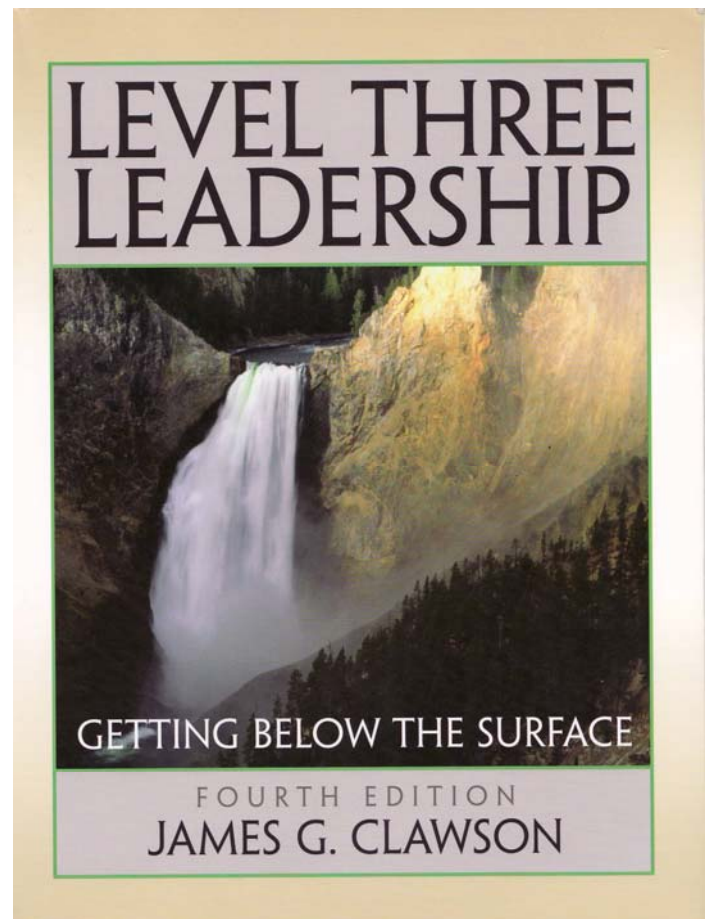


LEVEL THREE LEADERSHIP

Course Syllabus

James Clawson
The Darden Graduate School of
Business Administration
University of Virginia
Fall 2008



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. The course is specifically intended to help you:

1. Identify your life’s purpose and dream.
2. Identify your personal leadership model.
3. Develop skills in influencing others whether or not you have positional authority.
4. Enhance your ability to think strategically.
5. Prepare to develop and extend your leadership throughout your lifetime.
6. Practice and develop your interpersonal influence skills.

REQUIRED MATERIALS

1. *Level Three Leadership: Getting Below the Surface Fourth Edition* (Clawson, Prentice-Hall, 2008)
2. Case Packet, DEMS.

COURSE REQUIREMENTS

1. Prepare for and participate in class discussions.
2. Final Project as outlined below.
3. One page wiki-case contribution.

ON RESERVE IN THE LIBRARY

1. *Punished by Rewards*, Alfie Kohn
2. *The Structure of Scientific Revolutions*, Thomas Kuhn
3. *Artemesia*,
4. *The Virus of the Mind*, Brodie
- 5.

Class Requests

Please share my interest in having active, honest, deep discussions about important principles in leading and living.

No hats, please. (a meme from my mother)

Please come on time. (to protect the attention bubble in the air)

Please do not come and go from class; it disrupts the discussion. (breaks the bubble)

Please come prepared having read all of the materials for the class. (see Clawson Family Principle #7 on my website.)

GRADING

Your final course grade will be derived 50% from classroom contributions and 50% from your final project. Attendance requirements will conform to Darden School policy. You'll also be asked to contribute a one page (or less) case to the Darden wiki-Case project.

FACULTY

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

**LEVEL THREE LEADERSHIP
COURSE SCHEDULE**

January 2008

#	Day	Date	Topic	Method & Core Material
1.	Mo	8/25	Introduction to the Course	DISCUSSION: Building a common base
2.	Tu	8/26	Leader as Strategic Thinker	CASE: Peter Browning and Continental Whitecap A
3.	Mo	9/1	Self Leadership	CASE: John Wolford A
4.	Tu	9/2	Level One Leadership	SHORT STORY: The Use of Force
5.	Mo	9/8	Level Two Leadership	FILM: An Inconvenient Truth
6.	Tu	9/9	Level Three Leadership	ORAL CASE: JLC
7.	Mo	9/15	Understanding VABEs	EXERCISE:
8.	Tu	9/16	Changing VABES	CASE/FILM: Taxi Drivers
9.	Mo	9/22	Leading Teams	CASE: Greenland
10.	Tu	9/23	Resonance	FILM: Easy Speed
11.	Mo	9/29	Leading by Design	CASE: Hausser Food Products
12.	Tu	9/30	Leading Change	CASE: Ed Norris & the Baltimore Police Department A
13.	Mo	10/6	Leading Innovation	FILM: Artemesia
14.	Tu	10/7	Leading Self	CASE: Bob Johnson at Honeywell Aerospace A
15.	We	10/8	Charters	Conclusion
	Tu	10/14	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 of the major insights you've gleaned from the course. The expectation is that you would review this presentation three, five and ten years after graduation. 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 as explained in the course,
- Your personal model for managing change.

Structure

Your 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 those presentations, just use them as examples of well done presentations.

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.

WIKI-CASE CONTRIBUTION

During the course you will be asked to 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

Class # /Topic	1. Introduction to Course
Read:	Syllabus (web site: http://faculty.darden.edu/levelthree/) <i>Core Values and Leadership Model Exercise (UVA-OB-0715)</i> <i>"The Leadership Point of View," (Level Three Leadership 4th Edition, Ch 1)</i> <i>"Levels of Leadership," (L3L Ch 3)</i>
Study Questions:	<ol style="list-style-type: none"> 1. We'll use this first class to establish a baseline of common understanding about why people behave the way they do and the nature of levels one, two, and three. 2. Complete the <i>Core Values exercise (CP)</i> 3. Review your <i>Life Themes List</i> from PCAP/CareerNextStep.com and bring it to class.

Class # /Topic	2. Leader as Strategic Thinker
Read:	<i>Peter Browning and Continental Whitecap A (case)</i> <i>Strategic Thinking (L3L Ch 5)</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. Upon what core capabilities should Whitecap compete? 3. What would you do?

Class # /Topic	3. Self Leadership
Read:	<i>John Woford A (CP, UVA-OB—167)</i> <i>Self Leadership, A Leader's Guide ...</i> , <i>The REB Model (L3L, Chapters 9, 10 & 11)</i>
Study Questions:	<ol style="list-style-type: none"> 1. What are the problems here? 2. Why does John do what he does? 3. If you were his boss, what would you do with him?

Class # /Topic	4. Level One Leadership
Read:	<i>The Use of Force (CP)</i> <i>Why Incentive Plans Cannot Work</i> , Alfie Kohn (CP) <i>Leading Others (L3L, Ch 15)</i> <i>The Appeal of Level One Leadership (L3L, Ch 16)</i>
Study Questions:	<ol style="list-style-type: none"> 1. Have you ever had an experience similar to this one? Be prepared to describe it in class. 2. Facing the board divide the room into quarters. Those sitting in the left quarter please assume the New York Medical Examining Board point of view, and then successively Children, Parents, and finally Doctors on the right. 3. What are the long term effects of the use of force? 4. What are the common Level One techniques and what kind of buy-in do they get?

Class # /Topic	5. Level Two Leadership
Read:	<i>The Limits of Level Two Leadership (L3L, Ch 17)</i> <i>View: An Inconvenient Truth</i>
Study Questions:	<ol style="list-style-type: none"> 1. Be prepared to describe a time when you have made a logical argument that was rejected. 2. Assess the logic presented in the film. 3. Assess the impact of the logic presented in the film. Why was the film received so differently by so many? 4. What conclusions do you reach about the power of logical argument? What are your assumptions about the power of logic?

Class # /Topic	6. Level Three Leadership
Read:	Complete the <i>Leadership Steps Assessment (L3L, workbook, page 413)</i>
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. Review your answers from the first class on your core leadership values.

Class # /Topic	7. Understanding VABEs
Read:	<i>"A Guide to Rational Living," Albert Ellis (CP)</i> <i>Active Listening (CP)</i> <i>Dialogue (CP)</i>
Study Questions:	In class we'll review the response options one has when conversing, and then practice with classmates our skills of listening for Level Three insights—that is, uncovering the underlying assumptions that drive any culture.

Class # /Topic	8. Changing VABEs
Read:	<i>"Deciphering Culture for Insiders," Ed Schein (CP)</i> Facing the chalkboard, divide the room into three sections. If you sit in the left hand section, read the MAC case. If you sit in the center, read the taxi drivers' case. If you sit on the right read the Passengers case (TBD)
Study Questions:	1. What are the VABEs of your assigned point of view? 2. What would you do given your assigned point of view?

Class # /Topic	9. Leading World Class Teams
Read:	<i>Greenland (CP)</i> <i>Leading Teams (L3L, Ch 21)</i>
Study Questions:	1. What can we learn about world class teams from this expedition? 2. Why do people do this?

Class # /Topic	10. Resonance
Read:	<i>Leadership Theories (L3L, page 450)</i> <i>Resonance, Leadership and the Purpose of Life (L3L, Ch. 13)</i> Complete the <i>Energy Management Exercise (L3L, workbook, page 398)</i> Complete the <i>Life's Dream Exercise (L3L, workbook, page 401)</i> View the film, <i>Easy Speed</i> . This film was made as a training film for the US Olympic Committee.
Study Questions:	1. What enhances your energy? 2. What erodes your energy? 3. How does the philosophy in the <i>Easy Speed</i> film compare with typical, dominant leadership theories? 4. Develop a draft of your Internal Life's Dream: how do you <i>want</i> to feel?

Class # /Topic	11. 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?

Class # /Topic	12. Leading Change
Read:	<i>Ed Norris and the Baltimore Police Department A (CP)</i> <i>Leading Change (L3L, Ch 24)</i>
Study Questions:	<ol style="list-style-type: none"> 1. Draw/draft your personal model of how people and organizations change. In other words, read the chapter on change models, pick and draw from them as you wish and integrate into a model that you believe in at the moment. You may wish to review the models in the final presentations on the course web site as well. 2. If you were in Ed Norris' position, what would you do? (Presumably, your model of change would be the guiding framework here.)

Class # /Topic	13. Leading Innovation
Read:	View <i>Artemesia</i> (film: note this is an R+ rated film based on a true story. If you wish not to view it, read the book <i>Artemesia</i> on reserve in the library and/or review her history on Wikipedia at <i>Artemesia Gentileschi</i> .) <i>Innovation and Leadership (L3L, Ch 7)</i>
Study Questions:	<ol style="list-style-type: none"> 1. What assumptions did Artemesia challenge? 2. What does it take to lead a VABE change in society or an organization? 3. What assumptions (VABEs) seem most restrictive to you in society today? 4. What VABEs seem to you to be most restrictive in the organizations with which you're familiar? Try to name them and be prepared to discuss them.

Class # /Topic	14. Leading Self
Read:	<i>The Life and Career of a Divisional CEO: Bob Johnson at Honeywell Aerospace</i> <i>The Global Leader (L3L, Ch 14)</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. Conclusion
Read:	<i>Conclusion (L3L, Ch 25)</i> <i>Personal, Work Group, & Organizational Charters (L3L, Ch 8)</i> <i>Jimmy Buffett's Life's Story (CNS)</i>
Study Questions:	<ol style="list-style-type: none"> 1. What would Jimmy Buffett's Personal Charter look like? 2. What's your personal charter? 3. What lingering questions do you have about leading, Level Three Leading, and leading self?