

Leadership as Behavior: An Experiential Workshop to Practice Core Skills ©

Winter Quarter 2024, Wednesdays, 2:00 pm to 5:00 pm

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Office Hours: By appointment

Course Overview:

The purpose of the class is to deepen your insight into effective team leadership and to strengthen the practical listening and connecting skills essential to creating a collaborative and inclusive team environment. The course will give you actual practice in core skills that will serve you in life.

For this class, we sit in chairs in a circle. No phones. No computers. The core skills we practice are: controlling where you focus attention; empathetic listening; asking powerful questions; expressing gratitude; creating psychological safety in teams; giving and receiving feedback; and engaging with those with whom you disagree to understand their views, how they feel about those views, and why they feel that way. In addition, you will practice daily gratitude journaling, which has the potential to increase your overall positivity and resilience. You will practice stand-up presentation skills that should make you more effective as a presenter. Finally, I ask that you follow certain objective guidance in your written submissions, so your ability to write clearly should improve.

The course's goal is to enhance your interpersonal effectiveness as a team member and team leader.

My Background:

In fall 2019, 2021, and 2022, I taught a version of this class to undergraduates at Yale University. In Spring of 2021, 2022, and 2023 I did so to law students at the University of Illinois (Campaign).

After graduating with a B.A. in English from Stanford in 1980, I returned to Chicago to study improv with Paul Sills at The Second City. Paul was the original artistic director of the theater, whose alumni include many Saturday Night Live performers. I then moved to New York and worked as an actor for five years before attending New York University School of Law and becoming a commercial trial lawyer. I began at Paul, Weiss in New York, then went to Kirkland in Chicago, and finally spun off with Bartlit Beck in Chicago in 1994. I spent most of my career doing pharmaceutical patent/antitrust cases. My bio is available at bartlitbeck.com. I retired from Bartlit Beck in January 2022.

For eighteen years, I was the Bartlit Beck partner responsible for training our lawyers, new lawyer orientation, and attorney performance review. Twenty years ago, I co-founded and taught for Northwestern Pritzker Law an experiential workshop seminar called "High Tech Trial Techniques." The class covered presentation stagecraft, digital presentation of evidence, best practices in PowerPoint, and the use of trial graphics at trial. I have also taught Continuing Legal Education classes on many topics, including taking and defending depositions, examining fact and expert witnesses, delivering opening and closing statements, "Presentation Stagecraft – using fundamental theatre techniques to enhance connection and persuasiveness," and "Enhancing Ensemble Performance – using stagecraft to facilitate connection and inclusion."

In addition to my work as a trial lawyer and teacher, I have experience as a civic leader:

- President, Chicago Sinai Congregation (chicagosinai.org) (2009-2012)
- Trustee, Lurie Children’s Hospital of Chicago (luriechildrens.org) (2012-2021)
- Chair, Stanley Manne Children’s Research Institute of Lurie Children’s Hospital (2012-2021)
- Chair, Spertus Institute for Jewish Learning and Leadership (2016-2020) (spertus.edu)
- Trustee, Jewish United Fund of Metropolitan Chicago (juf.org) (2017-2023)
- Trustee, the Joseph Slifka Center for Jewish Life at Yale (slifkacenter.org) (2021-2026)
- Chair, Children’s Research Fund, Lurie Children’s (childrensresearchfund.org) (2023-2024)

This course weaves together lessons I learned from the theater, from leading trial teams in high-stakes commercial cases, and from serving as a volunteer leader for non-profit organizations.

Course Requirements:

The “Gratitude Journal”

By enrolling in this class, you agree to keep a daily gratitude journal throughout the semester. I will provide the journal. Your daily entries should be short recitations of a few things for which you feel grateful at that moment. Three to five bullets for each entry will be fine. Your compliance with this daily journaling requirement accounts for 15% (15 points of 100) of your final grade in the course.

I will not read your entries. For the final class on March 6, 2024, I will ask you to self-report in Canvas the number of days on which you made daily entries starting January 10, 2024 (Class #2). So, you will be grading yourself against an objective standard. 56 entries are a perfect score. The grading scale is: 53-56 entries = 15 points; 49-52 = 14; 45-48 = 13; 44-47 = 12. You will self-report your final score.

Responses to prompts

Before each class, I will ask you to write a one-page response to a series of prompts. This serves two purposes. First, I know how busy you are and how easy it is to let the weekly readings slip. So, the prompts incentivize you to do the readings. Second, my questions invite you to reflect on your life experience considering the lessons you learn in class. You should answer each one of the prompts and edit your responses to get them to fit on one page. In calculating your final score for these one-pager assignments, I will drop your lowest score. These one-pagers represent 15% of your final grade.

Written Assignments, the “Writing Rules,” and “Writing Buddies”

The course has three papers: Two short papers (3 to 5 pages) due about one third and two thirds of the way through the class, and a final, longer paper (14 to 16 pages) due by the end of the exam period (March 16, 2024). Papers should be double spaced, 12 pt. Times New Roman with 1” margins.

To get a top score on written assignments (one-pagers and papers), I encourage you to:

1. **Write in short sentences** (sentences no longer than two lines standing alone).
2. **Avoid interrupting phrases** (phrases in the middle of a sentence set off by commas).
3. **Use the active voice** (I will help you recognize passive voice and change it to active).
4. **Choose the shortest possible word** (favor one syllable words over multi-syllable words).
5. **Omit needless words** (go back and compact your draft before you submit final on Canvas).
6. **Use every day, simple language** (write for a lay reader, not a scholar or expert).
7. **Avoid pronouns in topic sentences and elsewhere unless the antecedent is clear.**
8. **Have only one idea per paragraph and no paragraphs longer than a half page.**
9. **Avoid adjectives or adverbs unless they are essential** (avoid weak modifiers like “very”).
10. **Eliminate “hangovers”** (where a paragraph has only one or two words on its final line).

For the first two of the three papers that I discuss below, I will randomly assign pairs of writing buddies. Each writing buddy will review the other’s draft and give feedback with respect to the rubric on page 7 of the syllabus. You can also ask your writing buddy to give you feedback on your adherence to the writing guidelines. Your buddy will not edit for substance, but can discuss the assignment with them, subject to Northwestern’s policies on academic integrity (see below).

Paper 1: Gratitude Letter (3~5 pages, double spaced, 12 pt. Times New Roman, 1” margins)

Write a letter of gratitude to someone who made a meaningful contribution to you but whom you feel you never properly thanked. Deliver the letter before the due date. Here is a suggested structure:

1. An introduction.
2. A statement of facts explaining the context in which you interacted with this person and what they did for you.
3. A statement of what this person meant to you at the time.
4. A statement of remorse for not having thanked them for their contribution at the time.
5. A statement of how this person’s contribution has affected your life since.
6. A conclusion expressing gratitude for the impact they have had on your life.

Paper 2: Eulogy (3~5 pages, double spaced, 12 pt. Times New Roman, 1” margins)

Write your own eulogy. Do not make up the circumstances of your death, just assume you died in your sleep of unexplained natural causes. You have an option. 1) You can write from the present and look back on the life you have lived to date. Or 2) you can imagine your future and write from the future looking back on the imagined life that you lived. Here is a suggested structure:

1. Where you grew up and in what circumstances, as well as the major challenges you faced growing up and how you felt about your childhood and family.
2. A discussion of important aspects of your life, such as your extracurricular activities, academic areas of interest, personal interests, hobbies, languages, travel, civic or political causes, and as to each you choose to include, how you felt doing them and why they were meaningful to you.
3. The accomplishment of which you are most proud. For example, “Before [your name] died, they expressed that the accomplishment of which they were most proud in their

- life was _____.” Explain the challenges you overcame and why this accomplishment was such a source of pride.
4. A few qualities of character for which others will remember you and accompanying illustrative stories that show how you demonstrated one or more of these traits.

Paper 3: Research Paper (14~16 pages, double spaced, 12 pt. Times New Roman, 1” margins)

Your final paper will be a research paper on a topic of your choice that you will clear with me in advance. The paper should explore some issue raised in class that interests you. I want you to choose a subject that is meaningful to you personally and will advance your personal leadership journey.

Your task is to review evidence-based, peer-reviewed research that bears on the issue, to report your findings, and to offer your insights on the topic of interest. Here is a suggested structure for your paper: Question presented; research methodology; findings; discussion; limitations and future avenues of inquiry; conclusion. But we will meet to discuss the structure that works best for you.

Here are a few of the topics prior students investigated in their final papers:

- Storytelling as a political leadership behavior
- The impact of gendered language in the workplace
- Exploring the impact of expressed gratitude in romantic relationships
- Artificial and emotional intelligence
- Self-esteem and leadership
- The impact of humor on psychological safety in the workplace
- The need for a growth mindset and intellectual humility in modern politics
- Training interventions to address implicit bias
- Cultivating friendships at work as a leadership strategy
- Creating psychological safety in educational settings

I would like you to brainstorm your ideas with me, rather than feel you are out on your own. And please pick a topic that would be fun for you to pursue and about which you are genuinely curious.

Finally, please run your concept by me *before* you start drafting. We will meet in office hours after class #8 so that we can review your outline for your final paper.

Course Policies:

Class Agreement & Diversity Statement

This class welcomes a broad range of students with diverse perspectives and experiences. Our assignments and in-class exercises invite you to share real life stories and require you to engage with real issues and attending emotions. Thus, if you enroll in this class, you agree that 1) you will treat your classmates and me with respect, kindness, and sensitivity; and 2) you will maintain in confidence what happens in class and our personal stories, unless you get permission to share them.

At times, the class may deal with difficult subject matter, intense emotions, or challenging feedback. But you are not required to share any personal story, feelings, or facts about yourself that you do not want to share or that you might be uncomfortable sharing. The cohort environment can potentially create peer pressure to disclose. To address this risk, you agree to assist your classmates and me during class in being attentive to potential discomfort and in supporting classmates to be honest with themselves and the class about their comfort level with personal disclosures.

Finally, this class involves empathetic listening. We will explore emotional intelligence (in which emotions are useful data), as well as the power of questions to deepen relationships. But the class is not therapy and not intended to be a forum in which to address the mental health issues that any of us may have. If you or a classmate have any concerns about mental health, we can talk about engaging the appropriate dean, or Northwestern Health.

Sexual Misconduct Policy and Reporting

Northwestern is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX Office. In turn, an individual with the Title IX Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options. Information about the law school's policies may be found here:
<http://www.northwestern.edu/sexual-harassment/policy/index.htm>

Attendance

Attendance is mandatory. As an experiential workshop seminar, the success of this course depends upon your preparation for, attendance at, and active participation in each class. The class is like jazz improv. We co-create it, as it involves team learning in which each team member must contribute for the course to reach its potential. So, if you are going to be late for a class, or have a legitimate reason to miss a class, or an unexpected absence due to illness or family emergency, you need to alert me *in advance* by sending me an email at peter.bensinger@northwestern.edu and by calling my cell at 773.230.6994 and leaving a message along with your return cell phone number so I can reach you.

You will also meet with me one-on-one at office hours at least twice during the quarter: 1) to share mutually the community genogram assignment (class #3) so that we can get to know each other better; 2) to discuss potential topics and structure for your final research paper.

Academic Integrity

This is a course in leadership behaviors. Plagiarism is not one of them. Such behavior is a form of theft and fraud and includes “submitting material that, in part or whole, verbatim or paraphrased, is not entirely one’s own work without attributing those same portions to their correct source according to the expectations of the particular discipline.” See Academic Integrity available at [Academic Integrity < Northwestern University](#) and at [HOW TO AVOID PLAGIARISM \(northwestern.edu\)](#). I encourage you to draw on and quote the work of others, so long as you give proper attribution. I also encourage you to talk to your classmates, family, friends, and faculty about your class experience, the readings, and your assignments, so long as your work-product complies with school policies.

Copyright, Fair Use and Sharing of Course Materials

I will provide you with copyrighted course materials on Canvas pursuant to Northwestern Pritzker Law copyright and “Fair Use” policies, which you can find here [Fair Use - Copyright Basics - Research Guides at Northwestern University](#). But you should not share these materials with others unless your disclosure complies with school policies.

Accessibility

An inclusive university requires the participation of each member. Northwestern’s commitment to diversity, equity and belonging extends to students with disabilities and this class seeks to create a welcoming and accessible environment. For information about accessibility, see [Accessibility - Northwestern University](#).

Late Work and Extensions

If you become concerned about getting me an assignment on time, please confer with me before it is due so we can discuss your situation. I am happy to negotiate reasonable accommodations depending on the context. If you submit work late without first negotiating an agreement with me, I will downgrade your submission unless you promptly reach out to explain extenuating circumstances.

Electronic Devices

In this experiential workshop, you may not have any electronic devices out and in use during class. So, you cannot have your devices close to you. You must put them far away from you. But you can take notes in your gratitude journal or in a notebook.

Grading Plan:

Gratitude journal:	15%	Please do not rely on the automatic grade calculator in Canvas. As I score your assignments, you will know how you are doing in class.	A = 95-100
Responses to prompts:	15%		A- = 90-94
Gratitude letter & eulogy:	05% each		B+ = 85-89
Final paper:	25%		B = 80-84
Class participation:	15%		B- = 75-79
Assigned exercises:	10%		C+ = 70-74
		Community Genogram	
		Notes from power questions interview	
		<i>Crucial Conversations</i> workbook exercise	C = 65-69
		Notes from your crucial conversation	
		Notes on your feedback conversation	
		Your VIA Survey of Character Strengths	
		Notes on your interview for your oral presentation	
Oral presentation:	10% (see criteria in Class #9 outline)		

You will score your gratitude journal based solely on your self-discipline to journal each day.

I will drop your lowest “one pager” score in calculating your final score on responses to prompts.

Because this class involves team learning, everyone is expected to contribute in class, sharing their stories, insights, opinions, and questions. So, I will score class participation based on your sharing appropriately in class. But there is no competition on substance and no showing off to impress.

To get a top score on written assignments (one-pagers and papers), I encourage you follow the writing guidance on the top of page 3. I will also assess your written work according to the following criteria:

- Gratitude letter: Authenticity of voice, specificity of descriptive factual detail in the narrative, emotional force in the description of the impact this person has had on your life.
- Eulogy: Authenticity of voice, specificity of descriptive factual detail in the narrative, emotional force in the description of the accomplishment of which you are most proud, and your ability to paint a picture with anecdotes of your key qualities of character.
- Research paper: Coherence of structure and the extent to which you have framed the issue so that we understand why the question you chose to address is important to you; the clarity with which you articulate your research strategy to surface articles of interest (what conversations or what searches in what resources) and your summary of findings; and finally, the insight reflected in your discussion of findings, your appreciation of limitations of your work, and your originality in suggesting future inquiry.

Because this class is an experiential workshop that depends upon team learning, your attendance in class is essential. I expect you to arrive early to class ready to participate fully, having done the readings. If you need to miss a class or will be late to class, please tell me in advance.

Required Texts:

I have assigned six books, which you can purchase at the bookstore or online. The books are:

1. Ivey, A., Packard, N., & Bradford Ivey, (2018). *Basic Attending Skills*. Microtraining Associates, Inc.
2. Sobel, A. & Panas, J. (2012). *Power Questions*. John Wiley & Sons.
3. Edmondson, A. C. (2018). *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth*. Wiley.
4. Patterson, K., et al. (2012). *Crucial Conversations*. McGraw Hill 2d ed.
5. Stone, D. & Heen, S. (2014). *Thanks for the Feedback*. Penguin Books.
6. Feltman, C. (2021). *The Thin Book of Trust*. Thin Book Publishing 2d ed.

In addition, the course requires you to access through Canvas certain journal articles and a few videos. Each is set forth in the summary chart below and in the detailed class outlines that follow.

Summary: Schedule, Rooms, Topics, Readings, Assignments					
All classes meet Wednesdays 2:00 pm to 5:00 pm					
	Date	Room	Topic	Readings	Assignment due by 2:00 pm
1	1/3	TBD	Listening exercises Stagecraft to enhance Emotional Intelligence What to expect from class	None	None
2	1/10	TBD	Behavioral Economics Emotional Intelligence Gottman	Ivey 2018 Barnett 2006 Salovey 1997 Hatfield 2014 Gottman 2018	One-page response
3	1/17	TBD	Telling your story Power Questions	Sobel 2012	One-page response Community Genogram (PowerPoint)
4	1/24	TBD	Psychological Safety Power of Expressed Gratitude	Edmondson 2019 (pp. 1-46, 77-97, 153-183) Emmons 2003 Lambert 2010 Algoe 2016	One-page response Report on power questions interview
5	1/31	TBD	Crucial Conversations Managing conflict Mid-quarter Evaluation	Patterson 2012 (pp. 1-154)	One-page response Gratitude letter
6	2/7	TBD	Feedback 1 Dunning Kruger effect Challenges of belief superiority	Stone 2014 (pp. 1-97) Kruger 1999 Sheldon 2014 Hall 2018	One-page response Report on crucial conversation

Summary: Schedule, Rooms, Topics, Readings, Assignments					
All classes meet Wednesdays 2:00 pm to 5:00 pm					
	Date	Room	Topic	Readings	Assignment due by 2:00 pm
7	2/14	TBD	Feedback 2 Wall of Strengths: How your classmates see your strengths	Stone 2014 (pp. 102-144, 146-182, 229-290) 2 Dweck Videos	One-page response Report on feedback conversation VIA Survey of Character Strengths report
8	2/21	TBD	Intellectual Humility 1 Planning to engage those with whom you disagree	Kahneman 2011 Haight 2012 Chance 2022 Reis 2018 Porter 2018	One-page response Eulogy
9	2/28	TBD	Intellectual Humility 2 Presenting the views of those with whom you disagree	Feltman 2021	One-page response Report on interview Oral presentation
10	3/6	TBD	Class Reflections		One-page response
	3/15				Final research paper

Individual Class Outlines with Readings and Assignments

The class outlines below are provisional and I may change them based on feedback from the class.

1/3/24 Class #1 - Stagecraft to Enhance Emotional Intelligence

In the theater, we have a saying: The purpose of the first rehearsal is to get to the second rehearsal.

This class is the ice breaker. It is a fun workshop based on certain fundamental theatre skills related to emotional intelligence.

- Engaging in Second City theater games to enhance connection and listening.
- Controlling your attention and your body.
- Noticing what your partner is saying (and not saying) and doing (and not doing). This is called visual listening or reading affect. That means reading nonverbal communication, commonly called body language (posture, gesture, facial expression, vocal delivery, costume, hair & makeup). Listening for what is not being said.
- Reviewing course requirements, agreements, syllabus, and process for enrolling.
- Discussing grading plan, scoring assignments, and how to think about class participation.
- Presenting prompts for responses due before next class.

1/10/24 Class #2 – Behavioral Economics, Emotional Intelligence & Empathetic Listening

This class is about behavioral economics, emotional intelligence, and empathetic listening in which we practice the “Basic Attending Skills” in Ivey’s book.

- Lecturette on Kahneman’s “system 1 and system 2,” Chance’s “gator” and “judge,” and Haight’s “elephant” and “rider.” Or why emotions drive reason and decision-making.
- Listening exercises based on “emotions as data” (the first ability of emotional intelligence), using Ivey’s techniques for reading affect by focusing on “3V + B” (Vision [eye contact], Vocal quality [emotion in the voice], and Verbal tracking [content] + Body language), and using SOLER technique to enhance connection (Ivey 2018 pp. 15-27; Barnett 2006 Table 1): Squarely face your partner, using Open posture, Leaning in as appropriate, while maintaining easy Eye contact, and staying Relaxed).
- We pair up randomly (using an app), taking turns being the empathetic listener practicing “3V + B” and SOLER using Ivey’s Basic Attending Skills for 10 minutes. Each speaker picks a topic that involves a current challenge and shares the issue with their partner. We switch.
- Debrief and repeat.
- Lecturette on Gottman’s teachings about deepening relationships and building trust.

Readings/video you need to complete for this class:

Ivey, A., Packard, N., & Bradford Ivey, (2018). *Basic Attending Skills*. Microtraining Associates, Inc. [Listening: 151 pages]. Note: This is a workbook that reads fast. You do not need to fill out the exercise worksheets but please read the substantive text of the book.

Barnett, S., Roach, S., & Smith, M. (2006). Microskills: Advisor Behaviors That Improve Communication with Advisees. *NACADA Journal*, 26(1), 6-12. [Listening: 5 pages].

Hatfield, E., Bensman, L., Thornton, P. D., & Rapson, R. L. (2014). New Perspectives on Emotional Contagion: A Review of Classic and Recent Research on Facial Mimicry and Contagion. *Interpersona*, 8(2), 159-179. [Listening: 12 pages].

Salovey, P. E., & Sluyter, D. J. (1997). Chapter 1 “What is Emotional Intelligence?” *Emotional Development And Emotional Intelligence: Educational Implications*. Basic Books. [Emotional Intelligence: 19 pages].

Gottman, J. (2018). *Making Marriage Work*. Gottman Institute. Available at <https://www.youtube.com/watch?v=AKTyPgwfPgg>. [Listening: 47 minutes].

Community Genogram assignment you need to prepare for the next class:

For your storytelling, prepare to present on Zoom a 12-minute “Community Genogram” in PowerPoint based on Ivey 2018 at 32-36. You do not need to upload your presentation to Canvas.

1/17/24 Class #3 – Telling your story / Power Questions

Please bring your laptop to class, along with a headset or ear pods. While we are meeting in person, we will use Zoom for screen sharing and breakout rooms when we share our Community Genograms.

This class is about the power of telling your story and hearing the stories of others. The ability to get to know your team and use power questions to elicit their stories is an important leadership behavior.

- We go into breakout rooms. Each person uses PowerPoint to tell an abbreviated 12-minute version of their life story based on their “Community Genogram” (Ivey 2018 at 32-36). Consider sharing significant activities, teachers, coaches, mentors, and/or challenges growing up. Use photos and graphics.
- Break. Then the storytelling continues to completion. Debrief. Break.
- We pair up randomly for an exercise in power questions. The first partner takes 10 minutes to ask the other one of the following power questions adapted from *Power Questions*:
 1. Of what accomplishment are you most proud? Why?
 2. When you look back on school, which teacher/coach had the most impact on you and why?
 3. Pick an academic subject or extra-curricular activity about which you are passionate. How did you get your start? Why do feel passionate about the subject? Why is it meaningful?
- We pair up again randomly and repeat the exercise. Debrief.

Reading you need to complete for this class:

Sobel, A. & Panas, J. (2012). *Power Questions*. John Wiley & Sons. [Asking questions: 179 pages]. This book is a fast read with very short chapters.

Interview assignment you need to submit by 1/24/24 at 2:00 pm:

Identify a person who you think would be fun (and scary) to interview. Someone important to you and with whom you would like to create a relationship or deepen an existing one – perhaps a professor you would like to know better or someone who normally you would not approach for a deep conversation. Your assignment is to invite them to meet (coffee or a meal) because you would like to ask them some questions about their story. If you wish, you can explain your assignment. Then hold the interview and use the listening skills you have practiced. Make the interview about them, not you. For tips, see Celeste Headlee’s TED talk on “10 Ways To Have A Better Conversation” available at <https://www.youtube.com/watch?v=R1vskiVDwI4>. [Asking Questions: 12 minutes].

After the interview, write a one-page reflection on your experience and submit it by 1/24/24 at 2:00 pm. While I will not be grading your reflection, you do need to upload it into Canvas.

Note: After this class, I will schedule an office hours appointment with each of you so that we can mutually share our Community Genograms, get to know each other better, and I can check in about how the class is going for you. Please go to the calendar on our course page in Canvas to sign up for a one-hour appointment.

1/24/24 Class #4 – Psychological Safety & the Power of Expressed Gratitude

This is a class about psychological safety on teams and the power of expressed gratitude.

- Debrief on your “power questions” interview.
- Discuss psychological safety and belonging cues, connecting Edmondson’s theories to Ivey’s basic attending skills and Gottman’s research on positive sentiment override. Prompts:
 1. What was the most useful insight that you got from Edmondson’s research?
 2. Have you ever been a member of a team that made it safe for members to be vulnerable? If so, what team and what was the context (e.g., high school model UN team)?
 3. Have you been part of a team that fostered productive conflict? If so, what team and what was the context (e.g., debate team)?
- Discuss expressed gratitude and the gratitude letter assignment. Assign writing buddies.

Readings you need to complete for this class:

Edmondson, A. C. (2018). *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth*. Wiley. (pp. 1-46, 77-97, 153-183). [Psychological Safety: 96 pages].

Emmons, R. A., & McCullough, M. E. (2003). Counting Blessings Versus Burdens: Experimental Studies of Gratitude and Subjective Well-Being. *Journal of Personality and Social Psychology*, 84(2), 377-389. [Gratitude: 11 pages].

Lambert, N. M., Clark, M. S., Durtschi, J., Fincham, F. D., & Graham, S. M. (2010). Benefits of Expressing Gratitude: Expressing Gratitude to a Partner Changes One’s View of the Relationship. *Psychological Science*, 21(4), 574-580. [Gratitude: 6 pages].

Algoe, S. B., Kurtz, L. E., & Hilaire, N. M. (2016). Putting the “You” in “Thank You” Examining Other-Praising Behavior as the Active Relational Ingredient in Expressed Gratitude. *Social Psychological and Personality Science*, 7(7), 658-666. [Gratitude: 6 pages].

Gratitude letter – (3~5 pages, double spaced, 12 pt. Times New Roman, 1” margins) writing assignment you need to submit by 1/31/24 at 2:00 pm:

Write and deliver a letter of gratitude to someone who made a meaningful contribution to you but whom you feel you never properly thanked or wish to thank again. In your letter, please recount the context of this relationship and be explicit about what this person did for you. Express what they mean to you and how they affected your life.

“Crucial Conversations” questionnaire you need to submit by 1/31/24 at 2:00 pm:

Do the questionnaire on pages 64-69 of Patterson 2012, also available at <https://www.vital-talent.nl/wp-content/uploads/Style-Under-Stress-test-version-4.pdf>. While I will not be grading your questionnaire, you do need to upload it on Canvas.

1/31/24 Class #5 – Crucial Conversations 1 & Mid-Quarter Feedback

This class is about how to approach difficult conversations. We will also do mid-quarter feedback.

For the last 30 minutes of class, I will invite a faculty member to run a focus group without me to gather your feedback so I can improve the class for the second half of the quarter.

- Debrief on gratitude letter assignment.
- Review the crucial conversations model.
- Breakout into groups.
 - Explain the crucial conversation you are contemplating. What’s going on?
 - Draft your STAtE script (Patterson p. 135): share your facts; tell your story about those facts; ask for the other’s view. Give your script to a classmate so they can role-play you. First, you will play the person with whom you want to have the crucial conversation. Then switch, so that your classmate plays the person with whom you are going to talk, while you play yourself having the conversation you want to have with that person. Talk tentatively and encourage testing. Have your classmate go to silence or violence based on your assessment of which is more likely. Restore safety as appropriate.
- Debrief in your group and discuss follow-up (moving to action, Patterson p. 177).
- What are some of the pitfalls you foresee? What is most important that you convey?

Readings you need to complete for this class:

Patterson, K., et al. (2012). *Crucial Conversations*. McGraw Hill 2d ed. (pp. 1-154).

Crucial Conversation assignment you need to complete and submit by 2/7/24 at 2:00 pm:

Have the crucial conversation that you practiced. After the conversation, make notes so you can report in the next class. While I will not be grading your notes, please upload them to Canvas by 2:00 pm on 2/7/24.

VIA “Survey of Character Strengths” you need to submit by 2/7/24 at 2:00 pm:

Please take the VIA Survey of Character Strengths at the University of Pennsylvania website for Martin Seligman’s center on Authentic Happiness. You will have to register, but the test is free. While I will not be grading your strengths survey results, please paste them into a document and upload to Canvas by 2:00 pm on 2/7/24.

<https://www.authentichappiness.sas.upenn.edu/questionnaires/survey-character-strengths>

2/7/24 Class #6 – Feedback 1

This is a class in which we debrief crucial conversations and then focus on giving and taking feedback.

Readings you need to complete for this class:

Stone, D. & Heen, S. (2014). *Thanks for the Feedback*. Penguin Books. (pp. 1-97). [Feedback: 97 pages].

Kruger, J., & Dunning, D. (1999). Unskilled and Unaware of It: How Difficulties in Recognizing One's Own Incompetence Lead to Inflated Self-Assessments. *Journal of Personality and Social Psychology*, 77(6), 1121. [Feedback: 11 pages]

Sheldon, O. J., Dunning, D., & Ames, D. R. (2014). Emotionally Unskilled, Unaware, and Uninterested in Learning More: Reactions to Feedback About Deficits in Emotional Intelligence. *Journal of Applied Psychology*, 99(1), 125. [Feedback: 10 pages]

Hall, M. P., & Raimi, K. T. (2018). Is Belief Superiority Justified by Superior Knowledge? *Journal of Experimental Social Psychology*, 76, 290-306. [Feedback/Intellectual Humility: 13 pages]

Feedback assignment you need to complete and submit by 2/14/24 at 2:00 pm:

Option 1: Giving Feedback. Identify a teammate (e.g., a member of a sports team, extracurricular activity, fraternity/sorority, or club) you feel is underperforming or with whom you are disappointed, or having an issue. How have you handled the situation so far? Knowing what you know now, how would you coach yourself to handle it? What feedback would you like to express, formulated as an “I statement”? (When you do X, I feel Y, and its impact is Z). Feel free to use Scott Westfahl’s feedback form from Harvard Law School Executive Education. Initiate a conversation to give feedback to the person you identified. Afterwards, make notes so you can report in the next class. While I will not be grading your notes, please upload them to Canvas by [insert date and time].

Option 2: Receiving Feedback: Identify someone from whom you would like feedback. Be explicit as to your purpose: evaluation, appreciation, and/or coaching. Use the handout summarizing “Thanks for the Feedback” to help structure your conversation and the questions you pose. Initiate a conversation to receive feedback from your person. Afterwards, make notes so you can report in the next class. While I will not be grading your notes, please upload them to Canvas by [insert date and time].

2/14/24 Class #7 – Feedback 2 with a Focus on Strengths

Our discussion of feedback continues with each of you getting feedback on how others see you.

- Debrief on how the feedback sessions went. Were you able to maintain or recreate psychological safety?
- On a Post-it, each person will write their signature strengths based on their VIA Survey of Character Strengths.
- Focusing on one student at a time, each classmate will write on a Post-it the words that capture that person's signature strengths as they see them.
- Afterwards, we will put the Post-its on the wall to enable students to get a sense of how the class sees their strengths and how the class Post-its compare to their VIA Survey results.
- Debrief. Did the class see you the way you see yourself? Were you surprised by any of the feedback? Did the strengths your classmates identified match the VIA Survey results?
- Assign writing buddies for the eulogy assignment (below).

Readings you need to complete for this class:

Stone, D. & Heen, S. (2014). *Thanks for the Feedback*. Penguin Books. (pp. 102-44, 146-182, 229-290). [Feedback: 139 pages].

Carol Dweck's TED Talk, "The power of believing that you can improve," available in course reserves and at <http://search.library.yale.edu/catalog/14146287>. [Growth mindset: 11 minutes].

"Better Than Yesterday" video entitled, "Growth Mindset by Carol Dweck (animated book summary) - Growth Mindset and Fixed Mindset" available in course reserves and at <https://www.youtube.com/watch?v=X8FSJqXxCSA> [Growth mindset: 6 minutes].

Eulogy – (3~5 pages, double spaced, 12 pt. Times New Roman, 1" margins) writing assignment you need to submit by [insert date and time]:

Write your own eulogy. Do not make up the circumstances of your death, just assume you died in your sleep of unexplained natural causes. You have an option. You can write from the present and look back on the life you have lived to date. Or you can imagine your future and write from the future looking back on the imagined life that you lived. Here are some suggestions for structure/content: Explain where you grew up and in what circumstances. What challenges did you face growing up? Share stories about the important aspects of your life, like extracurricular activities, academic areas of interest, personal interests, hobbies, languages, travel, civic or political causes. How did you feel doing these activities and why were they meaningful to you? Share the accomplishment of which you are most proud. Explain the challenges you overcame and why this accomplishment is such a source of pride for you. What are leading qualities of character for which you will be remembered? Share stories that reflect these traits.

2/21/24 Class #8 – Intellectual Humility 1: Engaging with Those with Whom We Disagree

In this class, students share their experience writing their own eulogy. Then we shift focus and return to empathic listening to engage those with whom we disagree.

- Debrief on the experience of writing your eulogy. What did you learn? How did you feel? How was it working with your writing buddy?
- Discussion of readings on behavioral economics and intellectual humility.
- Discussion of concerns about interviewing those with whom we disagree. (Assignment below).

Readings you need to complete for this class:

Kahneman, D. (2011). *Thinking Fast and Slow*. Farrar, Straus, and Giroux. (pp. 19-30). [Behavioral economics: 11 pages].

Haight, J. (2012). *The Righteous Mind*. Vintage Books. (pp. 32-60). [Behavioral economics: 28 pages].

Chance, Z. (2022). *Influence Is Your Superpower*. Random House. (pp. 17-38). [Behavioral economics: 19 pages].

Reis, H. T., Lee, K. Y., O’Keefe, S. D., & Clark, M. S. (2018). Perceived Partner Responsiveness Promotes Intellectual Humility. *Journal of Experimental Social Psychology*, 79, 21-33. (pp. 20-23, 30-31) [Intellectual Humility: 5 pages].

Porter, T., & Schumann, K. (2018). Intellectual Humility and Openness to the Opposing View. *Self and Identity*, 17(2), 139-162. (pp. 139-42, 157-59). [Intellectual humility: 7 pages].

Interview assignment and presentation notes you need to complete before the next class:

Choose a contentious issue on which you have strong views and identify someone who holds a view contrary to yours. Invite that person to meet so that you can better understand their views. Explain your class assignment and that your purpose is simply to understand what they think, how they feel about the issue, and why. Explain you will not criticize their view or try to persuade them to change.

Use empathetic Ivey listening skills. Listen with the intent to understand, not the intent to reply or to persuade. Understanding does not mean you agree with the person. It means you show you have absorbed what the person is saying and feeling, as well as why they feel the way they do. So, seek confirmation that you understand the person’s position and why they feel the way they do.

After the interview, make notes on the person’s views, why they hold their position, how they feel about it, and why they feel the way they do about their position. While I will not be grading your notes, please upload them to Canvas by 2:00 pm on 2/28/24. In the next class, please be prepared to adopt that person’s views and present their position to our class in three minutes without notes.

2/28/24 Class #9 – Intellectual Humility 2: Oral Presentations

Each student presents the views of the person whom they interviewed and with whom they disagree.

- In class, you will each make three-minute oral presentations about your interview with a person with whom you disagree. Please rehearse your presentation in advance so that it comes in at three minutes. In your presentation, please tell us:
 1. Who you interviewed and about what issue.
 2. What was their view.
 3. What do they feel about the issue.
 4. Why do they feel that way.
- Please do not use notes. Just stand and deliver.
- I will score your performance against the following presentation expectations:
 1. Talk directly to a classmate, making eye contact on each phrase; work the room.
 2. Talk loud and slow, enunciating clearly but not self-consciously.
 3. Talk in short sentences in the active voice, without interrupting phrases.
 4. Have a beat between your points; don't string them together without pause.
 5. Vocally drive through to the end of your sentences; don't trail off at the end.
 6. Stand up straight, pulling from the top of the back of your head; don't hunch.
 7. Be open; don't cross your arms or feet.
 8. As a ready position, let your hands rest at your sides or clasp them in front of you.
 9. Gesture broadly as appropriate and avoid dinosaur hands (get elbows away from you).
 10. Be physically calm in between gestures; don't fidget, sway, or twist.
- Consider recording yourself in rehearsal so that you can get visual feedback on how you are doing against time and these performance criteria.
- Debrief.
 1. What happened in the interview? What was it like for you?
 2. Were you able to listen with the intent to understand?
 3. How did it feel to present that person's views to the class?
 4. Did the exercise affect your own views on the issue?

Readings you need to complete for this class:

Feltman, C. (2021). *The Thin Book of Trust*. Thin Book Publishing 2d. [Psychological Safety: 76 pages].

3/6/24 Class #10 – Reflections on Leadership as Behavior

This is the final class.

- Gratitude journal report.
- Discussion of final paper assignment (next page).
- Reflections on following potential prompts:
 1. What was the most valuable thing you learned in this course?
 2. What was the best single class and why?
 3. What was the worst single class and why?
 4. If you could change one thing about the course, what would you change?
 5. If you could share one reading with someone you care about, which would you share?
- Reflections on the course experience:
 1. What skills will you deploy going into the future?
 2. Where can you apply them?
 3. What's the next opportunity for you to use these skills in a leadership context?
- My expression of gratitude for your courage in participating in this experiential workshop.

**3/15/24 at 11:59 pm (latest): Final Research Paper on a Topic of Interest
(14~16 pages, double spaced, 12 pt. Times New Roman, 1" margins)**

Your final paper will be a research paper on a topic of your choice that you will clear with me in advance. The paper should explore some issue raised in class that interests you. I want you to choose a subject that is meaningful to you personally and will advance your leadership journey.

Your task is to review evidence-based, peer-reviewed research that bears on the issue, to report your findings, and to offer your insights on the topic of interest. Here is a suggested structure for your paper: Question presented; research methodology; findings; discussion; limitations and future avenues of inquiry; conclusion.

Here are a few of the topics prior students investigated in their final papers:

- Storytelling as a political leadership behavior
- The impact of gendered language in the workplace
- Exploring the impact of expressed gratitude in romantic relationships
- Artificial and emotional intelligence
- Self-esteem and leadership
- The impact of humor on psychological safety in the workplace
- The need for a growth mindset and intellectual humility in modern politics
- Training interventions to address implicit bias
- Cultivating friendships at work as a leadership strategy
- Creating psychological safety in educational settings

Feel free to brainstorm ideas with me, rather than feel you are out on your own. And pick a topic that would be fun for you to pursue and about which you are genuinely curious.

Finally, please run your concept by me *before* you start drafting. We will meet in office hours after class #11 so that we can review your outline for the final paper.

End of syllabus