PROFESSIONAL BOOTCAMP: LEADERSHIP

**Bachelor in Data and Business Analytics BDBA SEP-2023
PBL-DBA.1.M.A**

Area Others

Number of sessions: 15

Academic year: 23-24

Degree course: FIRST

Number of credits: 3.0

Semester: 2º

Category: COMPULSORY

Language: English

Professor: **CARLINA CONRAD CLOPPENBURG**

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Carlina Conrad Cloppenburg is an Adjunct Professor of Leadership at IE University. With extensive industry experience spanning for-profit and non-profit organizations in New York, Carlina has worked in roles ranging from Strategy and Consumer Behavior Analysis at Chanel to serving as the Director of Neuroanalytics at SPARK Neuro. She is also a co-founder of OneWonder, a non-profit organization dedicated to providing career exploration and life skills education, including resilience and mindfulness, to middle schoolers in underserved communities. Additionally, she has served as the Chief of Staff and led the tech team at the non-profit organization NEXUS, the largest community of next-gen impact investors, philanthropists and social change-makers.

She holds a B.Sc. in Neuroscience from Jacobs University in Bremen and earned her MA degree, specializing in Social Psychology and Neuroscience, from New York University. During her time at NYU, she conducted research on the neural underpinnings of racial and gender bias. Carlina has been actively involved in research at IE as a Doctoral Candidate since 2020, focusing on the psychology of conflict conversations. Her research contributions have been recognized with publications in the Journal of Organizational Behavior (JOB) and presentations at prestigious conferences such as AOM, SJDM, EURAM, and the International Association of Conflict Management, where she received the Early Career Scholars Award. Additionally, she has authored a forthcoming book chapter on Neurodiversity in the workplace, set to be published in the Oxford Handbook of Individual Differences at the Workplace.

Carlina's expertise extends to instructing leadership courses for undergraduates, executives, and investors. She is a licensed mindfulness meditation coach and actively conducts training sessions, retreats, and forums on various topics, including leadership skills, self-awareness, mindfulness, emotions, and mental health. Furthermore, she offers her services as an organizational behavior research consultant, with a particular focus on employee well-being and work-life balance.

Office Hours

Office hours will be on request. Please contact at:

cconrad@faculty.ie.edu

SUBJECT DESCRIPTION

Welcome to the Leadership Masterclass, where common misconceptions about leadership will be debunked, and you will gain the tools and knowledge needed to become a genuine leader in the dynamic realm of data and business analytics. While leadership is often associated with titles and external interactions, such as managing teams or employees, this course will reveal a fundamental truth: leadership extends beyond titles and positions. In fact, holding a leadership title doesn't automatically confer true leadership.

This professional bootcamp takes a different approach, shifting the focus from titles to the essence of leadership – your way of being and your actions. Genuine leaders are those who inspire, wield influence, and drive meaningful impact through their authentic and purpose-driven approach. They are strategic thinkers, one step ahead, navigating the complex landscape of modern leadership with finesse.

Our comprehensive approach draws from diverse fields, including Social Neuroscience, Organizational Behavior, Cognitive Psychology, and Entrepreneurship, to offer a multidimensional learning experience. The course is divided into two key segments: Personal Development and Applied Leadership. During the initial phase, we emphasize the paramount importance of self-cultivation in effective leadership. We delve into the realms of stress management, resilience, mindfulness, and self-regulation—all essential aspects of personal growth as a leader.

In the subsequent Applied Leadership phase, we equip you with the practical skills and insights necessary to excel in leadership roles, making use of coaching tools with universal applicability. Throughout the journey, students will combine scientific knowledge with real-world expertise, enhancing their leadership capabilities and preparing them to tackle the multifaceted challenges of leadership in data and business analytics. By the end of this course, you will not only possess a deeper understanding of leadership but also the confidence and skills to lead effectively in a rapidly evolving professional landscape.

LEARNING OBJECTIVES

- Develop an understanding of the foundational principles of neuroscience and Positive Psychology as they relate to effective leadership.

- Cultivate personal development skills, including stress management, resilience, mindfulness, and self-regulation, to enhance leadership capabilities.

- Explore the importance of building and maintaining positive relationships, with a focus on authentic communication, empathy, and compassion.

- Discover the significance of meaning and purpose in leadership, and identify personal motivators.

- Acquire practical skills for setting and achieving meaningful goals, both for personal growth and for leading teams.

- Examine different leadership theories and styles, and identify which resonate most with individual leadership preferences and goals.

- Address biases, perceptions, and self-image issues that can impact leadership effectiveness, and develop strategies for improvement.

- Gain insights into ethical leadership and ethical decision-making, with an understanding of the consequences of unethical behavior.

- Enhance teamwork and conflict resolution skills, with a focus on creating high-performing teams and providing effective feedback.

- Master the art of negotiation and understand its significance in various leadership scenarios, including data-driven decision-making and team collaboration.

- Explore industry-specific leadership standards and practical techniques relevant to the field of data and business analytics, preparing students for real-world leadership challenges.

- Develop the ability to manage and facilitate organizational change effectively, recognizing the importance of collaborative leadership in driving transformation.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	30.67 %	23.0 hours
Discussions	17.33 %	13.0 hours
Exercises in class, Asynchronous sessions, Field Work	17.33 %	13.0 hours
Group work	17.33 %	13.0 hours
Individual studying	17.33 %	13.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Bootcamp Module 1: Personal Development

Leadership Unveiled: Setting the Foundation

In this session we will:

- Review the course syllabus and objectives.

- Define leadership and its importance in the context of data and business analytics.

- Introduce fundamental principles of neuroscience to provide a foundation for our discussions.

- Introduce Positive Psychology and the PERMA Model for well-being.

Homework for Session 2: Take the Via Strengths Inventory: https://www.viacharacter.org/survey/account/register (This requires registration with www.viacharacter.org, and so is optional. IE and Carlina Conrad have no relation or interest in this company).

SESSION 2 (LIVE IN-PERSON)

Bootcamp Module 1: Personal Development

Positive Emotions: Leading with Resilience

In this session we will:

- Explore the neurobiology of stress and its impact on decision-making.

- Discuss strategies for leveraging your strengths in a leadership context.

- Introduce mindfulness practices and their role in enhancing personal and leadership effectiveness.

SESSION 3 (LIVE IN-PERSON)

Bootcamp Module 1: Personal Development

Engagement: Mastering Focus

In this session we will:

- Address the challenges of distractions and self-regulation in the modern workplace.

- Explore the concept of flow states and how you can leverage them as a leader.

- Discuss the importance of focus and its role in effective leadership.

SESSION 4 (LIVE IN-PERSON)

Bootcamp Module 1: Personal Development

Relationships: The Hidden Power of Community

In this session we will:

- Learn the significance of positive relationships, both short-term and long-term, in leadership.

- Strategies for building and leveraging professional networks.

- Understand authentic communication, the power of community and the role of empathy and compassion.

SESSION 5 (LIVE IN-PERSON)

Bootcamp Module 1: Personal Development

Meaning: Leading with Purpose

In this session we will:

- Learn about personal and organizational benefits of finding meaning in your work and life.

- Explore what meaning looks like for you and what motivates you.

- Understand methods for integrating meaning into your leadership practices.

SESSION 6 (LIVE IN-PERSON)

Bootcamp Module 1: Personal Development

Accomplishments: Goals, Grit & Glory

In this session we will:

- Discuss the role of motivation and incentives in achieving leadership goals.

- Assess and reflect on your own habits and their impact on leadership.

- Learn practical techniques for setting effective goals for yourself and your team.

Assignment due by session 7: Submit an individual reflection on your personal development and your leadership growth path.

SESSION 7 (LIVE IN-PERSON)

Bootcamp Module 2: Applied Leadership

Leadership Styles: Crafting Your Leadership Persona

In this session we will:

- Examine the nature vs. nurture debate and the concept of a growth mindset.

- Explore different leadership theories and styles.

- Identify the leadership styles that resonate most with you and their applicability to your field

SESSION 8 (LIVE IN-PERSON)

Bootcamp Module 2: Applied Leadership

Biases: Perception's Role in Influence

In this session we will cover:

- Discuss implicit bias, mental models, and limiting beliefs in the context of leadership.

- Explore the role of perception and cognitive biases in shaping leadership effectiveness.

- Work on reframing and improving your self-image as a leader.

SESSION 9 (LIVE IN-PERSON)

Bootcamp Module 2: Applied Leadership

Ethics: Leading with Integrity

In this session we will:

- Examine ethical dilemmas that leaders frequently encounter.

- Discuss the consequences of unethical leadership behaviors.

- Evaluate your own decision-making patterns and ethical considerations in leadership.

SESSION 10 (LIVE IN-PERSON)

Bootcamp Module 2: Applied Leadership

High-Impact Teams: Transforming Groups into Cohesive Units

In this session we will:

- Identify the characteristics of high-performing teams

- Explore the role of trust and healthy conflict in leadership.

- Learn how to make decisions and provide constructive feedback

SESSION 11 (LIVE IN-PERSON)

Case Study Presentations

- Groups will present their case studies, applying the leadership principles learned in the course.
- Detailed instructions will be provided in class.

SESSION 12 (LIVE IN-PERSON)

Bootcamp Module 2: Applied Leadership

Change Management: Leading Through Turbulence

In this session we will:

- Explore the concept of organizational change and its stakeholders.
- Understand the factors contribute to change resistance and strategies to overcome it.
- Discuss collaborative leadership and its role in facilitating organizational change.

SESSION 13 (LIVE IN-PERSON)

Bootcamp Module 2: Applied Leadership

Negotiations: The Art of Leadership Diplomacy

In this session we will:

- Examine scenarios where negotiation skills are crucial in leadership.
- Explore various negotiation approaches.
- Identify negotiation techniques that align with your leadership style.

SESSION 14 (LIVE IN-PERSON)

Bootcamp Module 2: Applied Leadership

Techniques of the Trade: Leadership in the Modern Industry

In this session we will:

- Familiarize ourselves with industry standards and leadership practices relevant to your fields of interest

- Practice leadership tools and techniques, such as huddles, retrospectives, and one-on-one meetings.

SESSION 15 (LIVE IN-PERSON)

Bootcamp Module 2: Applied Leadership

Final Exam

- A comprehensive final exam to assess your understanding of the course material.
- Additional details and study resources will be provided beforehand.

EVALUATION CRITERIA

criteria	percentage	Learning Objectives	Comments
Individual work	30 %		
Group Presentation	30 %		
Class Participation	20 %		
Final Exam	20 %		

RE-SIT / RE-TAKE POLICY

Late Work

Individual Paper: Individual papers must be turned in on time. Students who turn in their paper up to 72 hours late will receive a reduction of 40%. Papers turned in after the 72-hour window will get a 0.

Group Project: Group project and presentation must be prepared by Session 11 class time. Work that is not prepared by this time will get a 0.

Exam Re-Take Policy: Students will have the opportunity to re-take the exam during the assigned extraordinary exam date given by the program. Students that fail to take either will automatically get a 0.

BIBLIOGRAPHY

Recommended

- Jean Oelwang. *Partnering: Forge the Deep Connections That Make Great Things Happen.* ISBN 059318954X (Digital)
- Schmidt, E., Rosenberg, J., & Eagle, A.. *Trillion Dollar Coach.* Hachette UK. ISBN 9781473675964 (Digital)
- Voss, C., & Raz, T.. *Never Split The Difference.* ISBN 9780062407801 (Digital)

READINGS

Required readings will be provided throughout the course. The following list is ORIENTATIVE.

30th October 2023

- Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. The leadership quarterly, 16(3), 315-338.
- Brendel, W., Hankerson, S., Byun, S., & Cunningham, B. (2016). Cultivating Leadership Dharma: Measuring the Impact of Regular Mindfulness Practice on Creativity, Resilience, Tolerance for Ambiguity, Anxiety and Stress. Journal of Management Development, 35(8), 1056–1078.- Brewer, J. A., Worhunsky, P. D., Gray, J. R., Tang, Y.-Y., Weber, J., & Kober, H. (2011). Meditation Experience Is Associated with Differences in Default Mode Network Activity and Connectivity. Proceedings of the National Academy of Sciences, 108(50), 20254–20259.
- Browning, M. (2018). Self-Leadership: Why It Matters. International Journal of Business and Social Science, 9(2), 14-18.- Carton, A. M., Murphy, C., & Clark, J. R. (2014). A (blurry) vision of the future: How leader rhetoric about ultimate goals influences performance. Academy of Management Journal, 57(6), 1544-1570. - Cerasoli, C. P., Nicklin, J. M. & Ford, M. T. (2014). Intrinsic motivation and extrinsic incentives jointly predict performance: a 40-year meta-analysis. Psychological bulletin,140(4), 980 -1008.- Deci, E., Olafsen, A.H. & Ryan, M. (2017). Self-determination theory in work organizations: The state of a science,Annual Review of Organizational Psychology and Organizational Behavior, Vol. 4, 2017, pp. 19–43
- Duckworth, A. L., Grant, H., Loew, B., Oettingen, G., & Gollwitzer, P. M. (2011). Self?regulation strategies improve self?discipline in adolescents: Benefits of mental contrasting and implementation intentions. Educational Psychology, 31(1), 17-26.- Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology?. Review of general psychology, 9(2), 103-110.
- Good, D. J., Lyddy, C. J., Glomb, T. M., Bono, J. E., Brown, K. W., Duffy, M. K., ... Lazar, S. W. (2015). Contemplating Mindfulness at Work: An Integrative Review. Journal of Management, 42(1), 114–142.- Grant, A. (2012). Leading with meaning: beneficiary contact, prosocial impact, and the performance effects of transformational leadership, Academy of Management Journal, 55(2), 458-476.
- Higgins, E. T., & Pinelli, F. (2020). Regulatory Focus and Fit Effects in Organizations. Annual Review of Organizational Psychology and Organizational Behavior, 7, 25-48.- Lencioni, P. (2012). The five dysfunctions of a team. Pfeiffer, a Wiley Imprint, San Francisco.
- Herold, D. M., Fedor, D. B., Caldwell, S., & Liu, Y. (2008). The effects of transformational and change leadership on employees' commitment to a change: a multilevel study. Journal of applied psychology, 93(2), 346.
- Menges, J. I., Kilduff, M., Kern, S. & Bruchc, H. (2015) The awestruck effect: Followers suppress emotion expression in response to charismatic but not individually considerate leadership. The Leadership Quarterly, 26, 627–641
- Morgeson, F. P., DeRue, D. S., & Karm, E. P. (2010). Leadership in teams: A functional approach to understanding leadership structures and processes, Journal of Management, 36: 1, 5-39
- Mullins, H. M., Cortina, J. M., LaPort, K., Weis, E. J., & DiRosa, G. A. (2014). Identifying and assessing dimensions of leader emotion management. In The nature of work: Advances in psychological theory, methods, and practice. (pp. 229–256). American Psychological Association. https://doi.org/10.1037/14259-012
- Oettingen, G., & Mayer, D. (2002). The motivating function of thinking about the future: expectations versus fantasies. Journal of personality and social psychology, 83(5), 1198.
- Owens, B. P., & Hekman, D. R. (2016). How does leader humility influence team performance? Exploring the mechanisms of contagion and collective promotion focus. Academy of Management Journal, 59(3), 1088-1111.
- Tang, Y.-Y., Hölzel, B. K., & Posner, M. I. (2015). The neuroscience of mindfulness meditation. Nature Reviews Neuroscience, 16(4), 213–225. https://doi.org/10.1038/nrn3916
- Willis, J., & Todorov, A. (2006). First impressions: Making up your mind after a 100-ms exposure to a face. Psychological science, 17(7), 592-598.

EVALUATION CRITERIA

ASSIGNMENTS

In-class Work & Class Participation

Because this is a practical course, there is a large emphasis on participation. Participation in this course is highly related to engagement in activities, reflection on exercises done between and within classes, & contributions to group exercises. It involves being on task in group and pairwork, as well as in class, carrying out the class activities, adding relevant contributions either verbally or written and asking engaging questions.

Come to class with an open mind, prepared and ready to participate. Sharing is encouraged and respect and openness to ideas and questions is paramount to success in this course.

Successful participation includes: being present, engaging in class material and discussions, coming with outside work prepared and reflections, contributing in a positive way to class discussions and group work, listening to others and engaging in their contributions, showing respect for oneself and others, etc.

Participation is hindered by: not being present, not engaging in classwork or discussions (on phone, computer, doing other work, not interacting at all), not coming prepared, distracting self or others, being disrespectful or fostering a disrespectful atmosphere, arriving late and in a disruptive way, etc.

Group Presentation - Case Study

Groups will be assigned real-world leadership case studies from various industries. The task is to analyze the leadership decisions made, evaluating their effectiveness, and proposing alternative strategies. When assessing the cases the students are expected to draw upon learnings from the class content covered until that point. Presentations will be given in class. More details on the cases and the evaluation criteria will be shared during the class.

Personal Leadership Growth Plan

Students will embark on a reflective journey towards self-discovery and personal growth by crafting their own Personal Leadership Growth Plans. Drawing inspiration from the wealth of knowledge and insights gained thus far in the course, students will assess their current leadership skills, strengths, and areas for improvement. They will then envision their future selves as effective leaders. Through this introspective exercise, students will set clear, actionable goals and outline strategic steps to develop their leadership capabilities. By designing their Personal Leadership Growth Plans, students will not only apply course concepts but also lay the groundwork for their ongoing leadership development, setting a course for success in their academic and professional journeys.

This short paper should have a maximum of 1200 words, written in APA format. Any sources used or reference to others' work must be cited in APA format.

BEHAVIOR RULES

Please, check the University's Code of Conduct here. The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy here. The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code here. The Program Director may provide further indications.