

Cultivating Total Leadership

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SUBJECT(S): Communication, International Business, Management

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

Students will begin this lesson by reading the article, “Cultivating Total Leadership with Authenticity, Integrity and Creativity,” from the Knowledge@Wharton website. Then they will discuss the distinct challenges of a new business environment and the creative solutions companies are using to solve them. Next students will get an inside look at how one company, Google, cultivates total leadership. Students will then work in groups to develop a business office space that incorporates total leadership to meet global leadership challenges and keeps in mind global leadership concepts.

≡ NBEA STANDARD(S):

- International Business, II. The Global Business Environment
- Communication, III. Workplace Communication
- Management, IV. Personal Management Skills
- Management, VI. Human Resource Management

≡ RELATED ARTICLES:

- [“Why British Youth Say ‘Brexit Is a Disaster for Our Country’”](#)
- [“Understanding Global Leadership in the Year of the Protester”](#)

- “How GE Builds Global Leaders: A Conversation with Chief Learning Officer Susan Peters”
- “Great Leaders Recognize and Value the Power of Emotions”
- “Educator Toolkit: Becoming Global Citizens”
- “5 Takeaways from Emmanuel Macron’s Presidential Victory in France”

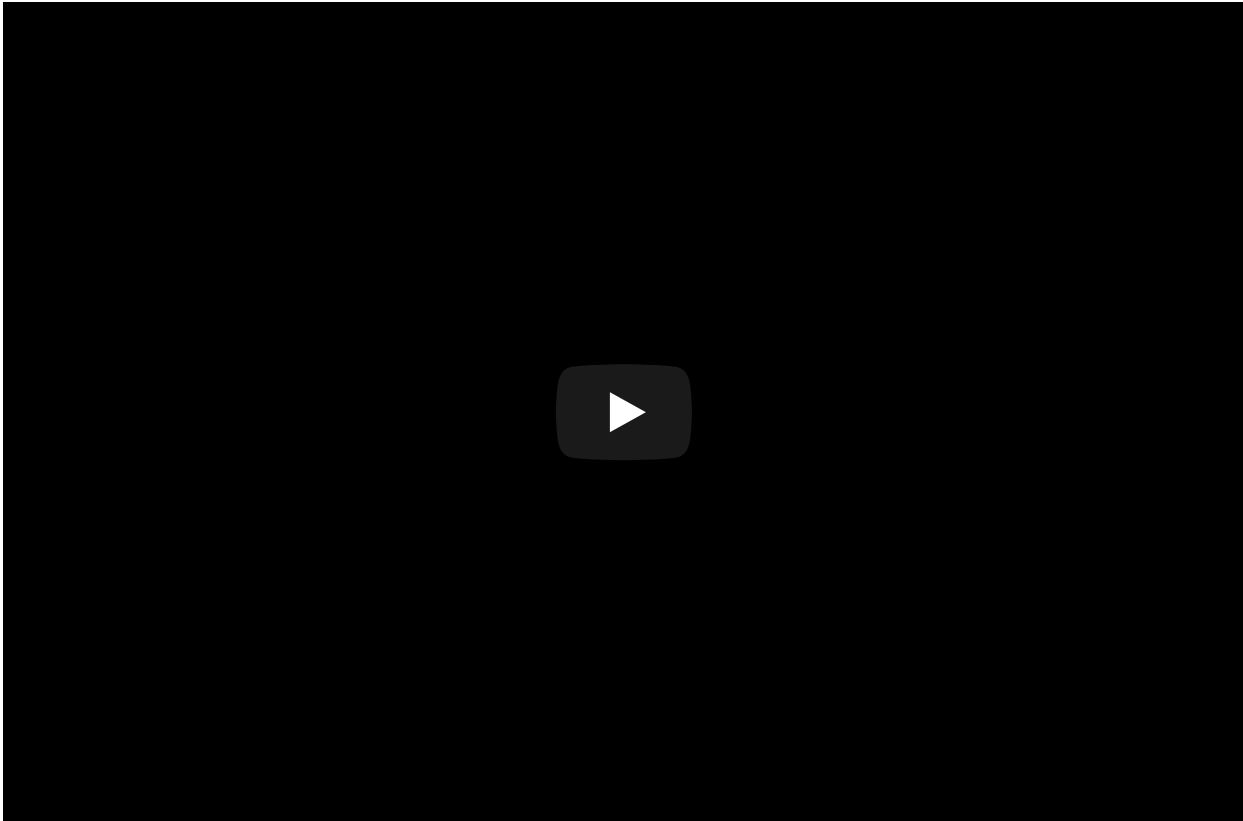
Common Core Standard(s): Key Ideas and Details, Comprehension and Collaboration, Technology and Digital Media, Presentation of Knowledge and Ideas

Objectives/Purposes: In this lesson students will explore how to cultivate total leadership for a 21st century world.

Knowledge@Wharton Article: “[Cultivating Total Leadership with Authenticity, Integrity and Creativity](#)” (Don’t be alarmed by the publish date...the lessons in this article are evergreen!)

Other Resources/Materials:

- White Paper
- Crayons
- Markers
- Internet Access: <http://www.youtube.com/watch?v=tiGUrtgoffA> (Video of Google facilities)



Activity:

1. (20 mins) Begin this lesson by having students read the article. Since it is long, break the article up into sections and have one group read each section and present this section to the class. Since there are eight different sections, you should divide the class into eight groups and then assign each group one of the sections. Have students read their assigned section, determine key points from that section, summarize the section and point out those key points in a class presentation.

Takeaways from each section include:

First section

- Scandals have eroded confidence in corporate executives.
- A sluggish world economy has depressed revenues and profits.
 - As a result the world economy faces major challenges.
- It is 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 home, in the community and for themselves.

Facing the challenges of a new business environment

- Firms want to win the war for talent because they know strong human capital will help them gain a competitive advantage.
- Workforce values have changed; employees want a full life and meaningful work.
- Organizations are less hierarchical.
- Working parents need new resources and support to care for their children.
- The Internet has transformed life and work
- Capitalizing on the opportunity for greater flexibility and control over time and space means learning to manage life across domains, which includes employees working remotely.

A new kind of leadership

- Leaders have to leverage resources.
- Total leadership can generate better results in a global anytime anywhere economy.
- Business results include increased motivation and commitment, greater efficiencies in work processes, reduced cycle times, lower costs, and enhanced customer impact
- There is a greater emphasis on performance.
- Authenticity (define)
- Integrity (define)
- Creativity (define)

Developing total Leadership

- Starts with your life as a whole: work, home, community, personal development.
- Recognizes the expectations of the people who are involved with you in each of these domains.

Learning by doing: assessment, analysis, action

- Learn from experience.
- The program can be conducted in any type of organization and scaled to meet financial requirements.
- Have participants:
 - Clarify what is important

- Recognize and support the whole person
- Continually experiment with how things are done

Setting the stage for innovative action

- Participants assess the relative importance of each area of the whole life on a domain map or graphic representation.
- Good leaders understand their values and priorities.
- Good leaders focus on key stakeholders.
- Good leaders understand specific goals.
- Good leaders determine resources.
- Good leaders determine a creative use of new media.
- Smart leaders know the advantages of different types of communication.

Initiating action to increase business results and enrich lives

- Innovating thinking about how to achieve goals
- Increase social capital and other networks of support

Results

- Result is a strong commitment to the total leadership approach
- Improvements in customer-employee relations
- Cost reductions
- Cost avoidance
- New revenue
- Productivity gains

2. (10 mins) To highlight an example of a company that embodies the total leadership approach, show a video of Google's facilities.

Tying It All Together: (15 mins) The article mentions that business leaders in a new business environment must capitalize on the opportunity for greater flexibility and control over time and space to manage boundaries across life domains, while remaining accessible and psychologically focused. To demonstrate this, have students work in groups to create a business.

They should draw sketches of the office space and function on butcher paper that includes built-in solutions to the unique challenges of new work environments. Encourage students to be creative and make sure students are thinking about principles of leadership that have been discussed as they build these spaces. You might want to have them think about where their desks or offices will be located in these spaces and whether there will be special rooms to communicate with workers in other countries etc... Have students share their work with the class and have them vote on which group they would want to work for based on the innovation of the office space and other perks that are built in.

What Worked and What I Would Do Differently: Students loved this lesson. Engagement should not be a problem with this lesson plan. For the first part of the activity, while groups presented on the section that they read, I drew graphic representations of what they were saying to help tie the story of the article together. Then I left the diagram on the board for the duration of the article. This was helpful to refer back to since students did not all read the whole article. Students loved the Google video, and I found it important to make sure that while they set up their own companies, they didn't include all of the same perks Google employees receive. Make sure the functions of the office spaces that students are building make sense for the types of companies or businesses they have set up. For example, I had one group build office space for a record label and they built in a club for listening parties and label functions. Nonetheless, encourage students to have fun with this lesson but also really reflect on why it is important for their business office space to include the features they have chosen.