i> <i>The Challenges of Level Two Leadership (L3L, Ch 17)</i></p>
Study Questions:	<ol style="list-style-type: none"> 1. Have you ever had an experience similar to the one in this short story? Be prepared to describe it in class. 2. What if the doctor had used logic? 3. What should Frazer do with Mazey? What will work? 4. Why are there Mazey's in business? 5. What are the long term effects of the use of force? 6. What are the common long term effects of logic and scientific method?

Class # /Topic	9 Level Three Leadership
Read:	<p>Complete the <i>Leadership Steps Assessment (L3L, workbook, page 413 and insert your answers on my web page.)</i></p>
Study Questions:	<ol style="list-style-type: none"> 1. Make a list of all of the organizations that you might be called on to lead during your lifetime. 2. Make a list of your current VABEs about leadership.

CHANGE

Class # /Topic	10 Leading by Design
Read:	<i>The Ethical Imperative of Level Three Leadership (L3L, Ch 6)</i> <i>Hausser Food Products Company (CP)</i>
Study Questions:	<ol style="list-style-type: none"> 1. What does senior management want? 2. What does Brenda want? 3. What does the Florida Sales Team want? 4. What counsel do you have for your Dyad Partner after ten classes? 5. What feedback would you give your Dyad Partner after ten classes?

Class # /Topic	11 Leading Change: "Culture Eats Strategy for Breakfast"
Read:	<p><i>Ed Norris and the Baltimore Police Department A (CP)</i> <i>Leading Change (L3L, Ch 24)</i></p> <p>View CD-ROM clips on-line.</p> <p>Learn as much about Ed Norris as you can on-line. (Hold the epilogue until later in the class.)</p> <p>COMPLETE the OH instrument (L3L p. 432 and insert your scores on my web site. NOTE: a revision of this instrument appears on-line on my web site.</p>
Study Questions:	<ol style="list-style-type: none"> 1. If you were in Ed Norris' position, what would you do? 2. How does one manage/lead change in large organizations? 3. How would OH affect that?

MODELS

Class # /Topic	12 Student Presentations
Read:	Be prepared to with your team to present your learnings about your chosen leader as planned. Each presentation needs to be eight minutes or less.
Study Questions:	Who is your admired leader? Why do you admire them? What was their leadership philosophy/model?

Class # /Topic	13 Student Presentations
Read:	Be prepared to with your team to present your learnings about your chosen leader as planned. Each presentation needs to be eight minutes or less.
Study Questions:	Who is your admired leader? Why do you admire them? What was their leadership philosophy/model?

RESULTS

Class # /Topic	14 Integrated Whole
Read:	<i>The Life and Career of a Divisional CEO: Bob Johnson at Honeywell Aerospace</i> <i>The Global Leader (L3L, Ch 14)</i> <i>View CD-ROM on-line.</i>
Study Questions:	<ol style="list-style-type: none">1. What's your assessment of Bob's Career? Of his life?2. What VABEs are your assessments based on? Try to be clear about what those are.3. What advice would you give him at the end of the A case? What VABEs is your advice based on.

Class # /Topic	15 Loose Ends & Conclusions
Read:	
Study Questions:	<i>What lingering questions do you have about leadership?</i>

“Level Three Leadership is leadership based on the development of respect and the willingness to assert while retaining choice; these techniques include listening, explaining, disclosing, inviting, asserting, visioning, attending, storytelling, and others. It often takes more time up front than Level One Leadership, but tends to be more powerful in the long run.” (259). Leading at Level One only “where decisions and strategies are based on outward behavior” is a “formula for mediocrity, not for world-class performance.”