It's a new era for leadership in business. Emerging economic, social, and cultural pressures demand that business leaders, at all levels in an organization, find better ways to align their leadership vision, core values, and everyday actions to produce needed, valued results at work as well as at home, in the community, and for the self.

Most approaches to learning business leadership focus on performance and results. In this course the focus is on growing your capacity as a leader in all aspects of your life. We start with you, the developing leader, as a whole person. The challenge is to use leadership skills to improve performance in all domains of life — traditionally seen as conflicting — which can, with a shift in mindset about the meaning of work and the development of new skills, become allies in producing results that matter most.

Now more than ever leadership is not just about work, it's about life. Success in the new world of business requires us to see leadership and life as pieces of the same puzzle. Total Leadership is a proven method for integrating work, home, community, and self — and improving performance in all these parts – by the powerful combination of increased authenticity (being real), integrity (being whole), and creativity (being innovative).

The primary goal is for you to learn more about what it takes to be an effective leader – no matter what your position or role in an organization – and to make real progress towards becoming one. In this program you have the opportunity to learn the principles of Total Leadership, how to apply them to your own leadership challenges, and how to teach others to do the same. This involves learning about yourself and creating change in your world, and it requires some investment in introspection; intensive dialogues about what really matters, performance expectations, and how things get done with key stakeholders in all domains; and creative action intended to produce what we call “four-way wins” – better results at work, at home, and in the community and for yourself.

You work closely with classmates to create an interactive community in which you learn and are enriched by their experiences. The instructor facilitates discussion and students need to come prepared to highlight what from the readings is most useful and important. We use a variety of methods to support learning from action; peer coaching, readings, class dialogues, and written assignments to both prepare for and reflect on experience.
Total Leadership Principles

Be Real

_Act with authenticity by clarifying what’s important_

Effective leaders define and articulate a vision that embraces the diverse values and lifestyles of all employees. Their everyday actions fit with not only their personal values but also with the core values of the business. Through continual observation and reflection they know their priorities, their strengths and weaknesses. They strive to increase commitment to shared goals through genuine dialogue with key stakeholders (that is, the people who matter most), telling their own story to the people about whom they care most, in all life domains. And they hold themselves and others accountable for pursuing valued goals.

Be Whole

_Act with integrity by recognizing and respecting the whole person_

Leaders take responsibility for respecting the value of all aspects of their lives; at work, at home, in the community, and in themselves (their health, spiritual growth, and leisure). They align the interests of different stakeholders in gaining support for collective goals as well as set, maintain, and respect the boundaries that enable value to be created at work and in other aspects of their lives. They invest in social capital to nurture networks and partnerships that provide the support needed for achieving results that matter.

Be Innovative

_Act with creativity by experimenting with how things get done_

Leaders continually re-think the means by which goals are achieved in ways that force a results-driven focus and provide maximum flexibility with choice in how, when, and where things get done. They have the courage and openness to experiment with new work methods and new media for communication to better meet performance expectations. They reduce reliance on traditional methods, such as face time and co-location of resources, while using them more wisely to build trust when needed and, at the same time, taking advantage of the flexibility and control afforded by new media.
Commitment and Consent to Participate In Research

Commitment

The role of the instructor is to create the structured set of activities for undertaking Total Leadership experiments and a forum in which you are encouraged to grapple with relevant ideas and experiences in a systematic manner. For you to gain the benefits this course is designed to produce, it's essential that you participate actively in advancing course goals.

There are three primary concerns of new students to this course. First, some participants enter this course with skepticism. They fear that the concepts and tools won't work in their lives and organizations because of entrenched mindsets that are antagonistic to innovation and to the idea that there is mutual value among life’s domains that can be captured to achieve better results in all of them. You will learn, through direct contact and active interaction with your peers, that there are numerous creative solutions available to you.

Second, some are concerned about the workload. **There will be frequent deliverables for this course – especially during the first four weeks – and they require a lot of reflection and writing.** While the workload has not been a significant obstacle for students who have completed the course in the past – because the work builds upon itself and requires more qualitative assessments rather than quantitative skills – it is still a lot more writing than most EMTM courses.

Third, some worry about undertaking deep analysis of their lives and talking about what really matters with people about whom they care most. It has been shown that with real commitment to investing in experimentation and wrestling with the leadership challenge of initiating innovation, most participants work through their fears and doubts and thus they achieve greater leadership capacity and better results.

That said, you are strongly encouraged to decide, at the outset, whether or not you are willing to make a commitment to this course, and to drop it if your doubts or concerns seem substantial. This course is a kind of innovation in leadership education. And it's optional. **Sign up only if you are seriously interested, and don’t if for any reason it doesn't fit with your own plans and needs.**
Consent to Participate in Research on Total Leadership

Agreement to participate

As a student in this course on Total Leadership, you are contributing to research and future knowledge on this topic. Information you provide is confidential unless you allow the use of identifying information. Given this commitment to confidentiality unless otherwise indicated, by participating in this course you agree to allow Prof. Friedman to quote or paraphrase your assessments, action plan, and updates in books, articles, presentations, and research papers. This is your choice since you are not required to take this course. Nonetheless you may withdraw at any time.

Purposes and scope

By participating in this course and in the research on Total Leadership you are granting Prof. Friedman the privilege of using information you provide in the deliverables for this course for purposes of (a) refining the Total Leadership program and (b) gathering data for articles, books, coaching tools, reports, and so on. These deliverables include information about your work/school, home, community and self; change initiatives based on your assessments; peer feedback; and lessons learned from your experiments.

Confidentiality

All information used in the research will be treated confidentially. No references to identifying information will be included except for basic demographics (e.g., age, gender, industry) so that your identity, and the identities of your stakeholders and of organizations with which you are affiliated, will remain anonymous unless you allow otherwise. No names will be made public without your consent. Should any concerns arise, contact Prof. Jaggard at any time.

Benefits

It is expected that by participating in this course you develop a better understanding of leadership and how to integrate the different parts of your life in order to perform better in all domains. You will be invited to make use of the tools and information that will be available as the online version of Total Leadership develops. You are not financially compensated as a participant in the research. You get course credit and a grade based on the quality of your work on the assignments and on your class contributions.
Materials and Administration

Materials

Friedman’s Total Leadership: Be a Better Leader, Have a Richer Life (Harvard Business, 2008) is the core reading and is the text referred to by chapters in the assignment for each session. Other materials are available online, and new ones may be added, depending on student interest. For certain assignments, you may need to acquire additional readings or other materials. You are expected to complete all readings on time and apply them in class sessions and deliverables.

Grading

Your course grade is determined by the total of your performance on the following:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course contribution</td>
<td>25</td>
</tr>
<tr>
<td>Written assignments</td>
<td>75</td>
</tr>
</tbody>
</table>

Course contribution

Your contribution grade is based on quantity and quality of what you bring to our work.

- Class sessions
  - Show up – attendance will be taken
  - Be prepared to discuss readings and their relevance for you
  - Present your ideas in a way that others can understand
  - Ask thoughtful questions
- Usefulness of contributions to online discussions and other online activity
- Any other initiatives you take to advance course goals

Written assignments

The system for evaluation and feedback on assignments is designed to provide a simple process for tracking progress, giving feedback, and identifying exemplary work. You will receive notification from either the instructor or TA via our Web site on each set of exercises, letting you know if you did or did not meet expectations for performance, or whether you exceeded expectations. This information will appear as a comment on the last exercise in each set of exercises, and if you want more detail, contact our TA.

If yours did not meet expectations, we’ll do our best to explain why; in most cases it’s a matter of incompleteness, insufficient information, or lack of understanding of key principles. Most students meet expectations, which means posting on time, demonstrating grasp of key principles, and presenting information and ideas coherently and cogently. Exceeding expectations means demonstrating exceptional understanding and application of key principles and very comprehensively addressing all issues.

Assignments are weighted (1x, 2x, 3x, and 6x) to indicate roughly the differences in expected effort (see Schedule for Exercises, below). To pass the course you must complete all the exercises.
Posting Your Exercises and Commenting on Others’

Post all exercises on time at beta.totalleadership.org. Except when indicated otherwise, all exercises should be posted as blog entries on this site. Follow the instructions posted in the forum for our course’s group, 2011 EMTM. Please post your questions and comments about these instructions in the Help forum on the top navigation bar.

The instructor or TA will read and evaluate your exercises, and two other students will provide feedback on them, as you will do for them. In this way you will be both coach and client for two others in our class. In addition, you are encouraged (with extra course contribution credit) to comment on other participants’ exercises too.

Responsibility for Preparation and Progress

Because you work closely with others in our class, missed deadlines for exercises or absences from sessions create problems for your progress and the progress of others. If you are going to miss a session, or if you think you might miss an exercise deadline, please notify Prof. Jaggard, our TA, and your coaching team prior to the deadline to make other arrangements. For fairness’ sake, some credit will be deducted for lateness. Missing a deadline without prior notice puts you at risk for failing the course.

For a session you must miss, it’s recommended that you interview 1 or 2 classmates about that session and then send a note, within 2 days of the session, to Prof. Friedman and our TA about the essential content and takeaways, to help you stay on track.

Required preparation includes readings. It is assumed that you have read the readings and are prepared to discuss them when you arrive at the class session.

We will do our best to help if extenuating circumstances make it difficult for you to complete the required actions on time and to attend class sessions. However, because each student’s work affects others, course policy is that a student’s persistent failure either to maintain timely progress on exercises or to attend sessions results in dismissal.
Course Plan

This section describes the goals and actions required of participants throughout TL. Essential details about the schedule, expected effort, and purpose of exercises; about different kinds of measurements; and about peer coaching are in the following sections.

Begin and Be Real: Clarify What’s Important and Take the Four-Way View

Session I

- Overview course goals and set performance expectations
- Understand Total Leadership principles and method
- Articulate your personal leadership vision – your legacy – and your values
- Explore being real – acting with authenticity by clarifying what’s important
- What is authenticity? What does it look like?
- Discover how to achieve authenticity by aligning values, vision and action
- Take the four-way view – work, home, community, and self (mind, body, spirit)

Required Actions

Mar 1-8: Join site. Read syllabus. Complete TL Surveys (Time 1).
Mar 10: Read Preface, Chapters 1-3. Complete Begin and Be Real Exercises (be sure to leave enough time to do this set of exercises – they require some extensive writing) – bring hardcopy summary to class
Mar 11: Read Ruderman, M. N. & Ohlott, P. J., Acting authentically, in M. N. Ruderman & P. J. Ohlott, Standing at the crossroads: next steps for high-achieving women, pp. 17-38 (San Francisco: Jossey-Bass, 2002) -- we will discuss this in class
Mar 12: Class – Session I

Note: All of your written work will be posted on <beta.totalleadership.org>. See instructions in the “Welcome E-Mail” message.

Be Whole: Respect the Whole Person

Session II

- Explore being whole – acting with integrity by respecting your most important people
- Identify key stakeholders in all parts of life and mutual performance expectations
- Explore how to use various media to build relationships and achieve results
- Realize the value of creating trusting relationships and learn how to build them
- Understand the purpose of stakeholder dialogues, prepare for them (your dialogues need to be completed before Session III, so plan ahead)
- Discover how to enhance integrity by making the parts fit together better as a whole

Required Actions

Mar 14: Read Appendix A.
Mar 15: Optional, read Bacon, T. R. Nondirective coaching: helping people change, white paper (Telluride, CO: Lore International Institute, 2001)
Mar 21: Read Chapters 4-5. Complete Stakeholder Analysis
Mar 25: Complete Comments on Stakeholder Analysis
Mar 26: Class – Session II – bring Stakeholder Map to class (hard copy)

Be Whole: Talk to Your Stakeholders – Workshop on Stakeholder Dialogues
Session III

- Prepare and conduct stakeholder dialogues (plan ahead – your dialogues need to be completed before class)
- Review insights from dialogues with key stakeholders
- Continue to discover how to enhance integrity by making the parts fit together better as a whole
- Explore key insights on non-directive coaching

Required Actions

Mar 29: Read Stakeholder Dialogue Guide
Apr 05: Complete Reflections on Coaching: Stakeholder Analysis
Apr 07: Complete Stakeholder Dialogues
Apr 09: Class – Session III

Be Innovative: Design Experiments and Bring Others Along With You
Session IV

- Explore being innovative – acting with creativity by experimenting
- Upgrade experiment designs based on feedback from coaches
- Review designs for experiments to produce four-way wins, with demonstrable benefits for work, home, community and self (mind, body, and spirit)
- Upgrade experiment designs based on feedback from coaches
- Build support for achieving valued goals

Required Actions

Apr 17: Read Ch. 6. Complete Designs for Experiments, implement, track metrics
Apr 21: Complete Comments on Dialogues and Designs for Experiments
Apr 22: Read Badaracco, Jr., J. L., Defining moments in J. L. Badaracco, Jr. Defining moments, pp. 54 – 66 (chapter 5) (Harvard Business Press, Boston, 1997) -- we will discuss this in class
Apr 23: Class – Session IV
Be Innovative: Design Experiments and Bring Others Along With You
Session V

- Explore being innovative – acting with creativity by experimenting
- Upgrade experiment designs based on feedback from coaches
- Understand barriers to change and how to overcome them
- Learn more about managing risk when leading change
- Understand the importance and role of social capital and the reciprocity principle
- Build support for achieving valued goals

Required Actions

Apr 24: Continue to implement experiments and track metrics
Apr 30: Read Ch. 7. Complete *Serve Their Interests*
May 06: Complete handout from Dwight – bring hardcopy to class
May 07: Class session – Session V

Reflect and Grow
Session VI

- Understand the value of storytelling for leadership
- Tell your own leadership and listen to others’
- Review course goals, results, lessons learned and how to apply them
- Generate ideas for sustaining your growth and development as a leader

Required Actions

May 14: Complete *Network Analysis* or May 15
May 20: Read Ch. 8. Complete *Progress Report*
May 21: Class – Session VI
May 22: Complete *Comments on Progress Report*
May 23: Complete *Reflections on Coaching: Progress Report*
May 23: Complete *TL Surveys (Time 2)*
Schedule for Exercises

All exercises are described at beta.totalleadership.org. Exercise numbers listed below correspond to the numbering system for our group on the site. Sets of exercises are weighted (Wt. = 1x, 2x, 3x, or 6x) to indicate roughly the differences in expected effort.

Please be specific and comprehensive when answering questions and completing exercises. The more you are able to detail your thoughts, the more you will get from these exercises and the better positioned your peers will be to help give you feedback.

Most exercises will be discussed in our class sessions. In addition, reading and commenting on others’ exercises, beyond those assigned to you in your coaching team, is strongly encouraged. Our program is designed to be an open environment that creates a learning community. The more you contribute to others the more you learn.

All exercises are due by 9.00 PM EST, except when otherwise noted.

<table>
<thead>
<tr>
<th>Due</th>
<th>Exs.</th>
<th>Wt.</th>
<th>Description</th>
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<tbody>
<tr>
<td>3/8</td>
<td></td>
<td></td>
<td>Complete TL Surveys (Time 1)</td>
</tr>
<tr>
<td>3/10</td>
<td>01-07</td>
<td>3x</td>
<td>Begin and Be Real Exercises – bring summary to class</td>
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<tr>
<td>3/21</td>
<td>8-13</td>
<td>3x</td>
<td>Be Whole: Stakeholder Analysis</td>
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<td>3/25</td>
<td>14</td>
<td>1x</td>
<td>Comments on Stakeholder Analysis</td>
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<tr>
<td>4/05</td>
<td>15</td>
<td>1x</td>
<td>Reflections on Coaching: Stakeholder Analysis</td>
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<tr>
<td>4/07</td>
<td>16</td>
<td>3x</td>
<td>Be Whole: Stakeholder Dialogues</td>
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<tr>
<td>4/17</td>
<td>17-18</td>
<td>3x</td>
<td>Be Innovative: Designs for Experiments</td>
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<tr>
<td>4/21</td>
<td>19</td>
<td>1x</td>
<td>Comments on Dialogues and Designs for Experiments</td>
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<tr>
<td>4/30</td>
<td>20-21</td>
<td>2x</td>
<td>Serve Their Interests</td>
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<tr>
<td>5/06</td>
<td></td>
<td></td>
<td>Handout from Dwight – bring hardcopy to class</td>
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<tr>
<td>5/14</td>
<td>22-23</td>
<td>2x</td>
<td>Network Analysis</td>
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<tr>
<td>5/20</td>
<td>24-27</td>
<td>6x</td>
<td>Reflect and Grow: Progress Report</td>
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<tr>
<td>5/22</td>
<td>28</td>
<td>1x</td>
<td>Comments on Progress Report</td>
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<tr>
<td>5/23</td>
<td>29</td>
<td>1x</td>
<td>Reflections on Coaching: Progress Report</td>
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<tr>
<td>5/23</td>
<td></td>
<td></td>
<td>Complete TL Surveys (Time 2)</td>
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About Total Leadership Exercises

Purposes

The initial exercises are designed to help you understand the Total Leadership model and how to use your experiments to learn about achieving four-way wins; to take meaningful steps towards becoming a better leader, having a richer life. Each of the exercises gives you a different perspective on how the principles apply to you.

The exercises in the first two parts of the book provide a disciplined approach to building a systems view of the domains in your life. Your experiments, in the third part, create opportunities for you to practice the skills associated with being innovative.

Everyone has their own comfort level about how much they wish to disclose about the various domains of their lives. There is no intent to intrude into your privacy. If the exercises feel intrusive, please discuss your concerns with Prof. Friedman.

These exercises are to be completed in sequence because they are organized using a systematic approach and set of principles. As you learn more, it is expected that you will want to review and refine your responses to the exercises. It is useful to take your time and to be thoughtful about your responses on the initial assessments because they influence your subsequent dialogues with stakeholders and actions in your experiments.

Again, it is expected that, by the end of your experiments, you will learn more about achieving both greater compatibility among the domains and greater satisfaction of stakeholder expectations. Your initial assessments will look different than they did at the start, indicating personal change and lessons learned about leadership.

Measurement

The assessments track performance, satisfaction, and alignment at the beginning and at the end of our course. This allows for an examination of three kinds of changes that result from experiments. The standard assessments (done by all) are described below and detailed in the book and elsewhere. You will also design your own customized metrics to monitor actions and assess results of your experiments.

Performance

The standard performance assessments focus on:

- *My Total Leadership Skills* (an 18-item survey). For each of the main principles of Total Leadership – Be Real, Be Whole, Be Innovative – there are six items.
- *My Life as a Leader*. For each of the three Total Leadership principles there are three items in this nine-item survey.
- How well you meet performance expectations of your key stakeholders. You assess stakeholder performance in exercises in the Be Whole part of the program and then again at the end, thus comparing before and after your stakeholder dialogues and experiments.
Satisfaction and Well-Being

You assess your satisfaction and well-being in each of the four domains and your life as a whole, at the start and end of our course.

Alignment

Alignment refers to how well the four different domains of your life complement and enhance one another, rather than compete with one another; how compatible they are. The two standard assessments of alignment are the Four-Way Attention Chart and the Four Circles. Both are completed first part of our course and then again at the end.

About Peer Coaching

Read Appendix A before getting started on your participation in our coaching network as both peer coach and client. Follow the guidelines there and below when completing your comments on exercises. To receive credit for having completed the exercises in which you comment on your peers' work, at a minimum provide a comment on the last exercise in the set that address all of the exercises in the set by each of your clients.

Peer-to-peer feedback is a critically important aspect of our course. There are many opportunities for giving and receiving both written and verbal coaching throughout our course. Your performance as a coach will have a substantial impact on the value of our course. Constructive feedback should not be thought of as “having all the right answers”. Instead, provoke your client to examine the issues further by providing encouragement and by asking the right questions of his or her work. To ensure that you do this, ask yourself these questions:

- What points have been left unanswered?
- Where does he/she need to be more specific?
- What is another approach for tackling the issue?

It’s critical that you conclude with a note on your observations in summary on both strengths and areas for improvement in each set of exercises. Add any suggestions and ideas that you believe will be useful. Participants are sometimes unsure how much is too much or too little when it comes to commenting on another participant's work. There are no hard and fast rules for the amount of feedback you should provide. However, keep in mind that your clients are here because they want to learn. The more you engage actively as a coach in provoking further thought, the better. Don’t hold back!

Finally, as part of each of the four peer coaching exchanges, you provide feedback to each of your coaches to let them know what they did well and how they might be more helpful in providing both written and verbal feedback as coaches in the future.
Readings
(some are optional – see notation)


