

University of Illinois College of Law Virtual Seminar

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

Spring Term 2021, Via Zoom, [date and time TBD]

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Course Overview:

This experiential workshop offers a unique combination of exercises, assignments, and readings. 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.

The class meets via Zoom. No phones. No other applications. The basic core skills we practice are: controlling where you focus attention; empathetic listening; asking powerful questions; expressing gratitude; creating psychological safety in your 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 is likely to increase your overall positivity and resilience. Finally, I ask you to follow certain objective writing rules, so your ability to write in a succinct, clear, and direct style should improve.

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

My Background:

After graduating with a B.A. in English from Stanford in 1980, I returned to Chicago to study improv for a year with Paul Sills, the original artistic director of The Second City – Chicago's improv theater whose alumni include many Saturday Night Live performers. I then moved to New York City and worked as an actor for five years before going to New York University School of Law and becoming a commercial trial lawyer. I started at Paul, Weiss, Rifkind, Wharton & Garrison LLP in New York, then went to Kirkland & Ellis LLP in Chicago, and then spun off with Bartlit Beck LLP twenty-seven years ago. I spent most of my career doing pharmaceutical patent/antitrust cases. My bio is at bartlitbeck.com. For the past sixteen years, I have been the Bartlit Beck partner responsible for training our lawyers, new lawyer orientation, and attorney performance review.

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

Course Requirements:

The “Gratitude Journal”

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

I will not grade you on the substance of your journal entries, nor will I read them for content. I will grade based solely on your self-discipline to journal each day. Each class, I will ask you to report your compliance, periodically showing your entries. But you will always keep possession of your journal.

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 in light of the lessons the class teaches.

For the first six submissions, I will grade your one-pagers solely for compliance with the writing rules that I discuss below. Afterwards, I will grade your responses for compliance with the writing rules *and* on your substance. In calculating your final grade for these one-page assignments, I will drop your lowest score. These one-pagers represent 15% of your final grade in the course.

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

The course has three papers: Two short papers (~5 pages each) due about one third and two thirds of the way through the class, and a final, longer paper (~15 pages) due by the end of the exam period (May 13, 2021). Papers should be double spaced, 12 pt. Times New Roman with 1” margins.

To get a top grade on written assignments, your writing must comply with the following writing rules:

1. **Write in short sentences** (avoid sentences longer than two lines standing alone).
2. **Use the active voice** (I will teach you to recognize passive voice and change it to active).
3. **No interrupting phrases** (no phrases in the middle of a sentence set off by commas).
4. **No adjectives or adverbs unless essential to meaning** (avoid weak modifiers like “very”).
5. **Use the shortest possible word** (use “before,” not “prior to”).
6. **Omit needless words** (go back and compact your draft before you submit it).
7. **Use every day, simple language** (write for a lay reader, not a scholar or expert).
8. **Have only one idea per paragraph** (and no paragraphs longer than a half page).
9. **Fix “hangovers”** (where the paragraph end has only one or two words on the 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 written work in draft and edit it for compliance with the writing rules. Your writing buddy will not edit for substance – just for compliance with the rules – but you are free to discuss the assignment with your writing buddy if you wish, subject to the College of Law's policies on academic integrity, which I discuss below.

Your writing buddy will not be grading your work. But before you submit your paper, your writing buddy should sign off. In your submission, you should include an attestation that: "My writing buddy is [insert name] and has signed off that my writing complies with the writing rules."

Paper 1: Gratitude Letter (~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. Whether you send your letter is up to you. 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 he or she has had on your life.

Paper 2: Eulogy (~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. 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 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 overcome and why this accomplishment was such a source of pride.
4. A few qualities of character for which you will be remembered and accompanying illustrative stories that show how you demonstrated one or more of these traits.

Paper 3: Research Paper (20 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. 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.

For example, you may be interested in challenging or supporting certain propositions that arose in the class. Here are a few provocations just to get you thinking:

- Assess Amy Cuddy’s assertions about “power posing” from her TED talk available at http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are
- Assess Albert Mehrabian’s oft quoted assertion that the majority of communication is nonverbal, as expressed in Mehrabian, A. (1971). *Silent Messages* (Vol. 8). Belmont, CA: Wadsworth and Mehrabian, A. (2017). *Nonverbal Communication*. Routledge.
- Assess corporate America’s use of performance reviews generally and those that offer “radically candid” feedback, as described for example in Scott, K. (2017). *Radical Candor*. St. Martins Press, or in Dalio, R. (2017). *Principles*. Simon & Schuster.
- Assess whether gratitude journaling or writing a gratitude letter has any long-term impact on the writer’s outlook or behavior.
- Assess whether interventions can meaningfully enhance one’s emotional intelligence.
- Assess whether interventions can meaningfully affect intellectual humility.
- Assess whether interventions can meaningfully affect psychological safety on a team.
- Assess whether interventions can meaningfully affect implicit bias.
- Assess the applicability of Dr. Gottman’s principles for marital partners to work teams.

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.

Course Policies:

Class Agreement

The 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 affirmatively promise that you will treat your classmates and me with respect, kindness, and sensitivity, maintaining 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 potentially be uncomfortable sharing. The cohort environment could potentially create peer pressure to disclose, and by enrolling 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.

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 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 health professional.

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@bartlitbeck.com and by also 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 on Zoom at least three times during the semester: 1) to share your community genogram assignment (class #3) so that I can get to know you better; 2) to discuss mid-semester how the class is going for you; and 3) to review with me potential topics for your final research paper *before* you begin writing.

Academic Integrity

This is a course in leadership behaviors. Plagiarism is not one of them. Such behavior is a form of theft and fraud involving representing “the words, work, or ideas of another as his or her own in any academic endeavor.” See Section 1-402(b) of the University’s Student Code, which you can find here <https://studentcode.illinois.edu/>. But I encourage you to draw upon and quote the work of others, so long as you give proper attribution in accordance with the Student Code, and Section 1.04(e) of the College of Law’s Honor Code and Code of Student Responsibility, which you can find here <https://law.illinois.edu/wp-content/uploads/2019/08/APH-2019-JD.pdf>. 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 the College of Law’s policies.

Copyright, Fair Use and Sharing of Course Materials

I will provide you with copyrighted course materials pursuant to the university's copyright and "Fair Use" policies, which you can find here

<https://guides.library.illinois.edu/copyrightreferenceguide/fairuse#:~:text=Fair%20use%20is%20a%20limitation%20on%20someone's%20ability%20to%20assert%20copyright%20infringement.&text=The%20preamble%20to%20fair%20use,%2C%20or%20research%20.%20.%20.%22>. But you should not share these materials with others unless your disclosure complies with these policies.

Electronic Devices and Other Programs

In this workshop, other than your computer, you may not have any other devices in use during class. So, you cannot have your phone *close to you*. You must put it far away from you. And you must close all programs on your computer except for our class Zoom session. You agree to be present fully.

Grading Plan:

Gratitude journal:	15%
Responses to prompts:	15%
Papers:	35% (gratitude letter and eulogy, 5% each; research paper 25%)
Class participation:	15%
Assigned exercises:	10%
	Community Genogram Notes on your interview with power questions <i>Crucial Conversations</i> workbook exercises pages 64-69 Notes on your crucial conversation Feedback form and notes on your feedback conversation Your VIA Survey of Character Strengths assessment Harvard implicit bias tests (gender and race)
Oral presentation:	10%

I will grade your gratitude journal grade based solely on your self-discipline to journal each day.

I will grade your one-page responses to prompts based solely on compliance with the writing rules for the first half of the semester, and then based on writing rule compliance, as well as substance. I will drop your lowest score for purposes of your final grade on responses to prompts.

To get a top grade for written assignments you must comply with the writing rules. I will then 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 principle 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. Because this class involves team learning, everyone is expected to contribute in each class, sharing their stories, insights, opinions, and questions. If you need to miss a class or will be late to class, you need to alert me in advance by email and by calling me on my cell phone.

Required Texts:

I have assigned six books:

Ivey, A., Packard, N., & Bradford Ivey, (2018). *Basic Attending Skills*. Microtraining Associates, Inc.

Sobel, A. & Panas, J. (2012). *Power Questions*. John Wiley & Sons.

Edmondson, A. C. (2018). *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth*. Wiley.

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

Stone, D. & Heen, S. (2014). *Thanks for the Feedback*. Penguin Books.

Dweck, C. S. (2016). *Mindset: The New Psychology of Success*. Ballantine Books.

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

Summary: Schedule, Topics, Readings, Assignments				
All classes meet [TBD].				
	Date	Topic	Readings to have been completed	Assignment due by 3:00 pm
1	[TBD]	Stagecraft to enhance Emotional Intelligence What to expect from class	None	None
2	[TBD]	Emotional Intelligence: Listening exercises Reading affect	Ivey 2018 Barnett 2006 Salovey 1997 Hatfield 2014	One-page response
3	[TBD]	Storytelling Exercise in using listening to elicit narrative	Gottman 2018 Drollinger 2018	One-page response Community Genogram (bring to class)
4	[TBD]	Power Questions The power of questions to deepen relationships	Sobel 2012	One-page response
5	[TBD]	Psychological Safety Relationship between listening skill and safety	Edmondson 2019 (pp. 1-46, 77-124, 153-209)	One-page response Report on interview
6	[TBD]	Power of Gratitude Impact of expressions of gratitude on self as leader and on team members	Seligman 2005 Lambert 2010 Emmons 2013 Algoe 2016	One-page response Gratitude letter
7	[TBD]	Crucial Conversations 1 Managing conflict Midsemester Evaluation and Feedback Session	Patterson 2012 (pp. 1-154)	One-page response Crucial Conversations survey (pp. 64-69)
8	[TBD]	Crucial Conversations 2 Managing conflict	Patterson 2012 (pp. 155-230) 2 Dweck videos	One-page response VIA Survey of Character Strengths report STATE script

Summary: Schedule, Topics, Readings, Assignments				
All classes meet [TBD].				
	Date	Topic	Readings to have been completed	Assignment due by 3:00 pm
9	[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
10	[TBD]	Feedback 2 How you are perceived – with a focus on strengths	Stone 2014 (pp. 102-144, 146-182, 229-290) Buckingham 2019	One-page response Report on feedback conversation
11	[TBD]	Implicit Bias Recognizing and owning your own biases	Greenwald 1995 Jost 2004 Gündemir 2014 Devine 2012	One-page response Harvard IAT on gender and race https://implicit.harvard.edu
12	[TBD]	Intellectual Humility 1 Planning to engage those with whom you disagree	Dweck 2016 (pp. 1-81, 108-146) Leary 2018 Reis 2018 Porter 2018	One-page response Eulogy
13	[TBD]	Intellectual Humility 2 Presenting the views of those with whom you disagree	Dweck 2016 (pp. 223-264)	One-page response Oral presentation
14	[TBD]	Class Reflections		One-page response
	5/13			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.

[TBD] 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.

- 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.
- Course requirements, agreements, overview of the syllabus.
- Discuss prompts for response due before next class.

[TBD] Class #2 – Emotional Intelligence & Empathetic Listening

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

- 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.
- We pair up and repeat the exercise.
- Discuss prompts for response due before next class; discuss gratitude journals.

Readings you need to complete for this class:

Ivey, A., Packard, N., & Bradford Ivey, (2018). *Basic Attending Skills*. Microtraining Associates, Inc. [Listening: 151 pages].

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]

Community Genogram assignment you need to bring to the next class:

For your storytelling, prepare to present a “Community Genogram” based on Ivey 2018 at 32-36.

[TBD] Class #3 – Storytelling

This class is about the power of storytelling. It explores using listening techniques to elicit people's stories, paying attention to affective cues, and following up. The ability to get to know your team and to elicit their stories is an important behavior for fostering connection.

- We break into four teams.
- During the first hour, people from each team tell an abbreviated 12-minute version of their life story based on their “Community Genogram” (Ivey 2018 at 32-36). Consider sharing significant activities, important teachers, coaches, or mentors, and/or challenges growing up.
- One team member keeps time and prompts the storyteller so that we keep within 12 minutes per story. The team's job is to listen and inquire using the skills practiced the prior week.
- Debrief.

Video and reading you need to complete for this class:

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

Drollinger, T. (2018). Using Active Empathetic Listening to Build Relationships with Major-Gift Donors. *Journal of Nonprofit & Public Sector Marketing*, 30(1), 37-51. [Listening: 13 pages].

[TBD] Class #4 – Power Questions

This is a class about the power of questions to deepen relationships.

- We pair up 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*, continuing to use the listening skills practiced in the prior two classes.
 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 you feel passionate about the subject? Why is it meaningful?
- Pair up again and repeat the exercise.
- Debrief, then break.
- Pair up again and repeat the exercise.
- Debrief.

Readings you need to complete for this class:

Sobel, A. & Panas, J. (2012). *Power Questions*. John Wiley & Sons. [Asking questions: 179 pages].

Interview assignment you need to submit by [TBD]:

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=R1vskiVDw14>. [Asking Questions: 12 minutes].

After the interview, write a one-page reflection on your experience and submit it by 3:00 pm on [TBD].

[TBD] Class #5 – Psychological Safety

This class concerns psychological safety and belonging cues.

- Sharing responses to prompts:
 1. What was the most useful new 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).
- Debrief.
- Discuss psychological safety and belonging cues, connecting Edmondson’s theories to Ivey’s basic attending skills and Gottman’s research on positive sentiment override.
- Assign writing buddies and discuss the gratitude letter due next class.

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, 77-124, 153-209).
[Psychological Safety: 149 pages].

**Gratitude letter – (~5 pages, double spaced, 12 pt. Times New Roman, 1” margins)
writing assignment you need to submit by 3:00 pm on 10/8/20:**

Write a letter of gratitude to someone who made a meaningful contribution to you but whom you feel you never properly thanked. Whether you send your letter is up to you. 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 he or she has had on your life.

[TBD] Class #6 – The Power of Gratitude

This class is about the power of gratitude as a leadership behavior.

- Discuss the gratitude journaling experience. Prompts:
 1. What has been the best part of doing your journal? What themes have emerged?
 2. How has your journaling affected your outlook or behavior?
 3. How many days of entries are in your gratitude journal?
 4. If you have not done daily entries, what gets in your way?
- Discuss the gratitude letter process. Prompts:
 1. What did it feel like to write the gratitude letter?
 2. How would you feel about sending the letter or delivering it face to face?
 3. What was it like to work with your writing buddy?
 4. How dramatically did your draft letter change?

Readings you need to complete for this class:

Seligman, M. E., Steen, T. A., Park, N., & Peterson, C. (2005). Positive Psychology Progress: Empirical Validation of Interventions. *American Psychologist*, 60(5), 410. [Gratitude: 9 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].

Emmons, R. A., & Stern, R. (2013). Gratitude as a Psychotherapeutic Intervention. *Journal of Clinical Psychology*, 69(8), 846-855. [Gratitude: 8 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].

"Crucial Conversations" assignment you need to submit by [TBD]:

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>

[TBD] Class #7 – Crucial Conversations 1 & Midsemester Feedback

This class is about how to approach difficult conversations and about gathering midsemester feedback.

Greg Miarecki, Adjunct Professor and the Executive Assistant Dean for Career Planning and Professional Development will be our guest. Students will introduce themselves and for the last 30 minutes of class, Greg will lead a focus group without me (the instructor) to gather midsemester feedback so that we can make adjustments to improve the class for the second half of the semester.

- Sharing responses to prompts:
 1. Who is a person with whom you have been avoiding having a difficult conversation?
 2. Why are you avoiding the conversation?
 3. “What are you behaving like you want in the relationship?”
 4. What do you really want for yourself and the relationship?
 5. How would you behave if you really wanted those results?
- Debrief and discuss the Crucial Conversations model (poster) and silence/violence.

Separating facts from the stories we tell ourselves to interpret those facts.

“I statements,” not “you statements.”

“Retracing your steps” exercise on separating facts from interpretations (Patterson pp. 129-30).

- We pair up. Explain to your partner the crucial conversation you are contemplating. Imagine you are having that conversation, but with your partner playing the person with whom you intend to have the conversation. Practice STATE (Patterson p. 135), sharing your facts; telling your story; asking for the other’s view of the situation; talking tentatively; and encouraging testing by inviting different views or exploring explanations for your partner’s affect. Switch.
- Debrief.

Readings you need to complete for this class:

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

VIA “Survey of Character Strengths” you need to submit by [TBD]:

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. Please paste your strengths results into a document and upload it by [TBD].

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

STATE script you need to bring to class on [TBD]:

Write a short (one page) STATE script that a classmate can use with you in the next class.

[TBD] Class #8 – Crucial Conversations 2

This class concerns how to approach difficult conversations.

- Divide into quartets. Explain the crucial conversation you are contemplating, characterizing the person with whom you plan to talk.
- Give your STATE script to a classmate and have them execute it while you put yourself in the place of the person with whom you want to have the conversation. What insights emerge?
- Then switch, so that your classmate plays the person with whom you are going to talk and you initiate the crucial conversation you want to have with that person. Execute your STATE script.
- Have your classmate go to silence or violence based on your assessment of which is more likely. Then practice restoring 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?
- Continue so that all have a chance to engage in the role play exercise.

Readings and videos you need to complete for this class:

Patterson, K., et al. (2012). *Crucial Conversations*. McGraw Hill 2d ed. (pp. 155-230).

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.bing.com/videos/search?q=talks+by+carol+dweck+the+power+of+believing+that+you+can+improve&&view=detail&mid=090180305DF7F6F711EF090180305DF7F6F711EF&rvsmid=51655900D7B6F42C946551655900D7B6F42C9465&FORM=VDQVAP>. [Growth mindset: 6 minutes].

Assignment you need to submit before this class:

VIA "Survey of Character Strengths"

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. Please paste your strengths results into a document and upload it by 3:00 pm on [TBD].

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

Crucial Conversation assignment you need to complete and submit by [TBD]:

Have the crucial conversation that you strategized. After the conversation, make notes so you can report in the next class. Please submit your notes by 3:00 pm on [TBD].

[TBD] Class #9 – Feedback 1

This class is about managing people and giving feedback.

- Debrief on the crucial conversations.
- How did your person react? Were you able to create and maintain psychological safety?
- Review techniques in handout on “Thanks for the Feedback.”
- Scott Westfahl’s feedback form (from Harvard Law School Executive Education).
- Discuss assignment for next class.

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 [TBD]:

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). Please 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. Please submit your notes by [TBD].

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 the person you identified. Afterwards, make notes so you can report in the next class. Please submit your notes by [TBD].

[TBD] Class #10 – 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. Did you follow the form? Were you able to maintain or recreate psychological safety?
- Focusing on one student at a time, each classmate will write in a shared document the words that capture that person’s signature strengths as they see them.
- Afterwards, we will go through person by person to enable students to get a sense of how the team sees their strengths and how those compare to their VIA Survey results.
- Debrief. Did the team 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, 146-82, 229-290). [Feedback: 139 pages].

Buckingham, M., & Goodall, A. (2019). The Feedback Fallacy. *HARVARD BUSINESS REVIEW*, 97(2), 92-+. [Feedback: 6 pages].

**Eulogy – (~5 pages, double spaced, 12 pt. Times New Roman, 1” margins)
writing assignment you need to submit by [TBD]:**

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 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 overcome and why this accomplishment was such a source of pride.
4. A few qualities of character for which you will be remembered and accompanying illustrative stories that show how you demonstrated one or more of these traits.

Take the Harvard Implicit Association Tests on gender and race before the next class:
<https://implicit.harvard.edu/implicit/takeatest.html>

[TBD] Class #11 – Implicit Bias

This class is one in which students share the experience of writing their own eulogy. We then shift focus to discuss implicit bias, overt prejudice, and their implications for team leadership.

- Debrief on the experience of writing your own eulogy. What did you learn? How did you feel? What implications does the exercise have for how you think about what's next? Did the exercise cause you to reach out to anyone? What was it like working with your writing buddy?
- Discussion of readings on implicit bias and student's responses to their Harvard Implicit Associations Tests.

Readings you need to complete for this class:

Greenwald, A. G., & Banaji, M. R. (1995). Implicit social cognition: attitudes, self-esteem, and stereotypes. *Psychological review*, 102(1), 4. [Implicit bias: 17 pages].

Jost, J. T., Banaji, M. R., & Nosek, B. A. (2004). A decade of system justification theory: Accumulated evidence of conscious and unconscious bolstering of the status quo. *Political psychology*, 25(6), 881-919. [Implicit bias: 32 pages].

Gündemir, S., Homan, A. C., De Dreu, C. K., & Van Vugt, M. (2014). Think leader, think white? Capturing and weakening an implicit pro-white leadership bias. *PloS one*, 9(1), e83915. [Implicit bias: 9 pages].

Devine, P. G., Forscher, P. S., Austin, A. J., & Cox, W. T. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of experimental social psychology*, 48(6), 1267-1278. [Implicit bias: 14 pages].

[TBD] Class #12 – Intellectual Humility 1: Engaging with Those with Whom We Disagree

This is a class about empathetic listening to engage those with whom we disagree.

- Discussion of readings on intellectual humility. So what, who cares? What implications?
- Discussion of team concerns about engaging with people with whom we disagree and, in particular, the interview assignment for the next class (described below).

Readings you need to complete for this class:

Dweck, C. S. (2016). *Mindset: The New Psychology of Success*. Ballantine Books. (pp. 1-81, 108-46). [Intellectual Humility: 118 pages].

Leary, M. (2018). *The Psychology of Intellectual Humility*. Available at <https://www.templeton.org/wp-content/uploads/2018/11/Intellectual-Humility-Leary-FullLength-Final.pdf>. [Intellectual Humility: 14 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. [Intellectual Humility: 10 pages].

Porter, T., & Schumann, K. (2018). Intellectual Humility and Openness to the Opposing View. *Self and Identity*, 17(2), 139-162. [Intellectual humility: 20 pages].

Interview assignment for presentation 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, validating listening skills. Listen with the intent to understand, not the intent to reply or to persuade. Validation does not mean you agree with the person. It means you understand what the person is saying and feeling, as well as why they feel the way they do.

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 the position, how they feel about it, and why they feel the way they do about their position. Be prepared to put yourself in that person’s shoes and argue their position in the final class. You do not need to submit your notes.

[TBD] Class #13 – 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 grade your performance against the following presentation expectations:
 1. Talk directly to a classmate, making eye contact on each phrase; work the room (screen).
 2. Talk loud and slow.
 3. Enunciate clearly, but not self-consciously.
 4. Talk in short sentences in the active voice, without interrupting phrases.
 5. Have a beat between your points; don't string them together without pause.
 6. Vocally drive through to the end of your points; don't trail off at the end.
 7. Stand up straight, pulling from the top of the back of your head; don't hunch.
 8. Be open; don't cross your arms or feet.
 9. As a ready position, let your hands rest at your sides or clasp them in front of your belly.
 10. Gesture broadly as appropriate; avoid dinosaur hands.
 11. Be physically calm in between gestures; don't fidget or sway or twist.
- Consider videotaping yourself in rehearsal so that you can get visual feedback on how you are doing against 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:

Dweck, C. S. (2016). *Mindset: The New Psychology of Success*. Ballantine Books. (pp. 223-264). [Intellectual Humility: 41 pages].

[TBD] Class #14 – Reflections on Leadership as Behavior

This is the final class.

- Gratitude journal report.
- Discussion of final paper assignment (next page).
- Possible sharing exercise:
 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?
- Class reflection 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.

**5/13/21 (latest): Final Research Paper on a Topic of Interest
(20 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 the class that interests you. 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:

1. Question presented
2. Research methodology
3. Findings
4. Discussion
5. Limitations and future avenues of inquiry
6. Conclusion

For example, you may be interested in challenging or supporting certain propositions that arose in the class. Here are few provocations to get you thinking:

- Assess Amy Cuddy's assertions about "power posing" from her TED talk available at http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are
- Assess Albert Mehrabian's oft quoted assertion that the majority of communication is nonverbal, as expressed in Mehrabian, A. (1971). *Silent Messages* (Vol. 8). Belmont, CA: Wadsworth and Mehrabian, A. (2017). *Nonverbal Communication*. Routledge.
- Assess corporate America's use of performance reviews generally and those that offer "radically candid" feedback, as described for example in Scott, K. (2017). *Radical Candor*. St. Martins Press, or in Dalio, R. (2017). *Principles*. Simon & Schuster.
- Assess whether gratitude journaling or writing a gratitude letter have any long-term impact on the writer's outlook or behavior.
- Assess whether certain interventions (exercises/training) can meaningfully enhance one's emotional intelligence.
- Assess whether interventions (exercises/training) can meaningfully affect one's intellectual humility.
- Assess whether interventions (exercises/training) can meaningfully affect one's ability to establish psychological safety on a team.
- Assess the applicability of Dr. John Gottman's principles for marital partners to partners in work teams.

Please feel free to brainstorm ideas with me, rather than feel you are on your own to come up with something. The key is to pick something about which you are genuinely curious.

End of syllabus