Leadership:

Inborn or Incubated?

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“For students who want to serve and make a difference, offering careers as managers or analysts will not do the trick. . . . Attaining such goals requires leadership, not mere technical skills.”

William "Bill" Drayton: Social Entrepreneur

Born: 1943 in New York City

Education: Harvard University, University of Oxford, Yale University

Occupation: CEO and Founder, The Ashoka Foundation

Agenda

- Influences
- Structure
- Outcomes
Six perspectives have shaped SPS

Howard Prince
Parker Palmer
Dan Coyle
Dan Pink
Bill Drayton
Astrid Merget
Dan Pink links deep motivation with three concepts

<table>
<thead>
<tr>
<th>Autonomy</th>
<th>“The urge to direct our own lives”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery</td>
<td>“The desire to get better and better at something that matters”</td>
</tr>
<tr>
<td>Purpose</td>
<td>“The yearning to do what we do in the service of something greater than ourselves”</td>
</tr>
</tbody>
</table>

http://dotsub.com/view/e358ac0c-31e-473a-b051f0a2deaa3a7b/viewTranscript/eng
August 25, 2009 TED talk, retrieved 1/12/12.
Dan Coyle also links motivation with three concepts

<table>
<thead>
<tr>
<th>Ignition</th>
<th>Clear vision of what you want to do or be</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deep practice</td>
<td>Willingness to make errors &amp; correct them again and again</td>
</tr>
<tr>
<td>Master coaching</td>
<td>Targeted explanation, demonstration, imitation, correction, &amp; repetition</td>
</tr>
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These frameworks are compatible

<table>
<thead>
<tr>
<th>Pink</th>
<th>Coyle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autonomy &amp; purpose</strong></td>
<td><strong>=</strong> Ignition</td>
</tr>
<tr>
<td>Mastery</td>
<td><strong>=</strong> Deep practice</td>
</tr>
</tbody>
</table>

**Master coaching**
Hierarchical teaching: experts determine what’s taught

Alternative: each participant is a potential “knower”
Inattention or absence weakens collaboration

Alternative: each participant is a potential “knower”
The Interest Scale includes “win-win”

Howard Prince: Director of the LBJ School's "Center for Ethical Leadership"

- 1990 to 1996: Founding Dean and Professor, Jepson School of Leadership Studies, University of Richmond
- 1978 to 1990: Professor and Head of Behavioral Sciences and Leadership, U.S. Military Academy, West Point
- Clinical Psychologist (Ph.D. in psychology, University of Texas at Austin)
- Promoted to Brigadier General in 1990; recipient of the Distinguished Service Medal
Leadership is interactive

Leadership facilitates “a process of reciprocal influence among members of a social unit intended to help members of that unit achieve a shared goal that matters to more than one person.”

<table>
<thead>
<tr>
<th>Assumption</th>
<th>Practice</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone is a potential change-agent</td>
<td>Support a desired policy or organizational change</td>
<td>You may actually achieve your objective</td>
</tr>
<tr>
<td>Authenticity trumps showmanship</td>
<td>Develop evidence-driven arguments</td>
<td>Increase your credibility</td>
</tr>
<tr>
<td>Collaboration facilitates growth</td>
<td>Use feedback from peers, TA, and instructor</td>
<td>Benefit from multiple points of view</td>
</tr>
</tbody>
</table>

Source: Pamela Lewis, Heinz College of Information Systems and Public Policy.
## Structure of the Course

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students per section</td>
<td>10 students</td>
</tr>
<tr>
<td>Length of course</td>
<td>7 weeks</td>
</tr>
<tr>
<td>Frequency of meeting</td>
<td>Twice a week; 80 minutes per session</td>
</tr>
<tr>
<td>Support staff</td>
<td>1 instructor + 1 teaching assistant per section</td>
</tr>
<tr>
<td>Support facilities</td>
<td>1 TA room; 1 digital camera + playback equipment</td>
</tr>
<tr>
<td>Major goal</td>
<td>Preparation of an interactive briefing</td>
</tr>
</tbody>
</table>
## Inventory of Topics for Briefings

<table>
<thead>
<tr>
<th>Issues I Care About</th>
<th>Issues I’ve Worked With</th>
<th>Issues for Which I Have Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Pathos</em></td>
<td><em>Ethos</em></td>
<td><em>Logos</em></td>
</tr>
<tr>
<td>What do I read about? Argue about? Support through contributions &amp; volunteering?</td>
<td>What issues have I worked on as a professional and/or as an intern or work-study student?</td>
<td>What experimental data, survey results, demographic data, strategic plans etc. are accessible to me?</td>
</tr>
</tbody>
</table>
Issues I care about: pathos

Issues for which I have evidence: logos

Issues I’ve worked with: ethos

Convert chart to a Venn diagram
Briefings develop in a five-step process

1. Hook listeners
2. Define the “ask”
3. Lay out agenda
4. Develop agenda with credible evidence & analysis
5. Summarize each point developed
6. Open the floor for questions
7. Wrap up with final call to action
Guided practice provides feedback

- Topic and objective
- Analysis & outline
- Feedback
- Visual practice session: taped but not graded
- Feedback
- Q & A practice session: taped but not graded
  - Feedback
- First briefing: taped & graded
- Feedback
- Final briefing
  - Feedback
  - Motivational speech: taped & graded
Development of briefings is both sequential and simultaneous

Audience analysis drives briefing development

- Define your objective
- Analyze your audience
- Outline your “ask”
- Prepare your visuals
- Practice your delivery

Students practice delivery in related areas from Day 1.

**Principles of leadership apply to SPS**

<table>
<thead>
<tr>
<th>Prince Model*</th>
<th>Strategic Presentation Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>“A process of reciprocal influence. . .”</td>
<td><em>Interaction</em> is encouraged by role-playing and frequent feedback.</td>
</tr>
<tr>
<td>“. . .among members of a social unit. . .”</td>
<td>A <em>class identity</em> evolves from this “process of reciprocal influence.”</td>
</tr>
</tbody>
</table>
| “. . .intended. . .to achieve a shared goal that matters to more than one person” | - *Students encourage each other to excel.*  
- A grading curve is not used.  
- Providing targeted feedback benefits all parties involved. |

*Adapted from Howard Prince, quoted in “Looking for Leadership,” *Neeley Advantage*, Spring 2002.*
# Sample Briefings

<table>
<thead>
<tr>
<th>Student</th>
<th>Goal of Briefing</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pete Noll, summer ’05</td>
<td>To win a Oaxaca Community Foundation grant of $400,000 (US) to support a capital building project for CORAL, the Oaxaca Hearing and Language Rehabilitation Center</td>
<td>Using his arguments, Pete secured needed funds—from individual contributors</td>
</tr>
<tr>
<td>Kevin Griffith, summer ’05</td>
<td>To win endorsement as the Democratic nominee of Ohio’s 6th Congressional District</td>
<td>Kevin ran for the state legislature of Ohio in the fall of 2006</td>
</tr>
<tr>
<td>Gladys Perez, fall ’05</td>
<td>To persuade PA State Representative Tom Stevenson to sponsor legislation that encourages fair representation of women on non-elected state and county boards</td>
<td>Gladys verbally petitioned the Pittsburgh City Council to support this legislation</td>
</tr>
<tr>
<td>Yolanda Martinez, fall ’05</td>
<td>To persuade Marco Delgado (founder of the Delgado Fellowship) and Mark Wessel (then Dean of Heinz College) to include support for two Fulbright Mexican students in the Delgado Fellowship</td>
<td>Yolanda met with both parties; the Delgado Fellowship can now include Mexican Fulbright scholars</td>
</tr>
<tr>
<td>Robert Gutierrez, spring ’06</td>
<td>To convince Janet Cohen, then Heinz School COO, to authorize a permanent link for <em>The Heinz School Review</em> (HSR) on the Heinz School’s main web page</td>
<td>Robert, HSR editor the following year, achieved his goal</td>
</tr>
<tr>
<td>Jamar Thrasher, fall ‘11</td>
<td>Develop a program outside the Pittsburgh Public Schools to help drop-outs re-enter the educational system</td>
<td>Jamar has secured approval for his proposal from Hip-Hop on L.O.C.K.</td>
</tr>
</tbody>
</table>
Self-Reported Changes for Participants in Six Heinz College SPS Classes (Spring-Summer 2006; n=57)

- How important is your topic to you? (+11%)
- How much do you know about this topic? (+15%)
- To what extent do you anticipate making future presentations on this topic? (+9%)
- To what extent will work in PS increase your development as a “change agent”? (+18%)

Source: In-class surveys of 57 participants, conducted at the beginning and end of six Heinz College SPS classes, Spring and Summer of 2006.
Self-Reported Changes by Participants in Heinz College SPS Classes (Fall 2006; n=60)

Source: In-class surveys of 60 participants, conducted at the beginning and end of six Heinz College Strategic Presentation Skills classes, fall 2006.
Self-Reported Changes by Participants in Six Heinz College SPS Classes (Spring 2007: n=56)

How much do you know about this topic?
- Beginning of class: 12%
- End of class: 15%

How important is your topic to you?
- Beginning of class: 4
- End of class: 5

To what extent do you anticipate making future presentations on this topic?
- Beginning of class: 3
- End of class: 4

To what extent will work in PS increase your development as a “change agent”?
- Beginning of class: 4
- End of class: 5

Source: In-class surveys of 56 participants, conducted at the beginning and end of six Heinz College SPS classes, Spring 2007.
Role-playing can affect students’ self-perceptions

## Summary

| Influences          | • Astrid Merget and Bill Drayton  
|                     | • Dan Pink and Dan Coyle          
|                     | • Parker Palmer                   
|                     | • Howard Prince                   |

| Structure           | • Self-select topics → increase commitment  
|                     | • Collaborate → increase engagement      
|                     | • Define tasks → provide structure       
|                     | • Use targeted feedback → achieve mastery |

| Outcomes            | • Increased sense of agency            
|                     | • Briefings that can make a difference  |
Bill Drayton: why depend only on “natural” leaders?

“. . .we perpetuate a world in which only 2 or 3 percent of the population are so-called ‘natural’ leaders. What a difference it would make for this society if we went from 2 or 3 percent to 50 percent in the next generation. Educators can play a big role in building our leadership base by promoting in students the development of the whole person.”