Enterprising Leadership  
Fall 2014

PPS265  
Class on TuTh: 1:25 – 2:40pm  
Location Rubenstein 151

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Course Synopsis  
Our goal is to provide you with the knowledge, analytical competence, and skills important to exercising enterprising leadership\(^1\) in college, as young professionals and as citizens. We will explore the many facets of leadership and leadership development including the processes by which people effect change in a variety of roles and situations, but especially in the political sphere. Understanding and acting on values are emphasized as the basis for contributing to the process of making good things happen regardless of the nature and degree of formal authority. This is not a traditional course in leadership studies or organizational management; the central foci include analysis tools, self-knowledge, results-oriented team projects, and a class learning community.

The course is based on four core leadership principles:

- **Small wins**: Small successes are important in that they will enhance your energy, demonstrate success to others, and accumulate over time to become significant.

- **Leadership**: “Leadership is the process of effecting purposeful change through the collective efforts of others without primary reliance on authority or coercion.” This definition means that leadership is something much more powerful than the “leader” role or person - any group member can exercise leadership by acting as an agent of change and working with others (and “small wins” count). Leadership is the collective result of every group member’s activities and usually necessary to reach the group’s highest levels of excellence and success.

- **Enterprising**: You must be ready to risk, to ‘undertake projects of importance or difficulty, or untried schemes; energetic in carrying out any undertaking...characterized by great imagination

\(^{1}\) Dictionary.com defines the word, enterprising, as (1) Ready to undertake projects of importance or difficulty, or untried schemes; energetic in carrying out any undertaking and (2) Characterized by great imagination or initiative. Synonyms include: venturesome, resourceful, and adventurous. Antonyms include: timid, cautious.
or initiative’. Enterprising people have the ability to address complex, important issues by discerning and acting on specific opportunities that cause real results. These opportunities may be the result of creative ideas; more often than not, they are the results of good fieldwork and solid analysis. Small ideas are not allowed. I’d rather have you go after something bold and big, and fail bold and big, than play it safe.

- **Strong-hearted**: Michael Maccoby, the psychoanalysis and leadership author, contrasts qualities of the “head” and “heart.” Qualities of the head center on analytical thinking, logical decisions, and rational behavior. Qualities of the heart center on the combination of compassion and courage (the “heart of a lion”). Maccoby has written extensively about the problem that professional environments often reinforce qualities of the head; yet the development of qualities of the heart is essential to moral, effective leadership. These developmental priorities are especially important to undergraduate students.

My teaching method is interactive, experiential, and multifaceted. Also, aspirations and standards are high. The resulting challenges and dissonance are essential to the course outcomes and preparation for lifelong leadership.

*Enterprising Leadership* is an Enterprising Leadership Initiative (ELI) course. By taking the course, students are eligible for ELI internships, coaching support, project support, social activities, and participation in the ELI alumni network.

**Educational Objectives and Outcomes**

There are a number of outcomes from the experience of attending college. These include, but are not limited to: breadth and depth of knowledge, enhanced critical thinking capacities, a deeper understanding of world view and personal morality, as well as a clearer and stronger self-identity. The essence of *Enterprising Leadership* extends beyond knowledge acquisition and cognitive development to include affecting your personal development to exercise leadership.

The learning objectives of this course include:

1) Knowledge and analysis skills.
   a) Increase the understanding of leadership, leadership principles, and leadership development. Also, increase the ability to assess their relevance and to apply them to specific situations.
   b) Better understand personal values, traits, leadership goals, and personal leadership styles. Be able to evaluate personal leadership effectiveness in different contexts.
   c) Improve knowledge and skills important to personal effectiveness in exercising leadership and working with people. Enhance:
      i) Diagnostic, evaluation, and planning
      ii) Leadership versatility
      iii) Effective communications and relationships

2) Contribute to the development of important leadership qualities:
   a) Efficacy, changemaker identity, and social values.
   b) Empathy, humility, and meaning-making.

3) Develop new, meaningful relationships within and external to the class community.

4) Contribute value to others through the team leadership projects.

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2 Maccoby, Michael. The Gamesman
3 ELI is a Hart Leadership Program (HLP) initiative.
**Course Design, Assignments, and Administration**

**Class Community and Contribution**

Although it is not a seminar, *Enterprising Leadership* is not a course to be "taught." A learning partnership and the development of a class community are essential to a meaningful experience.

Students learn from students. As a member of the class learning community, you are responsible for contributing to the educational experience of the whole class. The class contribution grade will reflect the quality and quantity of contributions to class discussions and teams, as well as other voluntary activities inside and outside the classroom that enhance the course experience for everyone.

**Enterprising Ideas**

At the beginning of the semester, you will define an enterprising idea opportunity that addresses a facet of political engagement that emotionally moves (angers, disturbs, excites) you. The primary focus of this assignment is on analysis, creativity, and innovation. One of these ideas will be selected for a Team Leadership Project.

**Team Leadership Projects**

This team-based applied leadership experience is another distinguishing feature of the course. Beginning in the first two weeks of the course, teams of 2-3 students will be matched with a governmental, political, or Duke based organization.

The primary purpose of this project is for you to learn about leadership by tackling real problems faced by real actors in the political sphere. Your objectives are to: (1) manage interpersonal team dynamics and client relationships under real life conditions, (2) apply and strengthen analysis tools, (3) achieve a meaningful result for the client, and (4) learn about politics or a policy issue. Your project grade will be based on multiple assignments as well as an assessment of the project difficulty, the team effort, client feedback and the project outcomes.

**Leadership Map**

The *Leadership Map* is a distinguishing feature of this course. You will write a 25 page paper (2,500-3,000 words) that defines each of the core elements of your personal leadership. The idea is that someone will understand you from a leadership perspective simply by reading your leadership map. The objectives for this assignment include: (1) enhancing your understanding of the meaning of leadership and various attributes that affect individual contributions to it; and (2) providing you with an opportunity to clarify and synthesize your understanding of your own values, attributes, development needs, and goals, as they pertain to leadership.

We will discuss each element of the leadership map in a series of 10 classes. Leadership map forms that address a personal leadership map topic are posted for each class. These forms are not assignments to be turned in, and completing them is recommended, but optional. They are meant to be a useful resource, not a burden. As there are no interim leadership map assignments to turn in, you must develop your own plans to prepare for class and work on your leadership map.

**Reading Assignments**

The reading assignments consist of several books, several cases, book excerpts or notes, and leadership articles. As this is not a leadership theory course, the assignments are intended to provide a variety of perspectives and models, hopefully including practical “nuggets” that can be applied in group leadership situations at Duke and elsewhere. I have a number of leadership books in my library that are available to you if you are interested.
Required books
Gladwell, Malcolm. *David and Goliath: Underdogs, Misfits, and the Art of Battling Giants*
O’Toole, James. *Creating the Good Life: Applying Aristotle’s Wisdom to Find Meaning and Happiness*
Covey, Stephen. *Seven Habits of Highly Successful People.*
Allen, David. *Getting Things Done.*
Duarte, Nancy. *Resonate: Present Visual Stories that Transform Audiences*

Excerpts and notes from additional books:
Brafman, Ori and Rod Beckstrom. *The Starfish and the Spider: The Unstoppable Power of Leaderless Organizations*
Dweck, Carol. *Mindset: The New Psychology of Success*
Gladwell, Malcolm. *The Outliers*
Grant, Adam, *Give and Take*
Maccoby, Michael. *The Gamesman*
Pink, Daniel. *To Sell Is Human*
O’Toole, James. *The Executive’s Compass.*
Roosevelt. *The Free Citizen*
Seligman, Martin. *Flourish*

Book excerpts, book notes, class notes, or important (often classic) leadership articles will be assigned to specific classes and posted on Sakai.

Dialogue and Reflective Learning
As a substitute for assigning a large number of short papers, we will schedule small group dinner conversations to discuss key reflective learning prompts (including leadership map topics).

Examinations and Quizzes
No examinations or quizzes are planned.

Activities Outside the Classroom
I will schedule activities outside of the classroom intended to enhance your educational experiences and the student community. These may include dialogue dinners on campus, a brunch at my home (scheduled for Saturday, September 6), and a ropes course experience (on a Saturday morning to be confirmed). *Participation in these various activities is expected unless there is an important scheduling conflict.*

Sakai and Class Preparation
The syllabus is a detailed guide for the course and a folder for each class session will be posted on Sakai. The folder will contain the assignment, assignment comments and discussion questions, class notes, forms, and external links. The assignment on Sakai will usually be the same as in the syllabus. **However, if the Sakai assignment is different, it will always override the course syllabus.**

Given the breadth of the subject matter that I will cover, class discussions will necessarily focus on basic principles, and I will assume that students will have read and thought about the discussion questions on the topic and any assigned books, cases, readings and notes.

Course Fees
There may be a course materials charge for the MBTI report, articles, and cases used in the course.
Please come talk to Georgia or me if you would like to discuss this further.

**Feedback, Evaluation, and Grades**
The final grade for the course will be based on the following:4

- 5 Enterprising idea proposal
- 30 Class contribution5
- 30 Personal leadership map
- 35 Team Leadership Project deliverables, results, and team effectiveness
- 100 % Total

I will encourage you to meet with me mid-semester to discuss your leadership map and progress in the class. While I will not grade the class on a curve, the standards and final grades will take into consideration the normal distribution for a class of this type. Hopefully, your engagement in and personal benefit from this course will be as important as the reported grades.

As this is a leadership class, it is important that you take the initiative to solicit feedback from Georgia or me about your personal development, course performance, and ways that you can increase your contribution to the education of your classmates.

Feedback is a two-way street. I will solicit evaluations and suggestions from your during the semester with the idea of enhancing the course. Also, we will have peer feedback in the leadership project teams.

**Course Topics Outline**
**Get Ready – Go – Get Set**
1) Introduction
2) Enterprising ideas
3) Enterprising idea proposals
4) Team leadership projects
5) The innovation process
6) Leadership, values, and ethics

**Know Thyself: Understanding Myself as an Enterprising Leader**
7) My leadership story
8) Motivation
9) Core values: the meanings of happiness and success
10) Core values: worldview
11) Core values: character, moral agency, and moral courage
12) Core values: citizenship
13) Personal leadership talents, capabilities, and style
14) Context and personal leadership
15) Creating the Good Life
16) Rewards: extrinsic and intrinsic
17) Leadership map plans and action

**Exercising Enterprising Leadership**
18) Communications: empathy, dialogue, and engagement

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4 Subject to minor changes in the percentages in the final syllabus.
5 Contribution to class discussions, building a class community, student-to-student learning, and also class attendance.
19) Teams and Team Leadership Project workshop
20) Group member leadership
21) Position-based leadership
22) Resilience
23) Networks and support: coaches, mentors, and friends

Synthesizing Results and Experiences
24) Leadership: strong-hearted and enterprising
25) Leadership development
26) Reflective learning: making meaning of the course experience
27) Team Leadership Project presentations
28) Final class: course outcomes, enhancements, and evaluations

Specific Schedule and Assignments

Get Ready – Go – Get Set

Aug. 26 Introduction

Topics
Leadership, enterprising leadership, and strong-hearted leadership
Enterprising ideas
Course change model and syllabus detail

Assignments

Read:
Draft syllabus

Review:
Leadership map memo
Team Leadership Projects (Fall 2014)
ELI website (http://www.hart-sanford.duke.edu/eli/)

Turn in by noon, Aug 27:
One-page paper: Why Duke students don’t care about politics

Aug. 28 Enterprising Ideas

Topics
The innovation process
Enterprising ideas
Problem definition decision analysis
Review Sakai results
Story telling
Change models

Assignments
Turn in: Personal Questionnaire and Sakai survey
Schedule a conversation with Tommy
Sept. 2  Enterprising Idea Proposals

**Topics**
Enterprising idea proposals and presentations

**Assignments**
**Turn in:** Enterprising idea proposal (one per student)
Prepare a two-minute presentation of your enterprising project idea.

Sept. 4  Team Leadership Projects

**Topics**
Team leadership project objectives, model, and process
Team leadership project list
Learning from experience: keys to successful results
Troop leading procedures

**Assignments**
And the PBS one: [http://www.pbs.org/newshour/spc/vote2012/quiz/](http://www.pbs.org/newshour/spc/vote2012/quiz/)
**Turn in:** input your results into the Sakai survey
Read:
- Team leadership project memo
- Leadership article notes (and read the article if interested):
  - Collins, “Level 5 Leadership”
  - Kelly, “In Praise of Followers.”

Turn in by midnight:
**Top three preferred team leadership projects (Sakai).**

Sept. 6  Brunch at my house (12:00 noon – 2:00pm); Teams announced
(Saturday)

Sept. 9  The Innovation Process and Planning

**Topics**
Innovation process
Judgment and decisions
Planning

**Assignments**
Read:
- Maccoby, “The Corporate Climber Has to Find His Heart”
  (Read the notes and the whole article if interested.)
- Allen, Getting Things Done.

**Turn in participation agreement**
Sept. 11 Leadership, Values, and Ethics

Topics
Leadership meaning and model
Leadership, values, and ethical decisions

Assignments
Prepare case: "The Parable of the Sadhu."
Read:
Leadership article notes (and read the article if interested):
Kotter, “What Leaders Really Do.”

Schedule meeting with team leadership project client before September 20

Understanding Myself as an Enterprising Leader
Sept. 16 My Leadership Story

Topics
Leadership map
My leadership story
Team Leadership project definitions, work plans, and team MOUs

Assignments
Read:
Brooks, “The Organization Kid”
Deresiewcz, “The nation’s top colleges are turning our kids into zombies”
And a response
Leadership map samples (optional)

Turn in (1 per team): pre-meeting research presentation

Sept. 18 Motivation

Topics
Leadership maps
Covey Habit #1
Motivation hypotheses
Motivation theories
Motivation, values, and attitudes

Assignments
Complete motivations instrument (not to turn in)
Read:
Covey
Leadership article notes (and read the article if interested):
Hertzberg. “One More Time: How Do You Motivate Employees?”
http://www.businessballs.com/herzberg.htm

Sept. 23 Core Values: The Meanings of Happiness and Success
Topics
Happiness and success
Covey Habit #2
Meaning of money
Meaning of power, recognition, and status

Assignments
Read book notes (and the chapters if interested):
Dweck, Carol. Mindset: The New Psychology of Success
Gladwell, Malcolm. The Outliers
Complete (but not turn in):
Values exercises
Life Values Inventory

Sept. 25
Core Values: Worldview

Topics
O’Toole’s model
Personal worldview

Assignment
Read:
O’Toole. The Executive’s Compass (Chapters 1 and 2) and book notes
Work on leadership map and team leadership project

Sept. 30
Core Values: Character, Moral Agency, and Moral Courage

Topics
Definitions and meanings of the key elements of integrity
Touchstone principles
Character (moral codes and behaviors)
Moral courage
Strong-hearted leadership

Assignments
Turn in (one per team):
Team leadership project definition and plan
Read:
Notes: Parks. “Is it Too Late? Young Adults and the Formation of Professional Ethics”
Work on leadership map and team leadership project

Oct. 2
Core Values: Citizenship

Topics
“Internal generator” synthesis
Meanings of citizenship and great citizenship
Personal citizenship values and commitments

Assignment
Read:
Excerpts from Roosevelt. *The Free Citizen*
Leadership article notes (and read the article if interested):
  Badaracco. "We Don’t Need Another Hero."

**In preparation for the October 7 class:**
  Complete MBTI
  Forward attributions and skills instrument to family and friends
  Work on leadership map and team leadership project

**Oct. 7**
Personal Leadership Talents, Capabilities, and Style

**Topics**
The leadership literature: leadership attributes and competencies
MBTI
Covey’s 7 Habits

**Assignment**
Complete instruments:
  MBTI
  Attributes and skills (#23)
Read:
  Personal MBTI report
  Background information on the MBTI: [www.personalitypage.com](http://www.personalitypage.com)
  Leadership book notes (and read the chapter if interested):
    Covey, *7 Habits of Highly Successful People*
Work on leadership map and team leadership project October Priorities

**Oct. 9**
Context and Personal Leadership

**Topics**
Leading at Duke and after Duke
Leadership value propositions
Being “paid to play” and leadership value propositions
Career management, jobs, and interviewing

**Assignment**
Complete mid-semester course evaluation survey
Read:
  Book and Article Notes:
    Sahlman, “Some Thoughts on Career Management”
  Reread MBTI report
Work on leadership map and team leadership project

**Oct. 14**
*No classes (Fall Break)*

**Oct. 16**
Creating the Good Life

**Topics**
The good life
Personal missions and intro to planning
Life choices/Life balance
Grit and self-discipline

Assignments

Read:
  O’Toole. *Creating the Good Life, Part One*
  Leadership article notes (and the article if interested):
    Nash and Stevenson. “Success That Lasts”
  Book notes (and the chapters if interested):
    Seligman, *Flourish*. Chapters 1, 6
Complete (not to turn in):
  Personal mission statement
Work on leadership map and team leadership project

Oct. 21
Personal Leadership Plans and Actions

Topics
Leadership aspirations
Leadership development plans
Leadership goals
Leadership map synthesis: “one-page”

Assignment
Read:
  Book notes (and the chapter if interested):
    Brafman and Beckstrom. *The Starfish and the Spider*. Chapter 5
  Arrange an exchange of a draft of your leadership map with your class buddy and honor
your commitments to have your paper ready on time and to provide feedback on her/his paper
(preferably in person). Help each other.

Oct. 23
Rewards: extrinsic and intrinsic

Topics
Leadership: situation analysis
Business, social responsibility, and conscious capitalism

Assignments

Read:
  Leadership article notes (and read the article if interested): Friedman, “The Social
  Responsibility of Business Is to Increase Its Profits.”
  Conscious capitalism and Whole Foods web sites

Links:
  Friedman, “The Social Responsibility of Business is to Increase its Profits.”
  Conscious Capitalism, Inc.
Oct. 23  Turn in personal leadership map

Exercising Enterprising Leadership

Oct. 28  Communications: Empathy, Dialogues, and Engagement

Topics
Effective dialogues: active listening, effective questions
Marketing and selling
Negotiation and conflict resolution (time permitting)

Assignments
Read:
Dialogue materials
Duarte, Nancy. *Resonate: Present Visual Stories that Transform Audiences*
Book notes (and the chapters if interested):
Pink, Daniel. *To Sell Is Human*. Chapters 1, 4-6

Oct. 30  Teams and Team Leadership Project Workshop

Topics
Effective teams
Team leadership project learning experiences to date, challenges, and solutions
Team leadership project team member effectiveness

Assignments
Turn in (one per team):

**Team leadership project progress report #1**

Complete:
Team leadership project team member assessments (one per student) - to be shared with teammates, and not to turn in.

Read:
Review your MBTI report again
Work on leadership map and team leadership project

Nov. 4  Group Member Leadership

Topics
Leading colleagues, teammates, and your boss

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6 A 12:00 am submission on Oct. 24 will be considered late
Assignment
Read and prepare case:
Read:
Leadership article notes (and read the article if interested):
Gabarro and Kotter, “Managing your Boss.”
Work on team leadership project.

Nov. 6  
Position-based Leadership

Topics
Great companies (and great organizations)
Organizational change leadership model and process
Application: Duke organizations and teams

Assignments
Turn in (one per team):
Final team leadership project definition
Read:
Kotter book notes and website link:
Kotter, John. The Heart of Change
Kotter, John. “What Leaders Really DO”
Work on team leadership project
Finish Gladwell’s book for class on Friday

Nov. 11  
Resilience

Topics
Resilience

Assignments

Read:
Gladwell. David and Goliath
Duke Resiliency Project Summary
Watch the Ted Talk: How to Make Stress Your Friend

Nov. 13  
Networks and Support: Coaches, Mentors, and Friends

Topics
Relationships important to organizational success, careers, and life
Support
Mentors and mentoring

Assignments
Read:
Book notes (and Chapter if interested)
Grant, Adam. Give and Take. Chapter 2
Memo(s) – to be posted
Work on team leadership project

**Synthesizing Experiences, Theories, Principles, and Practices**

**Nov. 18** Leadership: Strong-hearted and Enterprising

*Topics*
- Courage
- Empathy and compassion
- Strong-hearted leadership

**Nov. 20** Leadership Development

*Topics*
- Compassion and empathy
- Models: leadership, strong-hearted leadership, enterprising leadership, and leadership development
- Leadership-related nuggets
- Course outcomes and change model
- Team leadership project presentations, deliverables, and evaluation

*Assignments*
- Work on team leadership project
- Come to class prepared to discuss the key nuggets in *David and Goliath*

**Nov. 25** Reflective Learning: Making Meaning of the Course Experience

*Topics*
- Personal PPS265 outcomes: knowledge, skills, efficacy, identity, agency, and relationships
- PPS265 and your major
- Hypotheses and research questions
- Priorities and goals: leadership map update

*Assignments*
- Work on team leadership project

**Nov. 27** *No classes (Thanksgiving Break)*

**Dec. 2** Team Leadership Project Presentations

*Topics*
- Presentations

*Assignments*
- Team leadership project presentation
- Turn in team leadership project one-page memo (by noon on Wednesday)
- Work on team leadership project deliverables (due on Sunday, December 7)
Dec. 4  Final Class: Course Outcomes, Enhancements, and Evaluations

Topics
Course outcomes, assessments, and improvements
Nuggets and handles
Course outcomes (revisited)
Sanford School course evaluations

Assignment
Turn in:
   Class contribution: peer nominations - one per student
Complete:
   Survey – PPS265 outcomes

Read:
   Nuggets and Handles memo (to be posted on Wednesday or Thursday)
   Revised Course Outcomes memo (to be posted on Wednesday or Thursday)
Finalize team leadership project deliverables.

Dec. 7  Turn in:  Sunday
Team leadership project outputs
Team leadership project assessment paper one per team
Individual grade project assessment
Team Evaluation of client - one per team
Team contribution: peer assessment - one per student