

ADV 4930: Lean into Leadership (or You Don't Have to be in Management to be a Leader)

Summer 2020

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Class hours: TBA

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Course Description: This class is designed to accomplish a number of things. First, I hope to help you develop a knowledge of the strengths and traits that make you who you are, your potential and how you can reach your full potential through personal awareness! This isn't a class aimed at women in leadership, specifically, but rather about knowing how women leaders influence, impact and shape lives in organizations and outside. The course begins by having you assess who you are now, then moves to examining leaders and their traits, then how you can lead by your attitudes and approaches and goals. Successful leaders behave differently, they just have different behavioral styles.

Over the next few weeks we'll be talking about this rather broad field so that you will begin to understand:

- Yourself by learning about and evaluating:
 - Your MBTI profile
 - Your negotiation style (I will supply test)
 - Your communication style
 - Your goals (I will supply forms)
- Your potential leadership
- Communications to interact more effectively – Crucial Conversations – asking for a raise
- Showing leadership from the start: interviewing strong
- Leadership through negotiations
- Developing your leadership style
- Maybe a bit of improv?
- Leadership and gender
- How remarkable women lead – leadership from the best

This course is designed around a lecture/discussion format and it's intended to be lively and highly interactive! So I expect that you will have done a careful, critical reading or watching or doing of all items assigned for each week, and be ready to participate in class discussion. In other words, this will be a highly interactive environment and is based on cooperative learning.

University and Class Policies

Accommodations: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, dso.ufl.edu/drc), before we leave for Spain, by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting

accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course evaluations: *Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Guidance on how to give feedback is available at: <https://gatorevals.ua.ufl.edu/students/>. Evaluations are typically open during the last 2-3 weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: <https://evaluations.ufl.edu/results>.*

UF Grading Policies: *Please confirm that you have read and understand the University of Florida Grading policies. Information on current UF grading policies for assigning grade points is required to be included in the course syllabus. The following link may be used directly in the syllabus:*
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Academic Honesty: Academic honesty is important at the University of Florida. All students are expected to practice the University of Florida Honor Code: "We the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." For all work submitted for credit, including homework, in-class assignments and examinations, the following pledge is implied, "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

U Matter, We Care

Your well-being is important to the University of Florida and to me. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Class Operating Policies

1-Assignments will be due on the dates indicated in the syllabus. No late papers or assignments will be accepted – no exceptions.

(these next two are study abroad program rules)

2-Your attendance is mandatory for each class – as is the case with all classes in this program, one full letter grade is deducted for each miss!

3-Tardiness (more than 5 minutes late) means one half letter grade deduction.

4-Prepare ahead of time for class.

5-Participate!

6-If you have a cell phone on the trip, turn it off in class unless there is an emergency. If you are aware of a pending or ongoing emergency, please let me know ahead of class. Otherwise, your cell phone has no business in the classroom.

7-When you're working on your projects, class readings and anything associated with this class, doing just what is expected, to me, is "average" and warrants a "C." To earn an "A" means your work in all aspects and on all assignments is exceptional. Skating through or last-minute work almost always results in a low grade.

8-The final project can be conducted in pairs. Your participation is very important for this, especially because, in this case, not only will you have to attend class with your partner, but you'll be living VERY close to him/her, traveling together and spending long hours on planes and buses. So, it's doubly important that you hold up your end. Work as hard as you can to earn respect from your partner! **You will be conducting peer evaluations at the end of the final assignment.**



(Wait, how did a picture of my dog get in here?)

Required Readings:

1-**Sheryl Sandberg's Lean In: Women, Work and the Will to Lead** (on Amazon cheaper) (note: this book, to me, is highly controversial in many places, so do a *critical* reading of it. Don't take it all in without thinking about it. There were a few places that got nasty unprofessional hand gestures from me when I read them...)

2-**Ted talks:** must be watched before each class they are assigned

3-**Fun, useful, feel-good final project:** (due by **June 25th**, you can turn it in earlier too!) This final 8-10 page paper puts together everything you've learned about yourself and leadership in a very applied and useful way. You will be proposing a project plan to help your hometown, or Gainesville or UF, in some meaningful way. The self-competencies you will be aware of at the end of class will help you assess what leadership strengths and weaknesses you will be bringing to the table.

This one is a group (or individual) assignment – groups of two - no larger.

(Grad students in the class will do an extra assignment).

If you work in pairs, a **peer review** (form included below) also will be included in which your partner will be assessing your attitude, participation, contributions, quality and amount of work and the like. Students not contributing their fair share will have project and peer evaluation points deducted.

A PowerPoint presentation will be sent to you with all of the details. This should be fun!

Grading Criteria for Final Project

These criteria will be used, among others, in determining your grade on this project (criteria not presented in any particular order):

- Quality of writing, editing
- Content
- Quality, scope, currency and appropriateness of research
- Integration and synthesis of knowledge learned
- Focus and organization
- Clarity in relating knowledge learned about the leadership
- Your participation in the final assignment as reflected by peer evaluations (if applicable)

Grading Policies

Participation and preparation	60%
Final project and peer review	40%

CLASS SCHEDULE

(These dates may change before we go or after we get there...)

Class 1: Introduction, introduce yourself, syllabus discussion, assignment discussion, ice-breaker exercises

Class 2: Learning about Yourself, Part 1

Readings: Chapter 2 in *Lean In*

Assignments: Bring MBTI results to class; abbreviated test can be found at:

<http://www.humanmetrics.com/cgi-win/jtypes2.asp>

Discussion Questions:

- Where do you usually sit in a classroom or conference room? Why?
- Family – stage exercise
- Have you ever experienced the imposter syndrome? If so, will you share?
- Why do you suppose more women than men experience this?

Class 3: Learning about Yourself, Part 2 – goals, interaction styles, motivation

Reading: Chapters 1, 3 and 4 in *Lean In*

Assignments: Please watch movie clip before you leave

<https://www.youtube.com/watch?v=898OUCyBuIM>

1-Bring completed goals form to class

2-Bring completed bargaining/negotiation form to class

Discussion:

What motivates you and goals discussion

Discussion Questions:

- Why do you think more men than women say they want to get to the top? Is it a message women receive?
- Is there an instance you can recall when you were silenced? Was it gender based?
- Can you think of a movie or TV show that features happy, successful men who have both careers and families?

- Fear is at the root of so many barriers women face. What is your greatest fear? What would you do if you weren't afraid?
- What unique obstacles do women face in negotiations?
- When negotiating the author says women should use "we" rather than "I." why does the choice of pronoun make such a difference? Do you agree?
- P 48 contains a paragraph that I hate more than any in the book – "smiling"
- How do you define success?
- Would you define yourself as a risk taker or do you play it safe?
- What skills do you want to acquire?

Class 4: Learning about Yourself, Part 3 - Communication

Reading: Chapters 6 and 10 in *Lean In*

Assignment: Have watched Ted talk found at:

- http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en

Discussion: communication and "fake it 'til you feel it"

Discussion Questions:

- Do you actively solicit feedback? Example? Do you offer it to others? Have you ever used humor to get your point across? Did it work?
- Have you ever cried at work or school? How was it regarded?
- In general how do you think strong emotions are perceived?
- Would you call yourself a feminist? Why or why not? Is the term negative?
- Do you notice when someone remains silent or is interrupted when he or she tries to speak?
- Has someone stolen your ideas?
- Do you see biases in the classroom? If so, what kind? what was your reaction? Any examples?

Class 5: Gen Z as leaders – what you should expect

Assignment: be ready to participate in discussions

Class 6: Mentors, Sponsors and Boundaries

Reading: Chapters 5 and 9 in *Lean in*

Discussion: Be ready to talk about these topics in your life

Discussion Questions:

- According to the author what is a mentor?
- What is a sponsor? Do you have either? How did that relationship come about?
- Do you have any peers you consider mentors?
- What boundaries have you set for yourself in terms of how you divide your time? Will try to maintain that?

Class 7: 2 crucial conversations: asking for a raise and job interviews

Assignment: Have watched Ted talk found at:

<https://www.youtube.com/watch?v=F8IUjtZRlgw>

Discussion: Come to class ready to discuss your ideas!

Exercise: Improv

Class 8: Planning for the future – developing your personal brand

Class 9: Centered Leadership

Readings: none

Assignments: none...just listening to me...

Class 10: Wrap up and final tips from the best leaders I know...

Assignment: Have watched Ted talk found at:

- http://www.ted.com/talks/sheryl_sandberg_so_we_leaned_in_now_what?language=en
(older, but still very relevant)
- Discuss final project

EVALUATION-Member Evaluations

Note: On a separate sheet please type comments justifying your evaluations. Be sure to indicate how each member can improve his/her performance.

Your Name: _____

Team Member 1: _____

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Unacceptable</i>
1. Commitment to our common purpose:	<input type="checkbox"/>				
2. Efforts in accomplishing group tasks:	<input type="checkbox"/>				
3. Willingness to work:	<input type="checkbox"/>				
4. Work products:	<input type="checkbox"/>				
5. Attitude, friendliness, and respectfulness:	<input type="checkbox"/>				

Agency Member 2: _____

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Unacceptable</i>
1. Commitment to our common purpose:	<input type="checkbox"/>				
2. Efforts in accomplishing group tasks:	<input type="checkbox"/>				
3. Willingness to work:	<input type="checkbox"/>				
4. Work products:	<input type="checkbox"/>				
5. Attitude, friendliness, and respectfulness:	<input type="checkbox"/>				

(don't evaluate yourself please)