“Business people don’t like uncertainty so we will make decisions sooner than we should. Art lets us hold on to the question long enough for the […] better answers to emerge.” – Zita Cobb; President Shorefast Foundation

Overview
Leadership, the ability to develop and implement a vision, requires individuals to be dynamic, complex and vulnerable. Leaders must be able to understand and flexibly respond to consistently changing environments. They must be able to develop complex responses to inherently conflictual, paradoxical contexts. They must enable emotional vulnerability to recognize the limits of their capabilities, and allow for constant growth and learning.

We can all engage leadership, but doing so requires that we have a deeper knowledge of ourselves, insight into our context, and the ability to adapt, learn and grow. Our one week leadership intensive addresses these issues. By the end, you should walk away with ideas about what you can do to make a difference in the world, and pragmatic knowledge about how to do so. I look forward to being on this leadership journey with you.

Learning Objectives of the Course
• Understand leadership as the activity of engaging others to make a difference in the world.
• Develop a vision of your own leadership.
• Gain a deeper appreciation of yourself and of the context to enable you to implement your leadership vision

Readings and Material
This course primarily draws from one key source – your inner wisdom. We will complement that with insights from two books to help guide our learning throughout the week. These books can be purchased online, in book stores, and/or borrowed from libraries. Please feel free to access these book from your favorite book seller.
• Warren Bennis, “On Becoming a Leader” (any edition)
• Brene Brown, “Daring Greatly” (any edition)

Room and Daily Schedule
• This class will meet in One South Main, Room 221
• We will meet from Monday, January 22 – Friday January 26; 9AM- 5PM
• Our daily schedule will be approximately:
  o 9-10: Morning reflection
  o 10-12 – Morning activity
  o 12-1 – Lunch - free time
  o 1-4 – Afternoon group project work
  o 4-5 – Afternoon reflections
Course Outline
Our class will address the following topics.
- Monday – Unpacking leadership, Clarifying values, Exploring visions
- Tuesday – Leadership in today’s context – Adaptive challenges vs. Technical problems
- Wednesday, - Knowing the context – Analyzing stakeholders, Understanding networks
- Thursday– Know yourself/Adapt Yourself– Confronting vulnerability, Learning to learn
- Friday– Know your group – Group dynamics, Politics, Conflicts; Learning to listen

Class Participation and Unplugging
The learning in this class comes engaging and reflecting. Therefore to learn, you have to engage. This means showing up to the FULL class time periods, and being ready to participate in the class.

To do so, I ask that you UNPLUG during our class time – turn off email, text, messenger, twitter, facebook, carrier pigeon… on your phone, on your computer, on your watch, and on whatever other creative devices you might have. If you have urgent information that needs to be communicated, please make sure to do so before 9 AM, during the lunch hour, or after 5 pm. This unto itself will be an experiment in our uber-connected world, and will be something we can collectively reflect upon (Research suggests that making targeted and condensed time to address all these social media demands makes you more focused, thoughtful, productive, and HAPPY rather than keeping in on in the background all day…. we can talk more about this!).

Canvas - We will use Canvas in this course for the following activities:
- Teaching slides – I will post the power point slides after they are used in class.
- Final Project – I will ask that you submit your final paper on Canvas.

Assignments and Grading
This class will include two assignments. I included information about each assignment in the syllabus.
- Class Engagement and Reflections– 50%
- Group Paper – 25%
- Individual Paper – 25%

Questions and reactions
I look forward to hearing your questions and reactions to the material and the course, and having a chance to connect one on one. The best way to contact me outside of the classroom is by email smithw@udel.edu.

Course Values
Engagement and Participation – Your learning and your classmates’ in this class depends on your engagement with the materials and participation in class discussions.

Communal respect – This course is mostly discussion-oriented, and is most effective when we can build a community of scholars helping one another learn and explore the material. Our collective learning depends on our ability to respect one another’s opinions in our comments in class, and respect that some of our class discussion should not be shared more broadly outside of class.

Academic honesty – Academic honesty is expected in this course. Please be aware that plagiarism is a serious violation in this course, and throughout your academic career. More information about academic honesty at the University of Delaware can be found at http://www1.udel.edu/stuguide/16-17/code.html#honesty.
Class Engagement and Reflections

**Purpose**
Learning involves acting and reflecting – doing things and then assessing what you did to improve next time. Therefore, the first assessment of your learning will align with your efforts in this class to engage and reflect.

**Process**
During the class, I will expect participation in the work. At the end of each day, I will ask you to write a reflection question.

**Grading**
Class engagement and reflections will count for 50% of the total grade. At the end of each day, I will assess your class engagement and reflection based on following rubric. I will give you qualitative feedback each day. Please note, I will not give you a score each day. My experience as a professor is that if I give you a quantitative number, you will focus on this number and avoid any other qualitative experiences.

Please know that the average grade in this class will be a B+, reflecting tremendous engagement with room for learning. Students often have a really good sense of their own class engagement and reflection grades. Please do see me if you are concerned at all.

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<thead>
<tr>
<th>Grade</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td><strong>Class attendance</strong></td>
<td>/ 2</td>
<td>You were in class all day (&quot;showing up is half the battle!).</td>
<td>You were in class most of the day, but missed part of the day.</td>
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<tr>
<td><strong>Class contributions</strong></td>
<td>/ 2</td>
<td>You were focused, engaged and contributing – and successfully avoiding distractions from all the people that want to tell you about a cat picture on line.</td>
<td>You were mostly focused, engaged and contributing – but found yourself meandering toward looking at that cat picture on line.</td>
</tr>
<tr>
<td><strong>Depth of reflections</strong></td>
<td>/ 2</td>
<td>Your reflective journaling suggests that you are thinking though these ideas in depth - integrating ideas, posing curious questions, exploring new ideas.</td>
<td>Your reflective journaling suggests that you listened to the material and started to think it through, but are mostly repeating back what you heard.</td>
</tr>
<tr>
<td><strong>Engagement with the course material</strong></td>
<td>/ 2</td>
<td>Your reflective journaling integrates insights from the day – whether from theories we discussed or from specific experiences.</td>
<td>Your reflective journaling integrates some insights from the day – whether from theories we discussed or from specific experiences, but not much.</td>
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<tr>
<td><strong>Personal takeaways</strong></td>
<td>/ 2</td>
<td>Your reflective journaling is thoughtful about how you can apply your insights to your own life.</td>
<td>Your reflective journaling offers few thought about how you can apply your insights to your own life.</td>
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<tr>
<td><strong>Daily Total</strong></td>
<td>/ 10</td>
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Updated: January 12, 2018
Group Project

Purpose and Goal
This exercise allows you to act and reflect on the process of implementing a vision as a group. Your group’s goal is to identify a collective vision that can be implemented within a week and to implement that vision. The group paper invites you to explore the steps toward implementing your vision. The individual paper asks you to reflect on the group interactions and your personal leadership.

Process
- On the first day of class, you will form groups of 4 or 5 students to work with for the week.
- Each day, your group will have time in the afternoon to develop your vision, plan to implement your vision, and then actually implement the vision. We will focus on:
  - Monday – Introducing group members
  - Tuesday – Developing a vision
  - Wednesday – Identifying stakeholders
  - Thursday – Specifying implantation
  - Friday – Implementing

Product – Group Paper
- Due Friday, February 2 by 5 pm on CANVAS
- One paper per group
- 5-10 pages, times new roman 12 point font
- Please include the following information and sections in your paper:
  - Overview – A summary of your project
  - Vision and values
    - What values did you focus on? Why?
    - What are some options that emerged from your brainstorming?
    - What were your constraints?
    - What is your final vision for this project? Why did you choose this vision?
    - What was clear? What was unclear?
  - Stakeholder analysis
    - What stakeholders did you engage? Why? How?
    - Please include a figure to reflect your stakeholder analysis and stakeholder map.
  - Implementation
    - What did you do to implement this vision?
    - What challenges did you face along the way? How did you address those challenges?
    - How would you evaluate your success? What worked? What did not work?
    - What would you do similarly another time?
    - What would you do differently?
Individual Paper - Leadership Vision

The goal of this paper is to develop your own leadership vision. This leadership vision will allow you to integrate the work that we have done in the class into a vision of the future. This project also invites you to integrate insights from leadership theory - either from our discussions, the work that we read for this class, or other leadership visions. Finally, the goal of this project is to give you a chance to personally reflect and offer yourself some insight for your future.

Product – Individual Paper/Project

- Due Friday, February 2 by 5 pm on CANVAS
- One paper/project per PERSON
- Paper should be 8-10 pages, times new roman 12 point font

Your leadership Vision Paper Should Include a discussion of:

- **Your values** – What underlying values are critical to who you are and the work that you do in the world.

- **A vision statement** – A vision statement offers you a chance to define an overarching idea of what you want to accomplish. Consider your vision statement as what you might want to accomplish as a leader in the next 5-10 years. This need not be specific tasks (see below), but instead offer an overarching and passionate vision. This vision statement might include some of the ‘adaptive challenges’ that you want to work on.

- **Objectives and goals toward accomplishing your leadership vision** – What are some of the specific ways that you can achieve this vision? You might have one particularly path in mind. Or you might consider identifying multiple, possible paths – knowing that sometimes our world unfolds in various ways. You might consider the objectives to accomplish your vision in your professional life as well as in your personal life.

- **How do/Specific tasks** – What could you do to specifically accomplish these tasks? Here you might want to draw on our discussions of stakeholders and their role in supporting your vision; on networks and your personal board of directors; on teams and groups and listening etc. All these skills can help toward accomplishing your leadership vision.

- **Reflections** – What are your insights from developing this leadership vision? Was anything surprising or new for you? Did you learn anything new about yourself? How did this process help you think about the future?

Note: My hope is that existing theory, ideas and research can help as you think about your leadership vision and implementation. Please make sure that you refer to theory and research that we either discussed in class, read about for the class, or that you have read on your own.

Your leadership vision expression should include the following:

In addition to writing a leadership vision, please also develop an ‘expression’ of your leadership vision. This expression can be in any form that you are comfortable with – a song, a poem, a power point presentation, a recipe, a collage, a scrapbook, a poster, a piece of jewelry. The goal of this expression is to connect your right brain with your left brain in thinking about leadership. It is also to give you a tangible ‘artifact’ that you can use to help you maintain your own focus on your leadership vision. If you can upload your expression, or a picture of your express, onto Canvas, please do so. If not, please let me know if there are other ways that you can share it with me. Please include with your expression a paragraph describing this artifact.
# Grading Rubric – Group Project (25%) of grade

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<th>Grade</th>
<th>5</th>
<th>3</th>
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<tr>
<td><strong>Bold Value Based Vision</strong></td>
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<tr>
<td>Vision is clear and specific.</td>
<td>/ 5</td>
<td>Extensively</td>
<td>Mostly</td>
<td>Not really</td>
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<tr>
<td>Vision clearly links to values.</td>
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<tr>
<td>Vision attempts something bold and novel, yet pragmatic for the short time horizons.</td>
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<td><strong>In depth stakeholder analysis</strong></td>
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<tr>
<td>Analysis is comprehensive</td>
<td>/ 5</td>
<td>Extensively</td>
<td>Mostly</td>
<td>Not really</td>
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<tr>
<td>Analysis is thoughtful</td>
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<td>Influence plan is realistic</td>
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<td><strong>Thoughtful implementation</strong></td>
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<tr>
<td>Implementation is thoughtful and reflects the needs of the vision.</td>
<td>/ 5</td>
<td>Extensively</td>
<td>Mostly</td>
<td>Not really</td>
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<tr>
<td>Implementation is in depth.</td>
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<tr>
<td>Paper offers thoughtful reflections on what worked and did not work.</td>
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<td>(your project does not need to succeed – but you need to plan for success, and then offer thoughtful reflections)</td>
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<td><strong>Engaged group participation</strong></td>
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<tr>
<td>Group dynamics suggest that everyone is participating, and you are engaging everyone’s ‘voice’ and contributions.</td>
<td>Extensively</td>
<td>Mostly</td>
<td>Not really</td>
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<tr>
<td><strong>High quality writing</strong></td>
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<tr>
<td>The writing is high quality, without spelling and grammar mistakes.</td>
<td>/ 5</td>
<td>Extensively</td>
<td>Mostly</td>
<td>Not really</td>
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<td><strong>TOTAL</strong></td>
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One point will be deducted for each day the paper is late.
# Grading Rubric – Leadership Vision (25% of grade)

<table>
<thead>
<tr>
<th>Category</th>
<th>Grade/50</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>Thoughtful Vision and Implementation</td>
<td>/10</td>
<td>10 - Extensively</td>
<td>7 - Mostly</td>
<td>5 - Not really</td>
<td></td>
<td></td>
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<tr>
<td>Engaging Research</td>
<td>/5</td>
<td>5 - Extensively</td>
<td>3 - Mostly</td>
<td>1 - Not really</td>
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<tr>
<td>High quality writing</td>
<td>/5</td>
<td>5 - Extensively</td>
<td>3 - Mostly</td>
<td>2 - Not really</td>
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<tr>
<td>Thoughtful Leadership Expression</td>
<td>/5</td>
<td>5 - Extensively</td>
<td>3 - Mostly</td>
<td>3 - Not really</td>
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<td>TOTAL</td>
<td>/25</td>
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One point will be deducted for each day the paper is late.
Some Tips on Writing

Administrative
In this class, written work should be:
- Typed with 12 pt font
- Double-spaced (unless specified otherwise)
- One inch margins
- Include page numbers at the bottom
- Include your name on each page (in the header)
- Within the page number maximum. This is a maximum. Do not feel that you must reach this maximum. As well, please write clearly and concisely so that you do not exceed this maximum.

On Writing Well: Some Tips
- Use active voice rather than passive voice – Be confident in your writing.
  PASSIVE - Cohen has had the opportunity to watch his company grow and prosper.
  ACTIVE - Cohen watched his company grow and prosper.
  PASSIVE – Cohen’s objectives are to …
  ACTIVE – Cohen strives to ….

- Write ENGAGING introductions.
  DULL - Martha McCaskey was a consultant at Selaris.
  MORE ENGAGING - Martha McCaskey faced an ethical dilemma of whether or not to seek out potentially classified information.

- Use last names of protagonists; Be consistent

- Contractions – Don’t use them

- Avoid colloquialisms; ‘set off a buzz in the industry’ or be ‘got’ the picture

- Proofread – Spelling and Punctuation and grammar, mistakes minimize the impact of your writing.

Writing Help
Writing is an acquired skill that can only improve with constant practice. I encourage you to engage some of the following resources

- Books on writing. Two good sources are:
  Truss, L. Eats, Shoots & Leaves: The Zero Tolerance Approach To Publication. – A more recent book on grammar and punctuation.

- University of Delaware’s Writing Center
  The University of Delaware Writing Center is available to help you develop your writing. You can make an appointment with their tutors at www.english.udel.edu/wc/.

- Turning in Drafts
  Turning in drafts allows you to receive feedback that you can act on immediately. Drafts will be returned within three business days.