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Lecturer in Business Strategy  
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Stanford University  
Graduate School of Business  
T/Th 1:30 - 2:50 PM

**GSBGEN 370**  
**POWER OF YOU: WOMEN AND LEADERSHIP**

**Leadership not solely for the advancement of oneself,  
but intentionally for the advancement of others.**

COURSE SYLLABUS  
3 Units

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“When I dare to be powerful, to use my strength in the service of my vision,  
then it becomes less and less important whether I am afraid.”  
— *Audre Lorde*

“All of us are mentors. You're mentors right here and now. And one of the things I've always  
done throughout my life, I have always found that person, that group of people that I was going  
to reach my hand out and help bring them along with me.”  
— *Michelle Obama*

“I raise up my voice—not so that I can shout, but so that those without a voice can be heard.”  
— *Malala Yousafzai*

“It irritates me to be told how things have always been done. I defy the tyranny of precedent. I  
cannot afford the luxury of a closed mind.”  
— *Clara Barton*

“The most difficult thing is the decision to act, the rest is merely tenacity.”  
— *Amelia Earhart*

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Instructor:  
**Laura Arrillaga-Andreessen**  
(she, her, hers)

<p><b>There is a reading assignment for the first class meeting.</b> Please read through the entire syllabus and complete the assigned readings for Session 1 by the first day of class.</p>
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## 1. COURSE MATERIALS

### Required:

- Sheryl Sandberg. *Lean In For Graduates*. New York: Alfred A. Knopf, 2014.
- Alice H. Eagly and Linda L. Carli. *Through the Labyrinth: The Truth about How Women Become Leaders*. Boston: Harvard Business School, 2007.

*NOTE:* If you have any financial restrictions that impact your ability to purchase the course texts, please contact our teaching team at [gsbgen370@gmail.org](mailto:gsbgen370@gmail.org).

### Optional:

- The teaching team has assembled a vast portfolio of optional readings available to you on Canvas. Please note that these readings are not required.

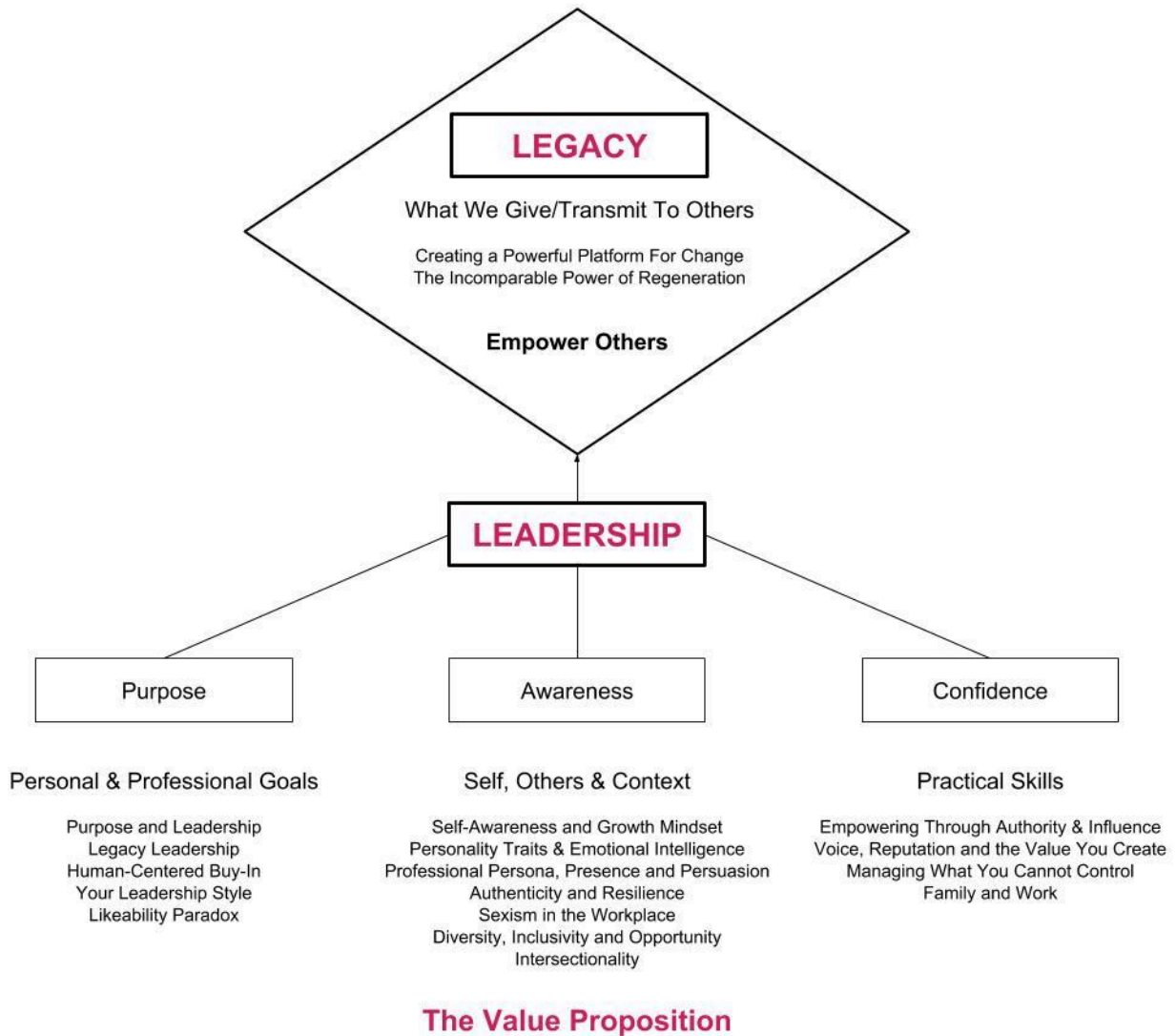
## 2. COURSE PERSPECTIVE

Society needs confident, skilled and powerful female leaders at every career level. Due to a multitude of forces, there remains today a gap in gender representation throughout the leadership pipeline. This course is designed to empower you to meet the current challenges you will face throughout your leadership journey—regardless of what stage you are at in your career. But this course has a second goal of even greater importance—to empower you to empower others, particularly women and individuals of other underrepresented groups.

Female leaders face the same challenges as male leaders do, in addition to a complex set of additional challenges (sociological, institutional, economic, cultural, social, familial, personal, sexual) that their male counterparts most likely will not. These challenges and obstacles manifest across industries for female leaders—entrepreneurs, managers, board members, social changemakers and beyond—regardless of their career stage, access and background. This course will equip you to face these challenges by developing your personal and professional leadership skills, your awareness of how bias can manifest in the workplace and your sense of professional purpose that will fuel your leadership journey. Perhaps most importantly, this class will ask you to use your evolving leadership to create an enduring legacy of leadership. Your legacy ideally will be one of inclusivity: as a legacy leader, you will use your platform at every step of your career to empower, help and elevate the voices of people who traditionally have not been given the same access to opportunity and leadership paths. Indeed, every stage of your own development—within this classroom, and outside of it—is an opportunity and responsibility to lift up others as you rise.

This course will provide a brave space for deep self-exploration. It will allow you to apply the practical skills, tactics and knowledge needed to navigate the workplace as a self-assured, empowered and empathetic team member, mentee/mentor, manager, entrepreneur and leader. “Power of You” will help you uncover and expand the purpose illuminating your career, as well as explore what separates a mere leader from someone who leaves and lives a leadership legacy. It entails using your leadership platform to benefit others and create impact beyond yourself. Your greatest legacy will prove not what you have personally achieved, but rather how deeply you impact the lives of others.

Leadership not **solely** for the **advancement** of **oneself**,  
but **intentionally** for the **advancement** of **others**.



### 3. COURSE OBJECTIVES

- **Exploration:** Provide a formal forum to think critically and positively about your purpose, the leader you are today—embracing your past failures and weaknesses as opportunities for growth—the leader you aspire to become and the legacy you wish to live and leave.
- **Challenge:** To give you a brave space to discuss the challenges that women face in the workplace; engage in difficult leadership activities that advance your skills and ability to compete; deepen your empathy and cultivate your professional resolve and strength.
- **Enhanced Effectiveness:** Advance your communication skills, refine your voice, increase your ability to influence, and actualize your leadership with greater purpose and impact.
- **Regenerative Empowerment:** To evolve your mindset into one of incessant learning and adaptation. As you learn to empower yourself, you will have the opportunity and responsibility to empower others and create a lasting legacy of impact. This course will seek to motivate your commitment to intentional inclusivity and impact throughout your career.

### 4. COURSE THEMES

- **Purpose:** The most transformational leaders are motivated far beyond a desire for power, money or stature. These leaders are driven by a clear and compelling purpose that guides their personal and professional lives—a purpose that creates value for society.
- **Awareness:** Becoming and remaining a leader requires an immense level of awareness: constant, critical analysis of yourself; the capacity to understand the people around you and an ability to navigate complex social, emotional and psychological dynamics.
- **Confidence:** Leaders do not hesitate to take action and make multifaceted decisions in the face of complicated and incomplete information. They operate with advanced business and personal skills and with a self-assuredness that they can handle an array of highly complex and challenging circumstances. Highly effective leaders are resilient and proactively anticipate, respond and adapt to challenges.
- **Your Legacy of Empowering Others:** Only the highest forms of leadership leave a lasting legacy. A legacy is not formed by the companies you found or the organizations you lead, but rather by what you do to lift up and advance the opportunities of those around you—especially those who historically have lacked access to equal opportunity in the workplace.

### 5. CLASS PARTICIPATION

- Every student will be required to complete all (required) readings, as well as thoroughly prepare answers to the “In Class Discussion Questions” (listed in the syllabus) prior to lecture. Students are expected to participate in class activities, which may include discussing elements from IIP papers.
- Several sessions will include a presentation from at least one guest speaker. Every student must review the biography for each guest speaker and prepare at least two thoughtful questions related to the class topic. Before asking a question, please introduce yourself to the guest speaker.
- Every student will be required to have a name card with their name and gender pronoun

(e.g., she/her/hers).

## 6. GRADES

- All students must take this course for a grade; pass/no credit is not an option.
- The course grade will be comprised of the following three components:
  - 1/3 Class Participation
  - 1/3 Intention, Inclusivity and Impact Plan Papers (IIIP - ‘Triple I. P.’)
  - 1/3 Legacy Leadership Plan

## 7. CLASS COMMUNITY AND NETWORKING

An essential aspect of leadership is building a strong community and sphere of influence. Throughout the quarter, the instructor will host meals with every interested student in her home, as an opportunity to build community and discuss core class topics. In addition, the instructor will fiscally sponsor student-led lunches and dinners (\$100 per meal for five students total) as an additional opportunity for students to connect, build purpose-driven networks and reflect on leadership challenges and issues outside of class. The instructor will also host on-campus events with leaders committed to intentional inclusivity and female empowerment.

## 8. STUDENTS WITH DOCUMENTED DISABILITIES

Students with disabilities (e.g., medically documented physical, psychological, or learning disabilities) who require disability-related accommodations and/or services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act should not seek to arrange such accommodations with their instructors. Instead, students must contact the Office of Accessible Education (OAE) and Student Life. The OAE is located at 563 Salvatierra Walk (phone: (650) 723-1066, URL: <http://studentaffairs.stanford.edu/oae>). Every effort should be made by the student to engage the OAE as early as possible, and in most cases in advance of the quarter, so that disability-related accommodation requests can be assessed, approved, and implemented in a timely and appropriate manner. Each student bears the responsibility of initiating a disability-related request for accommodations and/or services with the OAE prior to the time such an accommodation is needed. For further questions about this process or support with the implementation of accommodations, contact the Student Life Office or the OAE.

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## 10. ASSIGNMENTS

### **Intention, Inclusivity and Impact Plan (IIIP) Papers**

**Objective:** IIIP papers will provide you with the opportunity to deeply reflect on each topic covered in the course, as well as clearly articulate how the topics interact with your leadership development. In your leadership journey, you will face many challenges that will require you to be brutally honest, vulnerable and brave. IIIP papers will provide you a space to begin this essential practice.

#### **Due Dates:**

- IIIP papers are due before the beginning of every Thursday lecture, amounting to six total reflection papers (*Please note: There is no IIIP papers for Week 5, but there is an in-class assignment. Please reference Session 8 for specific instructions*).

**Submission:** Each student will be assigned a randomized number at the beginning of the quarter, to ensure anonymity and privacy. Submit your papers via Canvas by uploading a Microsoft Doc. The title of the Doc should be your student ID number, and the title of the IIIP prompt. For

example: “05871440, IIIP: Your Purpose and Advancing the Lives of Others.”

Grading:

- IIIP papers will be graded on a five point scale. The rubric is posted on Canvas.
- **There will be penalties for late work.** For late submissions, IIIP scores will be decreased by one point if late by 1-24 hours, two points for 24-48 hours, etc. If confronted with a serious personal situation (family/personal emergency), students should notify the teaching assistant immediately to create a reasonable, alternative submission plan that will not negatively impact your grade.

Requirements: Each IIIP will be 300-400 words in length (single-spaced, 1-inch margins, 12-point Times New Roman font). While the teaching team strongly encourages students to answer the prompt within 400 words for the sake of clarity and succinctness, you will not be penalized for exceeding the word count. Longer entries are allowed. While your IIIP will weave in themes from your life, outside readings and current events, each IIIP must explore the prompt provided in the syllabus.

Notes: This assignment provides a structured space for you to grapple with difficult questions and how the diverse ideas you encounter in the course impact *you*—the significance of what you invest in this assignment will mirror the depth of your learning and evolution. IIIP papers are intended to be personal and will not be shared outside of the teaching team.

**Legacy Leadership Plan**

Objective: Your Legacy Leadership Plan will require you to reflect deeply on course themes and translate your learnings into a cohesive action plan. In the form of a letter to yourself on your 25th GSB reunion, you will articulate a legacy leadership plan that includes your professional purpose, intentions and dreams/objectives; future actions necessary to achieve your aspirations; risks or barriers that may impede your success; specific indicators of progress towards your goals; and the social change and impact you will work to create. This letter will capture and celebrate the person you aspire to be and how you will transform that beautiful vision a spectacular reality.

Due Date:

- **Final papers must be submitted via Canvas by the beginning of Session 17.**
- **There will be penalties for late work.** For late submissions, assignment grades will be decreased by 10% if late by 1-24 hours, 20% for 25-48 hours, etc. If confronted with a serious personal situation, students should notify the teaching assistant immediately to create a reasonable, alternative plan that will not negatively impact their grade.

Format:

- The subject line of your Canvas upload should be your assigned number and the title of the assignment. For example: “47, Legacy Leadership Plan.”
- Each paper will be no longer than 5 pages (single-spaced, 1-inch margins, 12-point Times New Roman font).

Notes: You will find an example and additional instructions posted on Canvas.

## 11. GENERAL EXPECTATIONS

- **Attendance is mandatory.** Students must attend all classes. Students are required to arrive on time and stay until class is dismissed. Missing a class without written explanation/approval will adversely affect students' class participation grades; final participation grades will be reduced by 5% per session missed without such prior approval. Students that miss more than three sessions will not pass the class, resulting in a "U" grade.
- **Assignment for missed class is required.** Students can miss a **maximum of two classes** if they provide the teaching team with a written explanation and receive approval at least 24 hours in advance, and send the TA a ½ - 1 page summary (single-spaced, 12-point and Times New Roman font) on the assigned readings, due at the beginning of class one week after the absence. Students must let the teaching assistant know in advance if they will need to miss class for any reason. There will be **no penalty** on the student's final participation grade if they follow those steps. Exceptions will be made for emergencies.
- **Weekly feedback surveys are mandatory.** At the end of class on Thursdays, a weekly feedback survey will be posted under "Assignments" on Canvas. Students will be required to fill out the five minute survey by the next day (Friday) at noon. The feedback surveys account for 10% of the final class participation grade.
- **Required formatting for class assignments.** Assignments that do not adhere to the specific formatting requirements stated in the syllabus assignment descriptions will be penalized by a 10% reduction in the assignment's final grade.
- **Computers, phones and food are not permitted in class** (students with documented disabilities, see section 7 of syllabus if you need a waiver).<sup>1</sup>
- **Bring name card to class.** Each student must bring a name card to every class. Name cards will be distributed on the first day of class to students who do not already have one.
- **Honor Code must be maintained.**
- **Classroom is a brave and *confidential* space.** Sharing your personal feelings, attitudes, emotions and stories will only expand the learning for us all and empower others to empower you with support and constructive/positive feedback.
- **Instructor Office hours are by appointment only.** Please contact the teaching team at [gsbgen370@gmail.com](mailto:gsbgen370@gmail.com) to schedule office hours with the instructor.
- **TA Office Hours are required.** Every student is required to attend one 15 minute meeting with a member of the teaching team before the end of the term. This will account for 10% of your final class participation grade. Signups for office hours will be posted on Canvas every Sunday evening. There will also be open office hours every week for general questions about assignments, class content, etc.

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<sup>1</sup> Notes taken by hand rather than computer increase critical thinking and retention of material—Pam A. Mueller and Daniel M. Oppenheimer, "The Pen is Mightier than the Keyboard: Advantages of Longhand over Laptop Note Taking," *Psychological Science*, May 22, 2014.

## COURSE SCHEDULE

### Part I PURPOSE

The highest impact leaders are driven by a clear and compelling purpose that guides their personal, professional and philanthropic lives—something beyond a desire for personal power, stature or attention. This purpose informs critical decisions, leadership style and workplace priorities. To create a more just and representative society, we must all consider how to intentionally integrate inclusivity into our aspirations and actions.

### Session 1: Thursday, April 5

#### **Purpose and Leadership: A Unique Value Proposition**

Leading successfully on any team, in any organization or in any industry mandates being all-in. Leadership affects every single person that directly works with or for you, as well as those to whom you report, and being effective requires a vast portfolio of skills, presents a vast array of opportunities and involves an endless array of challenges. Female leaders face the same challenges as male leaders do, but female leaders also encounter an additional set of challenges (sociological, institutional, economic, cultural, social, familial, personal, sexual) that our male counterparts most likely will not. Most of us are highly aware of the ways those challenges and barriers can manifest; in this course, we are seeking to find ways to overcome them, and in turn, to lift up others also facing challenges. The most fulfilling leadership, ultimately, is not just about how far you have advanced in your own career - it is about those who you have empowered, created opportunities for and lifted up along the way. How might female leaders set themselves up to face immediate challenges while simultaneously working to solve the societal and workplace problems that have traditionally hindered our advancement? How can female leaders evolve and amplify both our intentions and objectives to create as much inclusivity, equity and impact at every stage of our career and life?

#### Required Reading – Canvas:

- Biography of Instructor: Laura Arrillaga-Andreessen
- Course Syllabus
- Laura Arrillaga-Andreessen, “Letter to My Students,” 2018.

#### In-Class Discussion Questions:

- What does “leadership” mean to you?
- What are the qualities that define an effective leader?
- Are you a leader now? Why or why not?
- Who is the leader you want to be?

### Session 2: Tuesday, April 10

#### **Legacy Leadership: Advancing the Lives of Others**

Seeking a leadership position merely for the sake of gaining money or power is a journey of vacuity. Leadership grounded in societal/industry transformation that is mission-driven, however,

provides a platform through which you can create significant change. “Legacy leadership” entails intentionally using your leadership capacity to amplify the leadership potential of and create opportunities for individuals who traditionally have not traditionally had paths into leadership positions. It defines leadership as not solely for the advancement of oneself, but intentionally for the advancement of others. Being a legacy leader requires regularly asking yourself - what am I doing to amplify the potential of others? How can I support and open more doors those who have not traditionally had access to equal opportunity? How can I leave my team; office; organization; industry; and the workforce at large more inclusive and equitable than I found it? By examining these questions, your leadership will take on a deeper meaning and inspire you to transform your impact from generative to regenerative.

### **Assignment Due Session 3: IHP - “Your Purpose and Advancing the Lives of Others”**

**Part 1: Your Purpose:** Purpose: (n) The reason for which something is done or created or for which something exists (n) A person's sense of resolve or determination (Oxford English Dictionary definition). You will have multiple purposes over the course of your life related to your family, personal development, professional career, philanthropic pursuits, spirituality, etc. For this prompt, please consider, explore and articulate your **professional purpose**. As you do the difficult, soul-searching work to identify your purpose, you will likely think through some professional goals of yours - however, goals are not the same as purpose. **Professional goals** are benchmarks that indicate your progress towards achieving your professional objectives; these are position titles, board seats, conferences you might be invited to attend, promotions, salary increases, products you aspire to launch, a company you want to found, etc. Your professional purpose will help you determine many of your professional goals, but it is much more than your own accomplishments. It is the value you bring to others and society in your working life, the unique change and impact you seek to make throughout your career and how you will both live and leave a professional legacy. There are countless possible formulations for your purpose including, but not limited to, reinventing an industry, solving a consumer problem, innovating new styles of organizational management, transforming a specific system, creating social change or being a stellar team builder. Importantly, your purpose may shift over the course of your career, and you will likely express it through different channels, vehicles and pursuits. Your purpose will drive you through the most difficult moments in your career, inform many of the choices you make about your career, and ultimately, steer the formation of your legacy.

**Part 2: Legacy Leadership & Your Purpose:** Once you have identified your professional purpose, consider how you can integrate empowering others into it. While acknowledging that you may have faced/continue to face daunting challenges and struggles to earn your place at the GSB, please think specifically about individuals who lack the opportunities you have been given. How will lives/communities/societies/organizations be positively touched and transformed because of not only the work that you will do but also how you go about doing that work? How can your legacy become one of inclusive impact and transformational change? Please include at least two examples of ways that you can empower others in the workplace and in your future leadership. Consider the examples of people in your own lives who have given you opportunities and mentorship, and how you might do the same and far beyond for others. Please come to class prepared to share a summary of your entry.

*Note: Typically in class sharing of journal entries will be limited to 1-2 minutes per student, to maximize the number of voices, experiences, perspectives and ideas heard.*

### Required Reading – Canvas:

- Dacher Keltner, “Don’t Let Power Corrupt You,” *Harvard Business Review*, October 2016, 5 pp.
- Laura Arrillaga-Andreessen, “Legacy Leadership,” 2018, 2 pp.
- John P. Kotter, “What Leaders Really Do,” *Harvard Business Review*, 1990, 9 pp.

### In-Class Discussion Questions:

- What do you identify as your life purpose(s)? What specifically are you called to pursue?
- What are your moral imperatives to improve your workplace and industry of choice?
- What are ways in which can you begin practicing legacy leadership today?
- How could the effects of advancing in your career and gaining power be problematic for your practice of legacy leadership?

### **Session 3: Thursday, April 12**

#### **Your Sphere of Influence: Mastering Human-Centered Buy-In**

Your leadership journey is not one you take alone. With each new job, position and responsibility you will interact with people who may later prove to be essential allies or adversaries on your path to leadership. These mentors, colleagues, antagonists and rivals can help you develop, learn and become a stronger leader. The people you choose to surround yourself with and the feedback loops you create over time ideally will be mutually beneficial and will advance your purpose and potential. As your journey progresses, your platform to fuel, advance and amplify the skills, opportunities and impact of mentors, mentees and peers alike will only grow—as will your responsibility to practice intentional inclusivity.

#### Assignment Due TODAY - IIP - “Your Purpose and Advancing the Lives of Others”

Part 1: **Your Purpose:** Purpose: (n) The reason for which something is done or created or for which something exists (n) A person's sense of resolve or determination (Oxford English Dictionary definition). You will have multiple purposes over the course of your life related to your family, personal development, professional career, philanthropic pursuits, spirituality, etc. For this prompt, please consider, explore and articulate your **professional purpose**. As you do the difficult, soul-searching work to identify your purpose, you will likely think through some professional goals of yours - however, goals are not the same as purpose. **Professional goals** are benchmarks that indicate your progress towards achieving your professional objectives; these are position titles, board seats, conferences you might be invited to attend, promotions, salary increases, products you aspire to launch, a company you want to found, etc. Your professional purpose will help you determine many of your professional goals, but it is much more than your own accomplishments. It is the value you bring to others and society in your working life, the unique change and impact you seek to make throughout your career and how you will both live and leave a professional legacy. There are countless possible formulations for your purpose including, but not limited to, reinventing an industry, solving a consumer problem, innovating new styles of organizational management, transforming a specific system, creating social change or being a stellar team builder. Importantly, your purpose may shift over the course of your career, and you will likely express it through different channels, vehicles and pursuits. Your purpose will drive you through the most difficult moments in your career, inform many of the

choices you make about your career, and ultimately, steer the formation of your legacy.

**Part 2: Legacy Leadership & Your Purpose:** Once you have identified your professional purpose, consider how you can integrate empowering others into it. While acknowledging that you may have faced/continue to face daunting challenges and struggles to earn your place at the GSB, please think specifically about individuals who lack the opportunities you have been given. How will lives/communities/societies/organizations be positively touched and transformed because of not only the work that you will do but also how you go about doing that work? How can your legacy become one of inclusive impact and transformational change? Please include at least two examples of ways that you can empower others in the workplace and in your future leadership. Consider the examples of people in your own lives who have given you opportunities and mentorship, and how you might do the same and far beyond for others. Please come to class prepared to share a summary of your entry.

*Note: Typically in class sharing of journal entries will be limited to 1-2 minutes per student, to maximize the number of voices, experiences, perspectives and ideas heard.*

#### Required Reading – Course Text:

- Sheryl Sandberg, “Chapter 5: Are You My Mentor?,” *Lean In for Graduates*, 16 pp.

#### Required Reading – Canvas:

- Kathy E. Kram and Monica C. Higgins, “A New Approach to Mentoring,” *The Wall Street Journal*, September 22, 2008, 7 pp.
- Adam Grant, “Good News for Young Strivers: Networking is Overrated,” *The New York Times*, August 24, 2017, 3 pp.

#### In-Class Discussion Questions:

- What are the traits of people you know who are able to quickly connect and build personal relationships with others? What can you learn from their communication style?
- How do you typically engage others on an interpersonal level? What do you do that is effective and how can you improve?
- What are the types of relationships you aspire to build with those who lead you, your peers and those who follow you? How would you go about building relationships with these different groups?

#### **Session 4: Tuesday, April 17**

##### **Your Leadership Style**

Leaders face an endless array of situations, challenges and decisions that require a vast portfolio of attributes and approaches—some of which will come easily and others that will require development. Further, women and nonbinary people are often taught through cultural and social reinforcement to downplay certain attributes historically associated with ‘good leadership.’ This creates a difficult bind for many non-male leaders. Reflecting on the attributes that you express most naturally and wish to further develop is a key step towards personal empowerment. This self-awareness will inform how you augment the dimensions of your leadership and help prepare you to break down the gendered expectations that you and others may face.

#### Assignment Due on Session 5: IIP Paper - “My Leadership Style”

Consider your personal leadership journey, and map out three of your leadership strengths that have served you well to date and three areas of leadership weaknesses that have hindered your effectiveness, thus far. These strengths and weaknesses may reflect parts of your leadership you love or parts you feel uncomfortable with, and/or areas you feel you are already skilled or could develop further. For each strength and weakness, provide an example of how it affected a situation or decision in your professional life. How specifically do you want to evolve within each of these six leadership dimensions (the three strengths and three weaknesses you discuss above) going forward?

Required Reading – Course Text:

- Alice H. Eagly and Linda L. Carli, “Chapter 8: Do Women Lead Differently from Men?,” *Through the Labyrinth*, 16 pp.

Required Reading – Canvas:

- Robert Goffee and Gareth Jones, “Why Should Anyone Be Led by You?,” *Harvard Business Review*, September-October 2000, 8 pp.
- Laura Arrillaga-Andreessen, “Leadership Styles,” 2018, 8 pp.
- Jerry Useem, “Power Causes Brain Damage,” *The Atlantic*, July/August 2017, 4 pp.

Optional Reading – Canvas:

- Larry C. Spears, “The Understanding and Practice of Servant-Leadership,” Regent University - School of Leadership Studies, August 2005, 8 pp.

In-Class Discussion Questions:

- How would you characterize the type of leader you are today?
- Think about two leaders, with different leadership styles, who you admire. What makes their respective styles effective? How is each style different from your own?
- What are your greatest strengths and weaknesses? Be sure to think of more strengths than weaknesses. How can you turn your weaknesses into perceived strengths and/or how are they complemented by your strengths?

**Session 5: Thursday, April 19**

**Likeability Paradox**

As professionals, women have historically faced a challenging double-bind—embodying agentic qualities and asserting competency have been placed in juxtaposition with seeming ‘likeable.’ Many women have felt and/or experienced that prioritizing one of these personality traits may be in tension with achieving certain professional goals or controlling your reputation. In this session, we will explore how this double standard can manifest, how agentic women approach their leadership and how we can evolve workplace culture to embrace women leaders with diverse styles.

Assignment Due: IIP Paper - “My Leadership Style”

Consider your personal leadership journey, and map out three of your leadership strengths that have served you well to date and three areas of leadership weaknesses that have hindered your effectiveness, thus far. These strengths and weaknesses may reflect parts of your leadership you

love or parts you feel uncomfortable with, and/or areas you feel you are already skilled or could develop further. For each strength and weakness, provide an example of how it affected a situation or decision in your professional life. How specifically do you want to evolve within each of these six leadership dimensions (the three strengths and three weaknesses you discuss above) going forward?

Required Reading - Canvas:

- Biography of Guest Speaker: Arianna Huffington.
- Alison Dahl Crossley, “Women Leaders: Does Likeability Really Matter?,” The Clayman Institute for Gender Research, June 24, 2015, 2 pp.
- Kieran Snyder, “The Abrasiveness Trap: High-Achieving Men and Women are Described Differently in Reviews,” *Fortune*, August 26, 2014, 2 pp.
- Linda Babcock and Sara Laschever, “Chapter 4: Scaring the Boys,” (pp. 98 - 122) *Women Don’t Ask*, Bantam Books, March 2007, 25 pp.
- Arianna Huffington, Selection from "Thrive: The Third Metric to Redefining Success and Creating a Life of Well-Being, Wisdom, and Wonder, (p. 1 - 34)" New York: Books, Random House, 2014, 34 pp.

Optional Reading - Canvas:

- Sheryl Sandberg, “Chapter 3: Success and Likeability,” *Lean In for Graduates*, 16 pp.
- Kim M. Elsesser and Janet Lever, “Does Gender Bias Against Female Leaders Persist? Quantitative and Qualitative Data from a Large-Scale Survey,” *Human Relations*, 62(12), 2011, 22 pp.
- Alice H. Eagly and Linda L. Carli, “Chapter 7: Do People Resist Women’s Leadership?,” *Through the Labyrinth*, 18 pp.

In-Class Discussion Questions:

- Have you ever felt the need to change certain aspects of your personality to ‘fit in’ within a workplace culture?
- What parts of your leadership style are you most proud of, or do you consider most effective?
- How can you encourage future or current non-male coworkers to be confident in their leadership styles?

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**Part II**  
**AWARENESS**

Attaining and sustaining leadership in multiple organizations, environments and contexts requires immense knowledge about your strengths and weaknesses; constant, critical analysis of reactions, interactions and performance; a growth mindset and commitment to ongoing professional evolution; a capacity to understand the people around you; incessant learning and adaptation; and an ability to navigate complex social and emotional dynamics. Furthermore, in order to effectively empower others, leaders must understand the historical and current

contextual barriers that women and underrepresented groups face.

## **Session 6: Tuesday, April 24**

### **Self-Awareness and Growth Mindset**

You cannot motivate, inspire and manage others if you cannot do as such for yourself. A deep self-understanding—the positive, the negative and the aspirational—is essential for personal and professional evolution. Furthermore, self-awareness is essential for understanding and awareness of others, and your ability to inspire, empower and influence others will impact your ability to build a leadership platform. Most importantly, awareness—of self and others—underpins the empathy necessary to create significant, positive impact as a legacy leader.

### **Assignment Due on Session 7: IPIP - “My Personality Type”**

#### **Required:**

What is your personality type? What, if anything, surprised you about your test results? What are the pros and cons of this type and how will those positively and negatively impact your leadership journey? What are specific steps you can take to minimize any potentially negative impacts of my personality type? Discuss your IPIP-300 Personality Test, specifically any “negative” traits and your response, and whether what it said about you rang true.

#### **Please select either A or B:**

- A. Reflect on your ability to listen throughout this week, especially during challenging moments. How do you react when people explain things to you or give you negative/constructive feedback, specially about things you may disagree with? Were you consciously aware of how that information could be transformed into an opportunity for growth, or did you shut down and stop listening? Would you react differently in hindsight, and if so, what would be your ideal way of reacting to reflect empathy and a growth mindset? What are specific tactics you can deploy when unexpectedly receiving negative information of any kind? Please assess your strengths and areas for improvement.
- B. What are specific events in your past that have negatively impacted your sense of self-worth or your abilities? An interaction with another person? A test score? Not being selected for a position or promotion? A dishonest or callous action? Focus on that experience, and let yourself revisit and feel the emotions it originally inspired in you. Now, reframe that experience with a growth-mindset. Look honestly what role you played in the experience and how you reacted to it at the time. Record specific reasons why that negative experience doesn't define your intelligence, capabilities or potential. What unexpected opportunities for growth or other positive benefits came out of that experience in hindsight? (Adapted from *Mindset*, p. 53)

#### **Required Reading - Canvas:**

- Carol Dweck, “Chapter 2: Inside the Mindsets,” (pp. 15 - 31, 53 - 54) and “Chapter 5: Business: Mindset and Leadership,” (pp. 131 - 143) *Mindset: The Psychology of Success*, Ballantine, 32 pp.
- Bill George, “Mindfulness Helps You Become a Better Leader,” *Harvard Business*

*Review*, October 26, 2012, 3 pp.

- Michael Maccoby, “Narcissistic Leaders,” *Harvard Business Review*, January/February 2000, 9 pp.
- Laura Arrillaga-Andreessen, “Feedback Tactics,” 2018, 3 pp.

Required Reading – Accessible Online:

- Complete IPIP -300 Personality Test at <http://www.personalityassessor.com/ipip300/> (45 minutes)

In-Class Discussion Questions:

- What motivates you and why? How do you usually motivate others?
- How do you currently practice introspection and reflection and what other tools would improve your self-awareness?
- What are some of the key traits and qualities of people who you think proactively practice self-awareness?
- What characteristics might make you a better friend/son/daughter/partner/team member/community member? Do those characteristics translate into leadership traits?
- What parts of yourself do you love most? What parts of yourself would you like to change?
- Do you identify as an introvert or extrovert? How can you challenge yourself to develop the strengths of both personality types?

**Session 7: Thursday, April 26**

**Personality Traits and Emotional Intelligence**

Leaders with awareness of not only their own tendencies and behaviors but also those of their employees and colleagues are far more equipped to build team dynamics, inspire others and anticipate problems before they arise. By growing your abilities to perceive the motivations and passions, as well as the strengths and weaknesses, of those around you through attentive listening, you will profoundly increase your ability to lead with dexterity, confidence and sensitivity. Awareness of yourself, the people around you and organizational dynamics is critical to ending cultures of bias and exclusion and elevating inclusivity.

Assignment Due: IPIP - “My Personality Type”

**Required:**

What is your personality type? What, if anything, surprised you about your test results? What are the pros and cons of this type and how will those positively and negatively impact your leadership journey? What are specific steps you can take to minimize any potentially negative impacts of my personality type? Discuss your IPIP-300 Personality Test, specifically any “negative” traits and your response, and whether what it said about you rang true.

**Please select either A or B:**

- A. Reflect on your ability to listen throughout this week, especially during challenging moments. How do you react when people explain things to you or give you negative/constructive feedback, specially about things you may disagree with? Were you consciously aware of how that information could be transformed into an opportunity for growth, or did you shut down and stop listening? Would you react differently in

hindsight, and if so, what would be your ideal way of reacting to reflect empathy and a growth mindset? What are specific tactics you can deploy when unexpectedly receiving negative information of any kind? Please assess your strengths and areas for improvement.

- B. What are specific events in your past that have negatively impacted your sense of self-worth or your abilities? An interaction with another person? A test score? Not being selected for a position or promotion? A dishonest or callous action? Focus on that experience, and let yourself revisit and feel the emotions it originally inspired in you. Now, reframe that experience with a growth-mindset. Look honestly what role you played in the experience and how you reacted to it at the time. Record specific reasons why that negative experience doesn't define your intelligence, capabilities or potential. What unexpected opportunities for growth or other positive benefits came out of that experience in hindsight? (Adapted from *Mindset*, p. 53)

Required Reading – Canvas:

- Daniel Goleman, “What Makes a Leader?,” *Harvard Business Review*, November/December 1998, 10 pp.
- Ashley Merryman, “Leaders are More Powerful When They’re Humble, Research Shows,” *The Washington Post*, December 8, 2016, 4 pp.

In-Class Discussion Questions:

- How would you rate your own emotional intelligence? What do you do well and what do you want to improve?
- How do you value emotional intelligence in yourself and the people around you? What exactly does EQ mean to you and how do you think it compares to other leadership traits, such as sector-specific knowledge, creativity or talent?

**Session 8: Tuesday, May 1**

**Professional Persona, Presence and Persuasion**

Leading requires the ability to convince others that your message is critical to listen and buy in to, as well as adopt. To generate buy-in and engagement of employees, customers, investors and stakeholders, you must be able to articulate yourself clearly, compellingly and persuasively - even in a highly limited period of time. Troublingly, public speaking consistently ranks among women's greatest fears. Conquering these fears, developing compelling speaking skills and effectively articulating your distinctive value will help you to expand your influence, power and impact, thus elevating your purpose and legacy leadership.

Assignment Due Today: “The Value Proposition of You: Elevator Pitch”

You will encounter dozens of situations throughout your career in which you will expectedly/unexpectedly meet people that you aspire to have in your sphere of influence. The context will likely differ every time—a conference, an event, a social situation, a meeting—however the content of your pitch will likely have consistent elements that illuminate the authentic and distinctive you. In under 60 seconds, how will you introduce yourself and compel someone to invest their time and interest in you?

Please prepare a 60 second (or less) elevator pitch on “The Value Proposition of You.” Your pitch should explain who you are and make an powerful case for why Sam Altman or Reid Hoffman (their biographies are posted on Canvas) should invest 15 minutes of their time in you. The topic you wish to discuss with them (in the 15 minute meeting you are requesting) is up to you: mentorship, a job opening, an investment in your company, a philanthropic shared interest, a company practice Greylock/Y-Combinator should adopt, an event idea, etc. Several students will be cold-called by the instructor/guest speakers to give their pitches during class.

Please come prepared with the following:

- Your 60 second pitch explaining ‘the unique value proposition of you’ *may* include, but is not limited to, any of the following elements:
  - a. Who you authentically are (distinguishing facts and characteristics, your unique background, any commonalities with the person you aspire to have in your sphere of influence)
  - b. Your professional value-add and relevant experience (depending on the situation or your ask)
  - c. Your purpose(s) (what drives you, your passions and/or calling, your aspirations)
  - d. What **distinguishes** you from peers with similar experience or background.  
**Please note:** the main body of your pitch should be something you can tailor in an instant to whoever you might encounter, and for whatever you might need. *Never misrepresent any aspect of yourself, your accomplishments or your relationships.*
- Sufficient knowledge of both Reid and Sam’s backgrounds and current professional work and interests (philanthropy, public speaking, podcasts, etc), that enables you to readily speak specifically to how your assets/interests connect to theirs.
- Ability to tailor your pitch to either of them - if you are called upon to pitch, the instructor will tell you in the moment to whom you will pitch in class (Reid or Sam, so prepare for both).

#### Required Reading – Canvas:

- Biographies of Guest Speakers: Reid Hoffman and Sam Altman.
- Matt Abrahams, “Tips and Techniques for More Confident and Compelling Presentations,” Stanford Graduate School of Business, March 2, 2015, 12 pp. (including videos).
- Shelley Correll and Caroline Simard, “Research: Vague Feedback is Holding Women Back,” *Harvard Business Review*, April 29, 2016, 4 pp..
- Jeaneth Johansson, Malin Malmstrom and Joakim Wincent, “We Recorded VCs’ Conversations and Analyzed How Differently They Talk About Female Entrepreneurs,” *Harvard Business Review*, May 17, 2017, 4 pp.
- Kathleen Kelly Janus, “5 Tips for Making the Perfect Investor Pitch,” *Startup Nation*, February 8, 2018.
  - *Note: These tips are relevant for any type of pitch.*

#### Optional Reading - Canvas:

- Jennifer Aaker and Victoria Chang, “How to Tell a Story,” Stanford Graduate School of Business, August 23, 2009, 19 pp.

### In-Class Discussion Questions:

- What strengths and weaknesses do you have when it comes to public speaking and written/verbal communication? How will you work to improve your weaknesses, and transform them into growth opportunities?
- Who are public speakers, thought leaders or social media icons you admire? What specific traits of their communication (verbal, written, social) make them compelling and what communication tactics can you learn from them and apply to your own communication?

### **Session 9: Thursday, May 3**

#### **Authenticity and Resilience**

Women and non-binary people often have unique challenges in both affirming their most valuable traits and acknowledging the shortcomings—self-imposed or externally imposed—that humanize them. Self-awareness requires honest and vulnerable assessment of your strengths and limitations, which provides the foundation for authenticity. As you become more comfortable with yourself, you will be able to more realistically understand your unique value add and uncover the weaknesses and failures that provide the greatest inflection points for growth.

### Required Reading – Course Text:

- Mellody Hobson, “Own Who You Are,” *Lean In for Graduates*, 15 pp.

### Required Reading – Canvas:

- Biography of Guest Speaker: Mary Barra.
- Maria Konnikova, “How People Learn to Become Resilient,” *The New Yorker*, February 11, 2016, 5 pp.
- Bill George, Peter Sims, Andrew N. McLean and Diana Mayer, “Discovering Your Authentic Leadership,” *Harvard Business Review*, February 2007, 15 pp.

### In-Class Discussion Questions:

- What is a daily ritual you could perform to affirm who you are?
- What situations do you feel most comfortable in and why? What situations make you most uncomfortable and why?
- When have you most needed resilience professionally?
- How have you turned experiences that require resilience into learning opportunities to evolve as a leader?

### **Session 10: Tuesday, May 8**

#### **Sexism in the Workplace: Identifying, Overcoming and Dismantling Harassment**

We are living in a time of needed and colossal change. After centuries of simmering unrest, women’s voices are being elevated on a national level to fight back against sexism and harassment in the workplace. People of all genders are grappling with how to reshape workplaces and build a professional world that is inclusive and intolerant of harassment. Creating and leading environments that are truly inclusive requires awareness of this entrenched problem and how it manifests, how to handle it when you encounter it, and what we can each do

to change our own practices and the organizations in which we work and lead.

**Assignment Due on Session 11: IHP- “Identity”**

- Describe an experience in which you became aware that identity/perceived presentation affected how you AND/OR someone else was treated in a working environment. How did the situation make you feel, and how did you react? How did that experience influence your perception of yourself, that person, and/or the work environment? If the experience was negative, did you confront the issue/people involved, or ask for external support? How would you deal with similar situations in the future?

**Require Reading – Course Text:**

- Kunal Modi, “Chapter 13: Man Up and Lean In,” *Lean In for Graduates*, 10 pp.

**Required Reading – Canvas:**

- Biography of Guest Speaker: Marianne Cooper.
- Marianne Cooper, “Why Women (Sometimes) Don't Help Other Women,” *The Atlantic*, June 23, 2016, 2 pp.
- Kaitlin Menza, “What To Do if You See a Female Coworker Being Harassed,” *Esquire*, October 13, 2017, 4 pp.
- Valeriya Safronova, “When You Experience Sexual Harassment at Work,” *The New York Times*, November 10, 2017, 6 pp.
- Andrea Rees Davies, “Breaking Down Barriers for Women in the Workplace,” The Clayman Institute for Gender Research, October 12, 2011, 2 pp. (including video).
- Susan Fisk, “Leveling the Playing Field,” The Clayman Institute for Gender Research, April 3, 2013, 2 pp.
- Catalyst Inc., “First Step: Gender Identity in the Workplace,” *Catalyst Inc.*, 2015, 10 pp.

**Optional Reading – Canvas:**

- Alice H. Eagly and Linda L. Carli, “Chapter 6: What is the Psychology of Prejudice Toward Female Leaders?” *Through the Labyrinth*, 18 pp.
- Marianne Cooper, “The 3 Things That Make Organizations More Prone to Sexual Harassment,” *The Atlantic*, November 27th, 2017, 4 pp.
- Claire Cain Miller, “It’s Not Just Fox: Why Women Don’t Report Sexual Harassment,” *The New York Times*, April 10, 2017, 4 pp.
- Cara McCoogan, “What Can You Do About Sexual Harassment in the Workplace?” *Telegraph*, Oct 25, 2017

**In-Class Discussion Questions:**

- What role do traits traditionally associated with masculinity—such as agency, assertiveness and competitiveness—play in leadership?
- Have you felt the effects of gender-based bias in the workplace?
- If any, what types of changes could previous workplaces have made to improve their culture towards women and nonbinary employees?
- What could male allies around you do to better support female and nonbinary coworkers?

## **Session 11: Thursday, May 10**

### **Diversity, Inclusivity and Opportunity in the Workplace**

Bias, discrimination and underrepresentation are vile realities in today's workplace, and they are pernicious and difficult-to-solve social problems. Combatting discrimination and exclusion mandates active efforts from employers and leaders to change culture, policies and practices. As leaders continue to build true inclusion into their organizations, they must learn to make not just inclusive hiring decisions, but also environments that actually welcome people from different backgrounds and with different identities. Not only opening doors for fellow women and people from underrepresented groups but also truly supporting them is essential for a representative, fair workforce. This effort requires much more than just hiring—legacy leadership is all about not just opening the door - but about truly empowering a person, once they're in the door, to learn, succeed and lead.

#### **Assignment Due: IIP - "Identity and Inclusivity"**

- Describe an experience in which you became aware that identity/perceived presentation affected how you AND/OR someone else was treated in a working environment. How did the situation make you feel, and how did you react? How did that experience influence your perception of yourself, that person, and/or the work environment? If the experience was negative, did you confront the issue/people involved, or ask for external support? How would you deal with similar situations in the future?

#### **Required Reading – Canvas:**

- Biography of Guest Speaker: Y-Vonne Hutchinson.
- Frank Dobbin and Alexandra Kalev, "Why Diversity Programs Fail," *Harvard Business Review*, July-August 2016, 9 pp.
- Jeff Guo, "Here's the 'Lean In' Case for Giving Women Preferential Treatment in the Workplace," *The Washington Post*, November 4, 2015, 5 pp.
- Alexis Sobel Fitts, "When Companies Get Serious About Diversity, They Call Her," *Wired*, July 17, 2017, 3 pp.
- Marianne Cooper, "The False Promise of Meritocracy," *The Atlantic*, December 1, 2015, 4 pp.
- Joan C. Williams, Katherine W. Phillips and Erika V. Hall, "Double Jeopardy? Gender Bias Against Women in Science," *UC Hastings College of Law*, January 2015, 12 pp.
- Excerpts from Kenji Yoshino and Christie Smith, "Uncovering Talent: A New Model of Inclusion," *Deloitte*, December 6, 2013.

#### **Optional Reading – Accessible on Canvas:**

- Claudia Goldin, "A Grand Gender Convergence: Its Last Chapter," *American Economic Review*, 104(4), 2014, 29 pp.
- Claire Cain Miller, "As Women Take Over a Male-Dominated Field, the Pay Drops," *The New York Times*, March 18, 2016.
- Alice H. Eagly and Linda L. Carli, "Chapter 9: Do Organizations Compromise Women's Leadership?," *Through the Labyrinth*, 25 pp.
- Sheryl Sandberg, "Chapter 2: Sit at the Table," *Lean In for Graduates*, 14 pp.

### In-Class Discussion Questions:

- When have you dealt directly with implicit and/or explicit biases? If you were to face them again, how might you handle them (both internally and externally)?
- How can workplaces and industries take action to be more inclusive?

### **Session 12: Tuesday, May 15**

#### **Intersectionality, Identity and Individuality**

Each of us carries a deeply complex identity and set of experiences that inform our sense of self and personal perspective. Our identities and experiences further inform how we act in the workplace and interact with others. Further, having empathy and respect for the people around you is essential to best support, respect and elevate them. Reflecting on your own intersectional identity and perspectives, as well as striving to understand those of others, requires consistent, committed introspection as you determine the leadership legacy you aspire to live and leave.

### Assignment Due on Session 13: IIP - “Identity and Family”

- Building on your learnings from session 12, map your identities and their intersections - **Please note: your intersectional identity map is not required to be submitted in your IIP, but you are welcome include it.**
- In your future workplace, are there parts of your identity you’d prefer to openly embody, discuss with and represent to coworkers and superiors? Are there parts you would prefer to keep private? Why? Note: this, of course, will vary workplace to workplace - feel free to consider that in your response.
- Have you seen cases of co-workers sharing aspects of their identity or family/family planning in the workplace working in favor of their professional success? Conversely, have you ever seen cases of co-workers sharing things about their identity or family/family planning in the workplace and that information having a detrimental affect on their responsibilities, opportunities and/or career?

### Required Reading – Course Text:

- Ursula Burns, “Ursula’s Story: Where I Was Didn’t Define Who I Was,” (p. 271 - 273) *Lean In for Graduates*, 6 pp.

### Required Reading – Canvas:

- Biography of Guest Speaker: Stacy Brown-Philpot.
- Noam Scheiber, “Fake Cover Letters Expose Discrimination Against Disabled,” *The New York Times*, November 2, 2015, 3 pp.
- Anjelica Gonzalez, “Her Scientific Discovery: Support,” *The New York Times*, February 26, 2017, 3 pp.
- Kimberlé Crenshaw, “Why Intersectionality Can’t Wait,” *The Washington Post*, September 24, 2015, 3 pp.
- Emilie Aries, “The Imperative of Intersectional Feminism,” *Forbes*, August 20, 2017, 2 pp.
- Valerie Purdie-Vaughns and Richard P. Eibach, “Intersectional Invisibility: The Distinctive Advantages and Disadvantages of Multiple Subordinate-Group Identities,” *Sex Roles*, 2008, 13 pp.

Optional Readings – Canvas:

- Linda M. Hite, “Black and White Women Managers: Access to Opportunity,” *Human Resource Development Quarterly*, 15(2), Summer 2004, 14 pp.
- Peggy Klaus, “A Chance to See Disabilities as Assets,” *The New York Times*, February 4, 2012, 2 pp.
- Eric Johnson, “Full transcript: TaskRabbit CEO Stacy Brown-Philpot on Recode Decode,” *Recode*, Sept 22, 2016, 21 pp.

In-Class Discussion Questions:

- How might your complex identity influence how you will deal with various leadership challenges going forward? Please consider challenges we have explored in class.
- Reflecting on the conversations of implicit and explicit biases, what biases might you carry towards women of specific identities? How might you address these biases in yourself and others in a way that lifts up the women around you?

**Part III**  
**CONFIDENCE**

Becoming a leader requires confidently working with others and building a team of supporters—mentors, bosses, subordinates, colleagues, etc—who are confident in you. Once in a leadership position, the highest impact leaders nimbly assess situations, take action and make multifaceted decisions in the face of complex and incomplete information. Confidence emerges from a confluence of purpose, awareness and the ability to control your own leadership narrative—including how you form and use your voice, what knowledge and ideas you share and how you use your influence to empower others.

**Session 13: Thursday, May 17**

**Empowering Through Authority and Empowering Through Influence**

As leading requires constant work with people at all levels and of all backgrounds, empathy and awareness are paramount. Leaders must use their positions to motivate, teach and influence those that work for and with them to ensure strategic buy-in and high performance. Leaders must be able to nimbly evolve their approach in order to build teams that will create the best products, pivot when necessary and actualize their organization’s mission.

Assignment Due:

- Building on your learnings from Session 12, map your identities and their intersections - **Please note: your intersectional identity map is not required to be submitted in your IIP, but you are welcome include it.**
- In your future workplace, are there parts of your identity you’d prefer to openly embody, discuss with and represent to coworkers and superiors? Are there parts you would prefer to keep private? Why? Note: this, of course, will vary workplace to workplace - feel free to consider that in your response.
- Have you seen cases of co-workers sharing aspects of their identity or family/family planning in the workplace working in favor of their professional success? Conversely,

have you ever seen cases of co-workers sharing things about their identity or family/family planning in the workplace and that information having a detrimental affect on their responsibilities, opportunities and/or career?

Required Reading – Canvas:

- Biography of Guest Speaker: Linnea Roberts.
- Jennifer Braunschweiger and Laura Sinberg, “How to Command a Room,” *More Magazine*, 2015, 6 pp.
- Davia Temin, “What They're Saying About You When You're Not In The Room -- And What You Can Do To Influence It,” *Forbes*, April 24, 2016, 5 pp.
- Amy Merrick, “Paving the Way,” *Chicago Booth Magazine*, Winter 2014, 4 pp.
- Jocko Willink and Leif Babin, excerpts from *Extreme Ownership* (p. 30-31, 54-55, 76-78), St. Martins Press, October 20, 2015, 7 pp.

Optional Reading – Canvas:

- Henry Mintzberg, “The Manager’s Job: Folklore and Fact,” *Harvard Business Review*, March-April 1990, 13 pp.

In-Class Discussion Questions:

- How do you work with others and how do you align them around a solution?
- Who have been the most effective and empowering managers in your career? What specific traits and actions amplified their effectiveness? What managers have failed to compel you to do your best work? What specific traits and actions hindered their team members’ work, attitudes and efficiency?

**Session 14: Tuesday, May 22**

**Voice, Reputation and the Value You Create**

Leading confidently and effectively requires knowing the message and image you want to convey and managing how others perceive you. This requires relating to others from a position of power, managing people’s impressions of you and building a strong reputation as competent, caring and inclusive leader. Creating and consistently evolving a strong reputation is essential for actualizing your career objectives, your greater purpose and the positive change you wish to create.

Assignment Due on Session 15: IIIP - “Your First Impression”

- When you meet someone new in a personal context, what three words would *realistically* describe their first impression of you and why did you choose those adjectives/characteristics?
- When you meet someone new in a professional context, what three words would *realistically* describe their first impression of you? Why did you choose those adjectives/characteristics?
- For professional interactions, what are three words that you wish people would use to describe you and your interaction? How are these characteristics important to your leadership journey?
- If the two sets of three words are different, what are specific developmental steps you can

take to bridge that gap? If your two descriptions (reality and ideal) are perfectly aligned, then get peer feedback to confirm or challenge your self-assessment. And note - how you want others to perceive you may change in different situations and contexts, as well as over the arc of your career.

#### Required Reading – Canvas:

- Biography of Guest Speaker: Susan Wojcicki.
- Katty Kay and Claire Shipman, “The Confidence Gap,” *The Atlantic*, April 14, 2014, 14 pp.
- Jeffrey Pfeffer, “Chapter 7: Acting and Speaking with Power,” and “Chapter 8: Building a Reputation,” (p. 147 - 153) *Power: Why Some People Have It and Others Don't*, HarperBusiness, 2010, 38 pp.
- Denise Brosseau, “Chapter 6: Put Yourself on Shout,” *Ready to be a Thought Leader?*, Jossey-Bass, 2014, 37 pp.

#### In-Class Discussion Questions:

- What have been the traits/characteristics of successful managers and management systems you have observed, in your past/current workplaces or otherwise?
- What is the reputation you want to have, personally and professionally? How can you begin to brand yourself and build the reputation you want to have?

#### **Session 15: Thursday, May 24**

##### **Managing What You Cannot Control**

All leaders must make difficult and sometimes contentious decisions--almost always with limited information. Throughout your leadership journey, you will make decisions that prove both gloriously successful and embarrassingly deleterious, and you will make organization-saving decisions that no one may acknowledge. You must continue to learn, adapt and communicate, but above all, stay confident and embrace the fact that any organization’s mission supersedes that of any individual employee’s. Your ability to anticipate problems, mitigate risk and accept responsibility throughout your journey will be paramount to your integrity and reputation, as well as the success of your organizations.

#### Assignment Due: IIP - “Your First Impression”

- When you meet someone new in a personal context, what three words would *realistically* describe their first impression of you and why did you choose those adjectives/characteristics?
- When you meet someone new in a professional context, what three words would *realistically* describe their first impression of you? Why did you choose those adjectives/characteristics?
- For professional interactions, what are three words that you wish people would use to describe you and your interaction? How are these characteristics important to your leadership journey?
- If the two sets of three words are different, what are specific developmental steps you can take to bridge that gap? If your two descriptions (reality and ideal) are perfectly aligned, then get peer feedback to confirm or challenge your self-assessment. And note - how you

want others to perceive you may change in different situations and contexts, as well as over the arc of your career.

Required Reading – Canvas:

- Biography of Guest Speaker: Meg Whitman.
- Ronald A. Heifetz and Marty Linsky, “A Survival Guide for Leaders,” *Harvard Business Review*, June 2002, 12 pp.
- Linda Hill, “Becoming the Boss,” *Harvard Business Review*, January 2007, 8 pp.

Optional Reading – Canvas:

- William G. Pagonis, “Leadership in a Combat Zone,” *Harvard Business Review*, December 2001, 13 pp.
- Chris Argyris, “Good Communication that Blocks Learning,” *Harvard Business Review*, July-August 1994, 12 pp.

In-Class Discussion Questions:

- How do you respond to negative feedback? Have you ever started crying when receiving negative feedback? Does receiving negative feedback diminish your drive or make it stronger?
- What is your approach to giving both positive and negative feedback? How do people react to your approach? How can you improve your feedback techniques in the future?
- How do you typically make decisions? Think about why you chose to go to Stanford and/or your choices for work experiences. How do the decisions you make vary across different contexts?
- How do you think about risk when it comes to making key decisions? Why do you think you use the approach that you do?
- How do you reflect on decisions after they have been made? How do you approach issues of confidence, regret, learning and uncertainty?
- When have you deferred to or had no say in someone else’s decision (try to think of a time when you disagreed with their decision)? How did it feel, how did you react and then choose to act? What did that experience teach you about professionalism in challenging situations, as well as what you can and cannot compromise on?

**Session 16: Tuesday, May 29**

**Family and Work: Battle, Balance or Ballet?**

Fulfillment at home and the workplace are each difficult to achieve in isolation, and building a life that feels successful in both arenas can be daunting. Successful approaches do exist, but they often require intensive planning, hard work and constant compromise. You must regularly introspect to determine what brings meaning to your days, how you define success and what keeps you firmly grounded in your purpose. Everyone’s balance, decisions and situation differs but deserves tantamount respect.

No **IIIP** this week - your Legacy Leadership Plan is due on Thursday (Session 17).

Required Reading – Course Text:

- Sara Kurovski, “Sara’s Story: I Overcame My Fear and Ran for Mayor of My Town” (p. 219 - 221), *Lean In for Graduates*, 2 pp.
- Sheryl Sandberg, “Chapter 7: Don’t Leave Before You Leave,” *Lean In for Graduates*, 16 pp.

Required Reading – Canvas:

- Biography of Guest Speakers: Meena Ravella, Alexa Cortés Culwell and Connie Chan
- Lisa Belkin, “The Opt-Out Revolution,” *The New York Times*, October 2003, 16 pp.
- Arlie Russell Hochschild, “Chapter 1: The Family Speed Up,” *The Second Shift*, 10 pp.

Optional Reading – Canvas:

- Sheryl Sandberg, “Chapter 9: The Myth of Doing it All,” *Lean In for Graduates*
- Ann Marie Slaughter, “Why You Can’t Have it All,” *The Atlantic*, July/August 2012, 25 pp.
- Ellen McCarthy, “She Famously Said Women Can’t Have It All,” *The Washington Post*, August 2016, 4 pp.

In-Class Discussion Questions:

- What are your personal goals and challenges as they concern the life you lead/want to lead with family? How do these goals directly influence your professional goals and experience?
- How do you imagine dealing with family and career pressures in the future?
- How did the people who raised you deal with the issues of work and life? Feel free to contact them and ask them questions.
- How have you dealt with the sometimes competing forces of what your family wants from you and what you want from yourself?

**Part IV  
LEGACY**

The most transformational leaders both live and leave a legacy. A legacy is not only formed by the companies you found or the organizations you lead, but also by how you use your resources in every arena—professionally, philanthropically, personally, politically—to lift up and advance the opportunities of those around you. Importantly, an enduring legacy requires creating a regenerative continuum of empowerment, equality and positive change.

**Session 17: Thursday, May 31**

**Creating a Powerful Platform for Change**

There are many leaders who may run innovative organizations, Fortune 500 companies or even entire countries, but whose leadership, ultimately, will amount to little more than a series of transactions. Only when leaders transcend their own position of leadership to empower others do their actions shift from transactional to transformational, and thereby build legacies truly worth

remembering and emulating. Through legacy leadership, you can achieve this type of transformation by going above and beyond your professional platform to put your personal, philanthropic and political resources to work empowering others and creating a more inclusive world.

Assignment Deadline: Your Legacy Leadership Plan is due before class **TODAY**.

Required Reading – Course Text:

- Sheryl Sandberg, “Chapter 11: Working Together Toward Equality,” *Lean In for Graduates*, 20 pp.
- Alice H. Eagly and Linda L. Carli, “Chapter 10: How do Some Women Find Their Way Through the Labyrinth?,” *Through the Labyrinth*, 21 pp.

Required Reading – Canvas:

- Biography of Guest Speaker: Dr. Priscilla Chan.
- Laura Arrillaga-Andreessen, Selections from *Giving 2.0*.

Optional Reading – Canvas:

- Sheryl Sandberg, “Chapter 10: Let’s Start Talking About It,” *Lean In for Graduates*, 40 pp.

In-Class Discussion Questions:

- What impact do you want to have on others? What impact do you want to have on the world?

### **Session 18: Tuesday, June 5**

#### **The Incomparable Power of Regeneration**

You are among the highest-potential leaders globally. What you do with that potential is completely up to you. Will you develop into an exceptional leader who can and will empower countless others throughout your career? You have spent these last nine weeks defining/refining your purpose, deepening your awareness and increasing your confidence—you are prepared to meet the challenges you will face. The question remains, how will you use your influence, skills and opportunities to break down the barriers that others face? Your legacy leadership will result in transformative change if you commit to being an illuminating force for inclusion and equity. Today is our last day together for now—but it is the beginning of your next chapter, which only you have the power to write, as a legacy leader.

Optional Reading – Canvas:

- Ty-Licia Hooker, “Ty-Licia’s Story: I Learned to Be Myself,” *Lean In for Graduates*, 12 pp.
- David A. Thomas and Stephanie J. Creary, “Meeting the Diversity Challenge at PepsiCo: The Steve Reinemund Era,” *Harvard Business Review*, August 17, 2009, 14 pp.

In-Class Discussion Questions:

- What do you want your leadership legacy to be?

- How will you combine what you have learned in this class to help you become the leader you want to be?
- How will you continue learning and improving after this class is over?