

School of Public Policy and Governance, University of Toronto
2013-14

PPG 2014H Topics in Public Policy:
Leading Change and Getting Things Done

Draft of September 4, 2013

What is this course?

This is an **experiential learning course** on leading societal and institutional change and getting things done with and through others. It aims to develop student competencies in **strategy, negotiation, persuasion** and **communication**.

Each student, based on an analysis of his or her **values** and the policy environment, proposes a specific real-world change that could plausibly be accomplished during the course and, following a **diagnosis** stage, develops a **strategy** and tries to make the change happen using the concepts and techniques discussed in the course as well as the **resources** – including contributions from classmates – that the student develops. This **change project** can be done individually or in groups.

Concepts used in the course are drawn from recent and classical literature in moral psychology, behavioral economics, group theory, and strategic management. Techniques explored include the use of policy narrative, social media, public communications, blog and op-ed writing, deadline-setting, small and large meetings, and town hall sessions.

Most of the content of the class will come from you and your engagement with each other. You will learn *about* leading change. You will *actually* lead change. And you will also most likely *fail* in some way to lead change.

The course is academically rigorous, and will be built on your learnings and experiences in public policy and elsewhere. But it will go beyond these, in the process testing the right side of your brain as much as the left side. It's connecting to that other side that moves you and the people you seek to lead to action. You'll learn the skills to do just that.

How this course will be conducted

We will put a premium on the group's work together in the classroom – whether that work involves collaboration, conflict, or neither conflict nor collaboration. We will be reading and reacting to each other's assignments, engaging with each other online, and potentially working together on group projects. We will also put a premium on how the group's work in the classroom relates to the work of leadership, or insufficient leadership, outside the classroom, by people outside the group. Recurring themes in these contexts will include authenticity and accountability, the respective roles of authority and leadership, inertia and improvisation, the roles of individuals within groups, engagement and disengagement, and urgency and uncertainty.

Schedule and trajectory of the course

This is a one-semester course offered in the fall term, 2013. Classes generally meet on Mondays, 7:00 pm to 9:15 pm in the Canadiana Building, 14 Queen's Park Crescent West, Room CG-361. Classes begin on Monday, September 9 and, with the exception of Thanksgiving Monday, October 14, where there will be no class that week, classes meet every week to the last class in the teaching period (Monday, December 2), with final presentations in the examination period (Monday, December 9 and Monday, December 16). The December 16 session will be followed immediately with a celebration.

Attendance at each class session is mandatory. The classroom sessions are our primary place of contact with each other, and the setting for much of our learning.

You will be enriched by your participation in two other leadership-enhancing opportunities:

Up to two **leadership salons**: opportunities to speak with emerging and established leaders in a more intimate setting. These will generally be held on Sunday evenings, 7:00pm-9:30pm, at an off-campus location. Attendance is encouraged but not required for these sessions.

Up to two **skills sessions**: workshops to hone your ability to lead, on the ground and in the moment. Topics might include opinion writing, problem diagnosis, or listening. These will generally be held on a weekday evening from 7:00 pm to 9 pm. Attendance is encouraged but not required for these sessions.

Second term follow-up

In our experience, by the end of the formal course period, many students have reached a stage in their project where demonstrable change has occurred but more is expected in the near future and the student stays involved in the project. The instructors are willing to continue to offer advice and a sounding board after the course is completed and the marks are in. Indeed, if there is sufficient interest among students, "What happened with my change project" class will be convened in April 2014 for PPG 2014 graduates to share progress reports and war stories.

Relationship with other SPPG initiatives and programming

You may want to make your Leading Change project part of a **Public Good Initiative** project. Please consult with PGI coordinators early in the semester to kick off this process.

The **Public Policy and Governance Review** is a good platform for the dissemination of your ideas and to practice the arts of communications as they relate to leadership. Please connect with the PPGR editors if you wish to make a pitch.

Your 2012 **Summer Internship** may give you access to resources and / or platforms that you can use to lead change and get things done. Please speak with your employer about ways to leverage those experiences and relationships.

Eligibility

The maximum enrollment in the course is 23 students. The course is open first and foremost to MPP2 students in the School of Public Policy and Governance. It is open to other students by permission of the instructors – first preference will be given to second-year students in the MGA, MPH and MBA programmes, and then to other graduate faculties at the University of Toronto, and to SPPG alumni. Alumni will be charged a nominal fee, payable to the university, to participate.

About the instructors

Karim Bardeesy is the Executive Director, Policy, for the Premier of Ontario. He was an editorial writer at The Globe and Mail from 2009-2011 and has taught narrative and leadership in various incarnations in the U.S. and Canada since 2007, originally under the tutelage of Marshall Ganz, who helped devise volunteer training for Barack Obama's 2008 presidential campaign. He has a B.A. from McGill University, an M.P.P. from Harvard's John F. Kennedy School of Government, and was a 2011 DiverseCity fellow with the Greater Toronto CivicAction Alliance. He worked at Queen's Park as a political assistant for the Ontario Liberals, in opposition and in government, from 2002 to 2006.

Ian Clark is a Professor at University of Toronto's School of Public Policy and Governance. He joined the newly created SPPG in 2007 after nine years as President of the Council of Ontario Universities. Clark has been a partner in the consulting firm, KPMG, and has served on the executive board of the International Monetary Fund and in six different departments in the Government of Canada, including as Deputy Secretary in the Privy Council Office, Deputy Minister of Consumer and Corporate Affairs, and Secretary of the Treasury Board. Prof. Clark has a B.Sc. from the University of British Columbia, a D.Phil. from Oxford University, an M.P.P. from the Harvard Kennedy School, and an Honorary Doctor of Laws from the University of Victoria. He is the co-author of two books on university reform, and is a member of the Order of Canada.

Office hours and outside-of-class contact

Karim and Ian welcome the chance to engage with you, individually or in groups, outside the formal class setting.

-- Karim's **office hours** are **9am-11am on Saturday mornings** at L'Espresso Bar Mercurio, 321 Bloor Street West, **if arranged in advance by appointment**, and generally after evening class sessions, and other times by appointment outside the 7am-7pm window on weekdays. As he is the father of a young daughter, he may ask you to meet near his house in the Little Harbord neighbourhood.

-- The quickest way to reach Karim with a short question / anything that doesn't involve attachments is by **text** (identify yourself before hitting send), on 416-556-1490.

-- By **phone**, the same number works best after 7pm.

-- For more substantive contact, e-mail k.bardeesy@utoronto.ca; he'll try to respond within 24 hours.

-- Please don't DM him on Twitter or send him e-mail through Facebook – these are inferior forms of direct communication.

Ian can be reached at id.clark@utoronto.ca, 416-978-2841 (office phone), or in his office on the 3rd floor of the Canadiana Building. Ian's office hours are **4pm-6pm on Mondays and by appointment**.

Required Readings and Media

We will be employing two books often enough that it might be worth a trip to the bookstore to buy them

Dean Williams, *Real Leadership: Helping People and Organizations Face Their Toughest Challenges*, Barret-Koehler Publishers, 2005.

Jonathan Haidt, *The Righteous Mind*, Pantheon Press, 2012.

There will also be a course pack, and video and audio clips will also be assigned.

Evaluation

For the purposes of your transcript, you will be evaluated in four ways.

1. *Class participation*: See below.

2. *Assignments*: There are 11 numbered assignments plus a final presentation on your change project. Information on each assignment, and guidelines on the timely completion of assignments, is provided below.

All Assignments must be submitted using Blackboard.

Included in the overall assignment mark may be **pop quizzes** that will inconvenience you and delight the instructors.

3. *Quest*: Quests will generally be used to help create urgency around change and to exercise a needed but underdeveloped leadership skill. The instructors will create one assignment, or quest, of their own devising, tailored to each student or to a group of students, which that/those student/s must complete in the manner specified. The assignment may have very short timelines and/or may involve very little advance notice before being assigned.

A student or group of students also has the right to assign a quest to another student or group of students, subject to the prior ratification by the instructors.

No student will be assigned more or less than one quest. No student may assign, individually or as part of a group, more than one quest.

Unlike assignments, quests must be completed in the time frame specified; failure to do so will result in a failing grade for the quest portion of the course.

4. *Change Project*: This is not just a theoretical class. You are expected to engage in the world outside the classroom, lead change, and get things done. The subject matter should come from you.

The change project can be done individually or in groups. Each of the assignments is geared, in some way, to help you gain skills, resources, insights and/or experiences to make your project a success.

The change project may **not** involve change that is to be achieved at the SPPG or U of T as institutions, with U of T community members as primary actors / subjects. That's not because change at the SPPG or the broader U of T community isn't required (it may well be), but rather because (a) there are many venues familiar to you, through clubs and student union / council activities, to name just two, through which change can be effected; and (b) a large point of the course is to get you into a "stretch" zone, into potentially unfamiliar environments, to develop new leadership muscles.

The change project will include:

- (a) a written component
- (b) an in-class presentation component
- (c) other components

Depending on which marking scheme you choose (see below), there may be additional requirements for the final project.

Evaluation choices: You have two choices on how you will be evaluated:

Option 1: I'm Here to Lead

Class Participation	20% (but see * below)
Assignments	30% (but see ** below)
Quest	10%
Project	40%

Option 2: I'm Here to Change the World

Class participation	5% (but see * below)
Assignments	15% (but see ** below)
Quest	5%
Project	70%

Note that if you choose Option 2, you must

- (a) **baseline** the pre-intervention situation;
- (b) **measure** the post-intervention outcome;
- (c) **prove** that your leadership intervention(s) explain a good portion of the change that resulted;
- (d) **tell** a compelling story about any failures / shortcoming that resulted, with lessons for future leadership opportunities;
- (e) **watch** the following video as a required additional text:

<http://www.youtube.com/watch?v=w536Alnon24>

Parts (a), (b) and (c) may require ancillary skills (programme evaluation, perhaps even some statistical work) that are not an area of focus of this class.

All students will, by default, be assumed to be doing Option 1. If you want to choose Option 2, you must inform the instructors, and your classmates, by the end of class, Monday, November 4th, 2013.

* note that timely attendance at each class is required

** note that all written assignments, regardless of option chosen, must be completed by 9 am Monday, December 16th, 2013, or a failing grade will be applied for the entire course.

“How will we be graded, and what are the criteria for evaluation?” you may ask after seeing this laid before you. Just as leadership is a difficult concept to pin down and measure, the fruits of leadership are difficult to assess. We will use some rules of thumb – for example, for class participation, while some of the usual bromides (“quality, not quantity”) apply, we may also seek the input of other members of the class, and the highest marks will go to those who contribute the most to the class’s learning.

Prof. Clark will be responsible for keeping track of the class participation performance of each member of the course.

If you choose Option 2 for evaluation, the actual outcomes of your project will substantially determine your grade. If you choose Option 1, then your progress in understanding and practicing leadership and implementation arts will count more; marks may be bumped up or down based on the progress students make over the course of the class.

Lateness / Tardiness

1. Quests must be completed on time or a zero grade will be applied for the Quest portion of the course.

2. Otherwise, there are no penalties for late assignments, with the following exceptions:

a. All in-class assignments (or scenarios which require interaction with the class) must be presented/performed in class on schedule.

b. Because each assignment builds on the last, late written assignments will likely make your performance in subsequent assignments weaker, and/or less useful to you on your leadership journey and in your attempts to lead change.

c. You will pay your own psychic penalty every minute you have some overdue assignment hanging over your head.

d. All written assignments must be turned in to the instructors by 9 am Monday, December 16th; otherwise, a zero grade will be given for the entire assignments portion of the course.

3. Unexcused lateness or non-attendance at class will be penalized at a mutually agreeable rate. See more in class norms below.

Class Norms – Uses of Information Technology

In class: The use of laptops / mobiles / tablets / any former of telecommunications technology during the class session is **banned** for all students, except

(a) during breaks;

(b) for emergencies;

(c) if specifically authorized / encouraged by the instructors;

(d) if needed to refer to assigned readings you haven’t printed off (even then, please don’t surf the Web while using such references, and please bring printed copies of all assignments to class).

Outside of class: The use of laptops / mobiles / tablets / any former of telecommunications technology during the class session is **required** of all students. If you do not communicate, you will not lead.

In addition, we will use an online tool to be determined to allow for interaction and sharing of materials among students between class sessions.

Other class norms

1. Please come to every class, and arrive on time. (Unexcused lateness or non-attendance will be penalized at a mutually agreeable rate – see Lateness/Tardiness above.) Please inform the instructors (e-mail Ian Clark at id.clark@utoronto.ca and text Karim Bardeesy at 416-556-1490) in advance if you are going to be late / absent.
2. Please read all readings / watch all videos / listen to all audio / read other students' assignments (when asked) for that class **before** class.
3. We will develop the remaining norms, and mechanisms to enforce them, together in class.

Course Schedule

Weeks 1-2: Leadership Literacy

Class 1: Monday, September 9th

Topic: **Course Introduction and Class Norms**

Activity: Course introduction

Reading before class:

1. Amy Waldman, *The Submission*, chapters 1-2 (pp. 3-23). (Available in course pack)

Assignment 1.1 due by Saturday, September 14th, 9am

Assignment 1.2 to be done in Class 2.

Assignment 2 due by Saturday, September 14th, 9am

Class 2: Monday, September 16th

Topic: **Leadership Literature**

Activity: Introduction to Leadership

Readings and media before class:

1. Michael Lewis, “When Irish Eyes Are Crying,” *Vanity Fair*, March 2011 issue. Available in full online here:

<http://www.vanityfair.com/business/features/2011/03/michael-lewis-ireland-201103>

2. Robert Greene, *The 48 Laws of Power*, Preface and Table of Contents. (Available in course pack)

3. Dean Williams, *Real Leadership*, all of Chapter 1 (“Odin, Enron, and the Apes”), pp.1-30, and pp. 31-37 from Chapter 2 (“Diagnostic Work”) (Available in course pack; though the whole book is a recommended text).

4. Ron Heifetz, *Leadership Without Easy Answers*, all of Chapter 2 (“To Lead or Mislead?”), pp. 28-48 (Available in course pack.)

5. Amazon Canada’s “Bestsellers in Leadership” list at <http://tinyurl.com/8skxzjs> (please browse all 100).

6. “The Five Practices of Exemplary Leadership®”; online at <http://www.leadershipchallenge.com/About-section-Our-Approach.aspx>

Assignment 3 due on Saturday, September 21st, 9am.

Note: Final day to add this course is Monday, September 23th

Weeks 3-4: Unearthing Values

Class 3: Monday, September 23rd

Topic: Unearthing values, how we differ

Activity: Discussion, readings

Readings and Media before class:

Jung's Theory of Psychological Types and the MBTI® Instrument

1. Read the brief description of the theory on the MBTI Overview page of Center for Applications of Psychological Type (<http://www.capt.org/mbti-assessment/mbti-overview.htm>). For another description of the meaning of the terms see the FAQ page of TypeLogic.com at <http://typelogic.com/faq.html>. Look at the estimated distribution of types in the (US) population at the at <http://www.capt.org/mbti-assessment/estimated-frequencies.htm> including the gender differences. For a popularized description of MBTI types and a list of famous people who (allegedly) have that type, see the My Personality web page at <http://www.mypersonality.info/personality-types/famous-people/>. For a skeptic’s critique of the value of MBTI as a hiring tool see Michael Moffa’s two-part blog entry starting at <http://www.recruiter.com/i/critique-of-the-myers-briggs-type-indicator-critique/>. (20 minutes)

2. Optional but highly recommended: Take the HumanMetrics free Jung Typology Test at <http://www.humanmetrics.com/cgi-win/jtypes2.asp> (10 minutes) and when you have your profile, read an interpretation of that profile (and some of the others that may intrigue you) on the TypeLogic website at <http://typelogic.com/index.html>. (20 minutes).

Jonathan Haidt's moral foundations framework

3. Haidt, Jonathan (2012). *The Righteous Mind: Why good people are divided by politics and religion*. Random House, Toronto. Introduction (6 pages), Part II (99 pages), with particular attention to the six "innate moral foundations"

4. Watch the Haidt's TED Talk entitled "Religion, evolution, and the ecstasy of self-transcendence" at http://www.ted.com/talks/jonathan_haidt_humanity_s_stairway_to_self_transcendence.html. (15 minutes)

5. Also optional but highly recommended: take the Moral Foundations Questionnaire on Haidt's YourMorals.Org (<http://www.moralfoundations.org/>) and see how your scores on the moral foundations compare with those of self-declared (mostly American) Liberals and Conservatives. (This requires a registration and your results become part of the ongoing survey.)

Assignment 4.1 to be submitted by Wednesday, September 25th 9am.

Assignment 4.2 to be submitted by Saturday, September 28th 9am.

Note: Final day to add this course is Monday, September 23rd

Class 4: Monday, September 30th

*Topic: **Unearthing values; when values clash***

Activity: Discussion, assignment de-brief

Readings and media completed before class:

1. Jonathan Haidt's 18-minute TED talk in 2008 entitled "The moral roots of liberals and conservatives" at http://www.ted.com/talks/jonathan_haidt_on_the_moral_mind.html.

2. On Love and Public Policy (speech by Parker Mitchell and George Roter to the Public Policy Forum in Toronto, April 26, 2007) (link here: <http://legacy.ewb.ca/en/whatsnew/ppfspeech07.html>)

3. "100 years of women's days: a legacy of success," Margaret Wentz, in *Globe and Mail*, March 8, 2011.

4. "Sure, women have come a long way, but we're not there yet," Marina Jimenez, in *Globe and Mail*, March 13, 2011 (link here: <http://www.theglobeandmail.com/life/relationships/sure-women-have-come-a-long-way-but-were-not-there-yet/article1940524/>)

5. "Two lesbians raised a baby and this is what they got," Zach Wahl's address to Iowa legislature, fall 2011 (video link here: http://front.moveon.org/two-lesbians-raised-a-baby-and-this-is-what-they-got/#.TtbO5Rf_RIq.facebook).
6. "What really makes Canada great," Brian Lee Crowley, in *Ottawa Citizen*, July 2, 2011 (link here: <http://www.macdonaldlaurier.ca/mlis-brian-crowley-discusses-what-really-makes-canada-great-in-the-ottawa-citizen/>).
7. "Project Dreamcatcher," Sasha Issenberg, in *Slate*, January 13, 2012 (link here: http://www.slate.com/articles/news_and_politics/victory_lab/2012/01/project_dreamcatcher_how_cutting_edge_text_analytics_can_help_the_obama_campaign_determine_voters_hopes_and_fears_.html)
8. "Leading Change: Leadership, Organization and Social Movements," by Marshall Ganz (available at <http://leadingchangenetwork.com/files/2012/05/Chapter-19-Leading-Change-Leadership-Organization-and-Social-Movements.pdf>).
9. Public narratives by Barack Obama (2004 Democratic National Convention speech) and Bill Clinton (2012 Democratic National Convention speech).
<http://www.youtube.com/watch?v=eWynt87PaJ0> and
<http://www.youtube.com/watch?v=uzDhk3BHi6Q>

Assignment 5 to be submitted by Saturday, October 5th 9am.

Weeks 5-6: Diagnosing Situations

Class 5: Monday, October 7th

*Topic: **Diagnosis, in your head and in the moment***

Activity: Discussion, media viewing, assignment de-brief

Readings and media to be completed before class

1. *Network* (1976 film).
2. Rick Mercer, rant, March 29, 2011. Link here: <http://www.youtube.com/watch?v=OYgwUQTSC3I>
3. Jonathan Alter, *The Promise: President Obama, Year One*, pp. 3-14
4. Benjamin Kunkel, *Indecision*, pp. 29-38
5. Kenwyn K. Smith and David N. Berg, *Paradoxes of Group Life*, Chapter 5 ("Paradoxes of Belonging") and Chapter 6 ("Paradoxes of Engaging"). **Please read this reading twice.**
6. David Byrne, "Creation in Reverse," Chapter 1 of *How Music Works* (McSweeney's: San Francisco, 2012), pp. 13-30.

*Assignment 6 to be submitted by Saturday, October 12^h 9am.
Assignment 7 to be submitted by Saturday, October 19th, 9am.*

No class on Thanksgiving Monday, October 14 but required one-on-one meetings with the instructors the week of October 7th or 14th.

Class 6: Monday, October 21st

*Topic: **Diagnosis, part II***

Activity: Discussion, guest speaker

Readings and Media to be completed before class:

1. Ron Heifetz and Martin Linsky, *Leadership on the Line* (selection)
2. "Toxie," *This American Life* radio episode, WBEZ Radio, November 5, 2010 (listen at <http://www.thisamericanlife.org/radio-archives/episode/418/toxie>).
3. Rittel, Horst, and Melvin Webber; "[Dilemmas in a General Theory of Planning](#)," pp. 155–169, *Policy Sciences*, Vol. 4 (1973)
4. Albert O. Hirschman, *The Rhetoric of Reaction* (selection). (in course pack)
5. Mike Hulme, Why We Disagree About Climate Change: preface (pp. xxv-xxxix); Chapter 10, "Beyond Climate Change" (pp. 322-365). (in course pack)
6. Globe and Mail 2011 federal election endorsement editorial. "Facing up to our challenges". Link here: <http://www.theglobeandmail.com/news/opinions/editorials/the-globes-election-endorsement-facing-up-to-our-challenges/article2001610/>
7. Andrew Coyne, "A price must be paid--but by whom?" Maclean's, April 28, 2011. Link here: <http://www2.macleans.ca/2011/04/28/a-price-must-be-paid-but-by-whom/>
8. National Post 2011 federal election endorsement editorial, April 28, 2011. Link here: <http://fullcomment.nationalpost.com/2011/04/28/editorial-board-election-endorsement-conservatives-a-clear-choice-in-uncertain-times/>
9. Toronto Star 2011 federal election endorsement editorial. Link here: <http://www.thestar.com/opinion/editorials/article/983376--toronto-star-endorsements-the-ndp>

Assignment 8 to be submitted by Saturday, October 26th, 9am.

Note: The final date to drop this class without academic penalty is Monday, October 28th

Weeks 7-8: Identifying Resources

Class 7: Monday, October 28th

Topic: **What do I have available to me to make change?**

Activity: Discussion, in class exercises

Readings and Media:

1. *Moneyball*, Movie, (selections)

Assignment 9 to be submitted by Saturday, November 2nd, 9am.

Class 8: Monday, November 4th

Topic: **Your leadership on the line – how far are you willing to go?**

Activity: Discussion, guest speaker

Readings:

1. "A woman's place," Ken Auletta, in *The New Yorker*, July 11, 2011 (profile of Facebook Chief Operating Office Sheryl Sandberg). [link here:

http://www.newyorker.com/reporting/2011/07/11/110711fa_fact_auletta]

2. "Asking all the right questions," Michael Friscolanti, in *Maclean's*, April 11, 2011 (profile of Toronto Blue Jays General Manager Alex Anthopoulos). [link here:

<http://www2.macleans.ca/2011/03/30/asking-all-the-right-questions/>]

3. "All the angry people," George Packer, in *The New Yorker*, December 5, 2011 (profile of Occupy Wall Street protester Ray Kachel). [link here:

http://www.newyorker.com/reporting/2011/12/05/111205fa_fact_packer]

4. "How to Fight the Man," David Brooks, in *New York Times*, February 2, 2012 [link here:

<http://www.nytimes.com/2012/02/03/opinion/brooks-how-to-fight-the-man.html>]

5. *The Gift of Doubt: Albert O. Hirschman and the power of failure*, Malcolm Gladwell, *New Yorker*, June 24, 2013. Link here:

http://www.newyorker.com/arts/critics/books/2013/06/24/130624crbo_books_gladwell

6. *Fog of War* (entire movie)

7. OPTIONAL: *Bill Cunningham New York*, entire movie

Assignment 10 to be submitted by Saturday, November 9th, 9am

Weeks 9-11: Articulating a strategy and negotiating outcomes

Class 9: Monday, November 11th

Topic: **Strategy 1**

Activity: Discussion, guest speaker

Readings:

1. TBA
2. Begin your self-assigned reading (Assignment 9)

Assignment 11 to be submitted by Saturday, November 16th 9am.

Class 10: Monday, November 18th

Topic: **Strategy 2**

Activity: This class will feature presentations of Assignment 10 to the class, include a de-brief on the winter vacation self-assigned readings assignments (Assignment 9), and focus on strategy

Readings for the remainder of the Course:

Most of the reading will come from your self-assigned reading projects and other readings suggested to you by the instructors. Any readings assigned to the entire group will brief and/or will focus on emerging needs of the entire group.

Assignments for the remainder of the Course:

Quests will continue to be assigned to those who have yet been assigned them. Students continue to have the right to assign a quest to someone in the class, subject to approval from the instructors.

Pop quizzes may continue to be deployed during regular class sessions.

There are no more formal assignments other than the final presentation left in the course, but some assignments may be created that arise out of a planned skills session that is directly germane to your final project (e.g., an op-ed submission).

You should be working on a rolling project plan (though this does not have to be submitted) in consultation with the instructors, and bring that into each class.

Class 11: Monday, November 25th

Topic: **Negotiation**

Activity: Discussion, guest speaker

Readings:

1. Sebenius, James. "Negotiation Analysis: From Games to Inferences to Decisions to Deals," *Negotiation Journal*, Vol. 25, No. 4, October 2009 pp. 449 – 467.
2. Harvard Law School, "How to Improve Negotiation Skills, Win-Win Negotiation Strategies from the Pros" free download available from http://www.pon.harvard.edu/free-reports/thank-you/?n=1&freemium_id=15988.
3. Young, Mark. "Sharks, Saints, and Samurai: The Power of Ethics in Negotiations," *Negotiation Journal*, Vol. 24, No. 2, April 2008.
4. Gibson, Kevin. "Making Sense of the Sacred," *Negotiation Journal*, Vol. 27, No. 4 October 2011 pp 477-492.
5. Sebenius, James. "What Can We Learn from Great Negotiations?" *Negotiation Journal*, Vol. 27, No. 2, April 2011.

Weeks 12-14: Skills Refinement and Presentation

Class 12: Monday, December 2nd

Topic: Communications and Narrative

Activity: The focus of this skills session will be narratives, and how to present yours in a cogent, compelling fashion

Readings:

For preparation, please re-read the Marshall Ganz reading ("Leading Change: Leadership, Organization and Social Movements"), and your own assignments and inspirations that are relevant to the narrative you'll be presenting as part of your Final Project.

Class 13*: Monday, December 9th

Topic: Final presentation and celebration (Part I)

Activity: Presentations of Change Project. Remember that your final project must include a written component (to be complete no later than Monday, December 9th), an in-class presentation component (to take place on Monday, December 9th), and other components (depending on the needs of the project in question).

Class 14*: Monday, December 16th

Topic: Final presentations and Celebration (Part II)

Activity: Presentations of Change Project. Remember that your final project must include a written component (to be complete no later than Monday, December 9th), an in-class

presentation component (to take place on Monday, December 9th), and other components (depending on the needs of the project in question).

This is the final class, at which we'll be presenting our final projects to each other, and to invited guests who have some relationship to the project. We'll wrap up with a celebration and a late dinner or drink out from 9:15pm-midnight.

*Note: These two classes are held during the Examination Period of the fall term and are technically examination sessions rather than teaching classes.

Course Assignments

Assignment 1: **Motivation**

Your tasks:

1.1. Write a short text (five paragraphs) that answers the following questions

(a) What do you want to work on in this course? An issue? A policy? A skill? A cause? Perhaps all of these? Why?

(b) What are your leadership strengths? What are your leadership weaknesses?

(c) What change do you want to see in the world? What role do you see for yourself in creating that change?

(d) What kind of change do you want to see by the end of this class (3 months from now)?

(e) Where do you see yourself 5 years after completing this class (professionally, personally, geographically, emotionally, perhaps all of these)? What are the first and second jobs you want after leaving graduate school?

1.2. On Saturday, September 14th, in the morning, the instructors will circulate all assignments to the rest of the class. Read each of your classmates' own texts and be prepared to respond to them prior to class on Monday, September 17th.

Mark: 2%

Due: Saturday, September 14th, 9am
Monday, September 17th, 7pm, for 1.2

Recommended time spent on this assignment: 2 hours for 1.1; 1 hour for 1.2

Assignment 2: **Leadership Literacy**

Your tasks:

2.1. In a couple of paragraphs, (a) describe how the Dean Williams book appears to differ from most of the "how to" leadership books on the Amazon bestseller list, (b) describe how Williams' lessons in the boxes on page 30 "The real leader ..." and page 55, "Features of diagnostic work" as well as those on each of the six challenges (pages 87, 114, 140, 162, 187 and 213) are similar to or different from what you surmise from your quick browsing on the web is likely contained in Kouzes and Posner's five core practices.

2.2. Describe in one paragraph why the distinction between technical challenges and adaptive challenges is likely to be important in the kind of change projects we will be dealing with in PPG2014.

2.3. Give an example (a couple of sentences each) of each of William's six "domains of challenge" (activist, development, transition, maintenance, creative and crisis) from your own experience in a group, institution or community, or from examples provided by speakers in the PPG Leadership Series lectures, or from other U of T curricular or co-curricular experiences. (The examples can be anonymized as appropriate.)

2.4. On the basis of what you understand of the nature of a PPG2014 change project, discuss in one paragraph the domain (or domains) of principal challenge that you think you will likely encounter in whatever project you end up designing.

Mark: 3%

Due: Saturday, September 14th, 9am

Recommended time spent on this assignment: 3 hours

Assignment 3: **Unearthing values, how we differ**

Your task:

Psychological Types

The way the MBTI theory uses the terms sensing (S), intuiting (N), thinking (T) and feeling (F) is more theoretical than the normal meaning of those words. (All quotes below are from the MBTI Overview noted in the Readings section.)

3.1. Describe in one paragraph the differences between the sensing and intuiting processes of perception ("all the ways of becoming aware of things, people, happenings, or ideas").

3.2. Describe in one paragraph the differences between the thinking and feeling processes of judgment ("all the ways of coming to conclusions about what has been perceived").

3.3. Assuming for the moment that the MBTI distinctions are reasonably valid, describe in a total of three paragraphs the kinds of project tasks are likely to be achieved most effectively by Es, Is, Ss, Ns, Ts and Fs, that is, by: 1) those are "oriented primarily toward the outer world" tending to "focus their perception and judgment on people and objects," 2) those who are "oriented primarily toward the inner world" tending to "focus their perception and judgment upon concepts and ideas," 3) those whose dominant mode of perception is sensing, 4) those whose dominant mode of perception is intuitive, 5) those who tend to make judgements "impersonally on the basis of logical consequences," and 6) those who tend to make them "primarily on the basis of personal or social values."

3.4. It is unlikely that all the tenets of MBTI theory are as sound as its proponents claim, but based on your own observations of people with whom you have worked in the past, give your opinion in one long paragraph of 1) whether people differ significantly in the way they perceive things and the way they make judgments on their perceptions, and 2) whether these differences are likely to play a role in how people work together and how they respond to different arguments and techniques of persuasion and communication.

3.5. Imagine that you decide to team up with two other classmates for your PPG2014 project. Explain in one paragraph why (or why not) you think it would be useful for all three of you to be aware of your differences in how you tend to perceive things and make judgments. Given that some people are likely to be reluctant to take the MBTI test and share the results, can you suggest less formal ways to learn about such differences and take them into account?

Moral foundations

Haidt and his colleagues believe that each of the six moral foundations is an important enabler of collective action, that is, each foundation can help people feel good about doing things that advance the wellbeing of a group even at some cost to themselves as individuals.

3.6. Describe in one paragraph for each of Haidt's innate moral foundations (six paragraphs in total) the essence of the foundation and provide an example from your Master's studies to date (including, if you wish, co-curricular activities, Leadership Series lectures, and the first classes of PPG2014) of how that foundation was used to support collective action. (The examples can be anonymized as appropriate.)

3.7. Your PPG2014 instructors believe that a collective good (learning through intensive engagement and trusting interaction among students) can be facilitated through appeal to some of the innate moral foundations. Suggest, in one paragraph, which moral foundations are likely to have been most important if the class is indeed able to attain a high level of trust and interactive learning.

Taking account of psychological types and moral foundations in persuasion

3.8. In your PPG2014 project you will have to try to persuade other people to take actions to enable your proposed policy or process change to happen. Explain in two paragraphs whether you think (or not) that people with different psychological types and different profiles in their innate moral foundations will respond better to some kinds of arguments and communication techniques than others, and if so, how you plan to take this into account in designing your communications tools and your major presentation.

3.9. A perfectly respectable – although one hopes secondary – objective for students taking PPG2014 is, through their interventions in class and their written assignments, to persuade both instructors to provide them with good marks and good references. In one paragraph, 1) for each instructor, guess their MBTI type and guess the relative strength of the two “liberal foundations” (care-harm, fairness-cheating) relative to two of the “conservative foundations” (loyalty-betrayal, authority-subversion), and 2) explain how (or why not) the instructors' psychological types and moral foundations profiles could affect how they perceive student contributions, how they judge their merit, and the advice they give students along the way.

Mark: 4%

Due: Saturday, September 21st, 9am

Recommended time spent on this assignment: Three hours of writing following approximately four hours of reading and TED-watching.

Assignment 4: **Warming up to our values**

Your task:

This assignment has two parts:

4.1. Write a story, derived from your personal experience, that helps illustrate the main value that is motivating you / your work on your issue / cause / “thing” right now.

Note that this must be a **story**. It has characters, plot, a setting, a beginning, a middle, an ending, a turning point, atmosphere, details ...

As the CBC’s Stuart McLean (host of *The Vinyl Café*) says, “There are two rules. Your story must be true, and it must be short, and after that, it doesn’t have to be anything at all.”

4.2. Immediately after submitting your assignment, you will receive another student’s assignment by E-mail. Don’t focus so much on the quality / evocativeness of the writing, but rather focus on the following in your written response to your colleague’s work:

- (a) what resonated with you in this story, and what didn’t?
- (b) what three questions do you have coming out of this story? What else do you want to know?

Mark: 4%

Due: 4.1: Wednesday, September 25th, 9pm

4.2: Saturday, September 28^h, 9am, submission to Blackboard and e-mail to your colleague.

Recommended time spent on this assignment: 2 hours thinking and writing; 30 minutes reading and responding

Assignment 5: **Listening to values**

Your task:

Interview someone who is not a fellow student and who does not share your values or holds an opposing position on the issue / cause / “thing” you are working on. (record the interview if you can)

Write a short text (no more than a page) that describes this person’s values, in their own words as much as possible. Determine the sources of their values and how those values manifest themselves (or don’t) in that person’s life. Listen for and quote the recurring words, watch for the emotions, and.

Mark: 5%

Due: Saturday, October 5^h, 9am

Recommended time spent on this assignment: 45 minutes interviewing, 45 minutes writing

Assignment 6: **Project Pitch**

Your task: Do a one-page summary of what your project would be about

Mark: 3%

Due: Saturday, October 12th, 9am

Recommended time spent on this assignment: 2 hours

Assignment 7: **Issue / Values Diagnosis**

Your task:

This assignment has two parts:

6.1. In no more than three paragraphs, describe the main impediment to making change in the cause / issue / policy / challenge / “thing” / set of values that you want to work on this class. Why has change not yet been achieved? What will your role be in helping to achieve change?

6.2. Visit a physical location – one that you have never been to before – that relates, in some way, to this issue / policy / “thing.”

Write a report / description, of any length you choose, of what you found, with a focus on (a) the tangible things you discovered there (sights, sounds, memories, observations of how others interact at the location, or with the location); and (b) the insights you gained from what you observed, and how those insights relate to your personal leadership challenge you identified in Assignment 1. Include photos / video / audio as appropriate

Mark: 7%

Due: Saturday, October 19th, 9am

Recommended time spent on this assignment: at least 2 hours on the site visit; at least 2 hours writing

Assignment 8: **Group Diagnosis**

Your task:

We have now completed four sessions of the class. Answer some (but not all) of the following questions in a short text (no more than a page long):

How has the group's performed as a learning community?

What have been the moments of greatest tension?

What have been the moments of greatest insight?

Who or what are driving the group forward, and who or what are holding it back?

Has the group given you any insight about leadership?

When has the greatest amount of time been wasted?

When has time felt the most compressed?

When have you been on the edge of your seat?

When have you felt disengaged?

What role are you playing in helping the class learn, or impeding it from doing so?

What role are others playing?

Mark: 2%

Due: Saturday, October 26th, 9am

Recommended time spent on this assignment: at least 30 minutes of reflection; at least 30 minutes of writing

Assignment 9: **Resource Assessment**

Your task:

Prepare a list of all the resources available to you to lead change on your issue / topic / "thing" / value orientation, and a list of the resources you need but don't have in hand as of the time of writing.

Mark: 3%

Due: Saturday, November 2th, 9am

Recommended time spent on this assignment: 60 minutes

Assignment 10: **Self-evaluation and training schedule**

Your task:

10.1. Create a personal reading list that includes

- (a) readings you will commit to completing by the end of November
- (b) readings you will need to complete by the end of this course / this phase of your project
- (c) readings you aim to complete by the time you graduate.

All of which will help you understand how to lead change on your issue / topic / “thing” / value orientation.

10.2. Create a short list of one to three personal aptitudes that you intend to develop between now and the end of the semester to help you lead change.

10.3. The readings and movies this week all feature people who have put or found themselves in extreme, or high pressure situations. Describe your immediate, initial reaction to these stories, and describe which personality resonated most and least with you.

Mark: 2%

Due: Saturday, November 9th, 9am

Recommended time spent on this assignment: 3 hours of minutes of reflection, research and writing

Assignment 11: **Crafting your leadership journey**

Your Task: Create your own next assignment (“Assignment 12”) for this class, and describe what it will be:

Here are the constraints on “Assignment 12”:

- a. It takes no less than two hours to complete. (Ideally, it would not take more than 5 hours to complete.)
- b. It takes you further on your leadership journey, addressing what you perceive to be your main weaknesses as a potential leader to this point, in the context of your first assignment, of the group’s response to your work to date, and of our working definition of leadership. It also puts you, personally, in a better position to lead change on your issue.
- c. It is something that you can present in some form to the group at the session on **Monday, November 18th**.
- d. It taps resources you identified in Assignment 9.

e. It begins to articulate a strategy for how you will lead change, and describes tactics you will employ along the way.

f. It does the following

- Create new *collective* resources that will help in responding to your diagnosis of the obstacles to change on your issue.
- Create a new resource for our own group.
- Put you “on the dance floor.”

Mark: 5%

Due: This assignment (i.e., Assignment 11) is due on Saturday, November 16th, at 9am

Recommended time spent on this assignment: no more than 2 hours for Assignment 11

Note: “Assignment 12” is not marked separately from Assignment 11. It (and, therefore, Assignment 11), can be done alone or with another member / other members of the class.