



Aalto University
School of Science

Welcome to: Advanced Personal Leadership (TU-EV0001)

Introductory lecture

Teacher: Peter Kenttä, D.Sc.

Summer 2021

31.5.2021

First things first – zoom etiquette during this lecture

- **Keep yourself muted if you have background noise**
- **Keep camera on**
- **Ask questions directly at any time, do not use chat for questions**

- **This lecture will not be recorded**



Contents of this lecture



Practicalities



Participants



Next steps



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Peter Kenttä

D.Sc. (Tech.)

Teacher since 2012:

Leadership Theory

Advanced Personal Leadership

Leading as Practice

Philosophy

*Management educator and
organizational change specialist in
Filosofian Akatemia*

Living in Singapore



Course objectives



Develop, strengthen and refine your personal leadership style, thinking and philosophy



Listen, engage with and appreciate even fundamental differences between people



Understand and manage different kinds of personal difficulties and hurdles that are germane to modern day work-life

Learning in this course



Discussing

- Student facilitated group discussions
- “reflecting together”
- Facilitating a discussion
- Relationships essay discussions

Reading

- Reflect on different facets of and interfaces between your personal life, work-life and your personal leadership thinking, style and philosophy

Writing

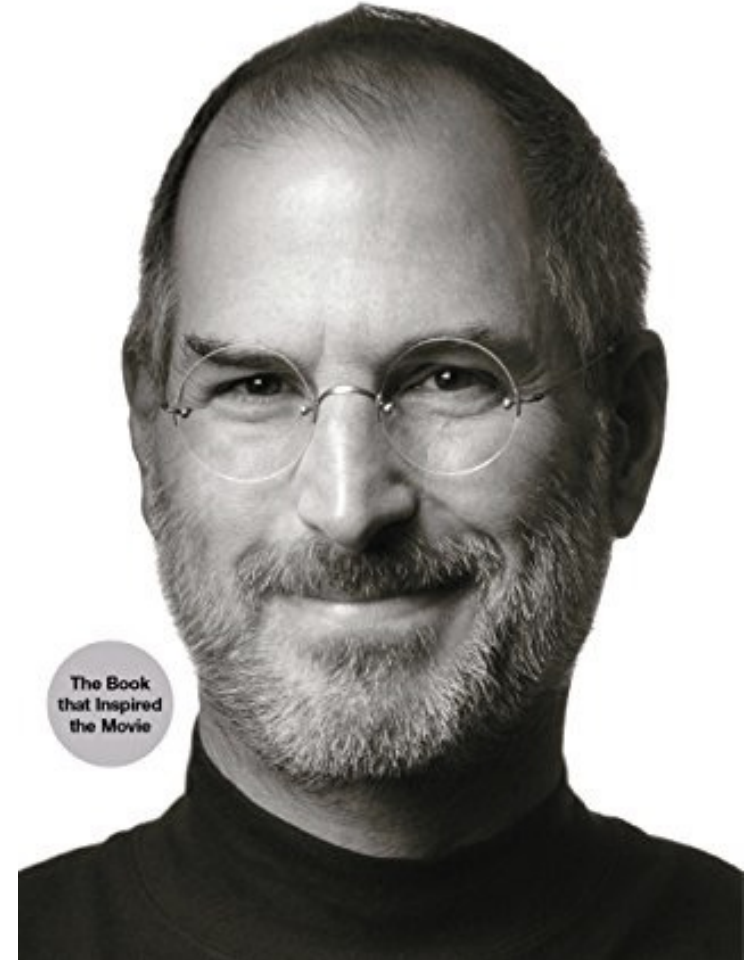
- Enable deep, recursive learning



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**The course book:
Steve Jobs
(by Walter Isaacson)
2011/hardcover
2015/paperback
Kindle edition**

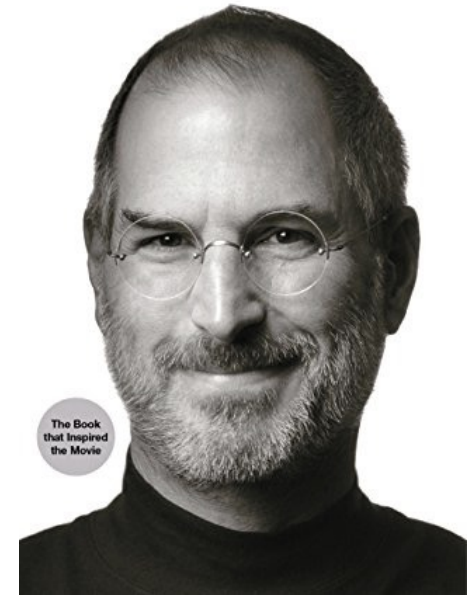
Steve Jobs
by Walter Isaacson



Some possible themes

Childhood trauma, parenthood, entrepreneurship, love, family, friendship, passion, finding your 'thing' in life, narcissism, perfectionism, showmanship, marketing, working with an unkind boss, working with a demanding boss, birth of an industry, product development, product design, mentors, recruitment, charismatic leadership, visionary leadership, coping with a charismatic leader, loyalty, power struggle, betrayal, redemption, financial success, fame, luck, cancer, remorse...

Steve Jobs
by Walter Isaacson



We will practice “slow reading”



THE PACE MATTERS



GIVE RELEVANT THOUGHTS
THE AMOUNT OF ROOM
THEY REQUIRE

The historical method of writing and reasoning

“A scientist may detect a set of conditions which compose the necessary and sufficient conditions of a hypothetical situation denoted by the expression ‘combustion’ or ‘oxidation’; when these are present, and nothing else is present to hinder their operation, combustion takes place. But ‘the historian’, although he sometimes writes of the outbreak of war as a ‘conflagration’, nevertheless leaves us in no doubt that he knows of no set of conditions which may properly be called the necessary and sufficient conditions of war. He knows only a set of happenings which, when fully set out, make the outbreak of this war seem neither an ‘accident’, nor a ‘miracle’, nor a necessary event, but merely an intelligible occurrence.”

- Michael Oakeshott (1991) *Rationality in politics and other essays* (p. 172)

Student facilitated discussions



One student at a time will prepare, present, and facilitate the discussion on each discussion session



Presentation of key themes, personal insights, questions, and relevant thoughts about *your personal leadership* that arose from reading 2-3 chapters



The discussions will not be recorded



Some students may be asked to present two times or present together with another, depending on the final number of participants



I will later ask for two volunteers to take the first two sessions



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5 min Break

Constructivist approach to leadership

Local “rules” to what is good leadership

The “rules” are continuously being made, changed, reproduced and transferred between contexts

Boil down to explicit agreements, use of language, talk, priorities etc.

Leadership can be learned through engaging in these practices



Format of the discussion sessions

- **Student facilitator begins with a presentation and personal reflections about the chapters, personal insights, and her personal leadership**
- **Breakout rooms in zoom can be used**
- **Round table format, participants are treated as equals**
- **Requires active participation by everyone**
- **The process or “rules” of the discussion sessions can also at any time be discussed or be used as an example of a leadership phenomenon**
 - How the group forms or behaves, how events unfold, trust, ebbs and flows in participation, how the discussions could be improved...

Facilitating a session

- **Main responsibility: To enable a fruitful discussion**
- **Read the assigned chapters and make note of relevant themes, thoughts, questions, and personal insights**
 - What did I learn from this? What can we learn from this?
 - Go deep with a few key points.
- **Prepare your presentation (~10min)**
 - Preferably without slides
 - Prepare questions and/or themes you would like the group to discuss
- **Log into the zoom discussion 9.50 am at the latest and get a “co-host” status for the session**
- **Decide if you want to use breakout rooms and when and how**
- **Please consider the time limits, pacing, possible break, and how actively you would like to facilitate the discussion**
- **Prepare to facilitate either a 1,5h or 1h session. I will let you know in advance.**

Participating in a session

Main responsibility: Help the facilitator to make the discussion session a fruitful one

Read the assigned chapters

Be in a quiet place where you can focus on the discussion

How to participate:

- **Have your camera on**
- **Be prepared to discuss the chapters and relevant thoughts**
- **Voice your thoughts, suggestions and opinions**
- **Actively listen to others and give them room**
- **Ask questions: open, specific, motivational, “imagine”...**

The teacher as co-facilitator of the discussion sessions

- **I will begin and end each session**
 - Remind everyone of the zoom etiquette
 - Let everyone know about any relevant news or changes
 - Next steps
- **I will help the student facilitator in any way I can before, during and after the sessions (breakout rooms, tech support, suggestions, feedback...)**
- **I may in some sessions may use a 1/2h of the session for additional exercises**



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Two volunteers

Grading and assessment Pass/Fail

Group discussions:

- Active participation in 13/16 student facilitated discussions
- To facilitate a discussion
- Read the assigned material for each session

For the three essays:

- Answer all posed questions with appropriate length and depth
- Follow essay guidelines, submit on time

Submit and pass three essays

The Introductory essay

- Is about you and your interest in leadership and personal development
- Assignment in MyCourses, DL Fri 4th of June at 2 pm.

The Relationships essay

- Includes readings, video material, and five discussions with peer students.
- Assignment in Mycourses, DL 8th of July at 2 pm

The Reflection essay

- The Reflection essay is a reflection of what you have learned during the course and consists of two parts:
 - *Your learning journey*
 - *Best possible future self*
- Assignment in MyCourses, DL Fri 6th of August at 2 pm.

The relationships essay

Assignment

- Report and reflect on five personal discussions with peers from the course.
 - Report primarily on the discussions, not the reading/video material
- Both essay and learning diary formats are acceptable.
- For each discussion there is a particular reading and/or video material to discuss, and for each discussion you should organise a different discussion partner.
 - E.g. meet after a discussion session to book a partner and time, post on Forums... (1-2h)
 - Decide on the format for the discussion (hopes, expectations, roles...)

Themes

1. Carl Rogers: listening and empathy
2. Ed Schein: dialogue and humble inquiry
3. Amy Edmondson: psychological safety and teaming
4. Steve Jobs: The lost interview
5. Steve Jobs: Stanford commencement speech

Attendance and active participation

- **Attendance will be documented through the Chat application in Zoom.**
- **I will at some point during the discussions ask everyone to write something on the Chat**
- **I will save the chat discussions for later reference**

- **Active participation is required to pass the course**
- **Having your camera on is mandatory**

Communication on this course



ZOOM



MYCOURSES



EMAIL



FORUMS



16 discussion sessions

Wed 2.6. No discussion, writing of the Introductory essay	Mon 7.6. 10:00-11:30 Discussion 1	Wed 9.6. 10:00-11:30 Discussion 2	Mon 14.6. 10:00-11:30 Discussion 3	Wed 16.6. 10:00-11:30 Discussion 4	Mon 21.6. 10:00-11:30 Discussion 5
Wed 23.6. 10:00-11:30 Discussion 6	Mon 28.6. 10:00-11:30 Discussion 7	Wed 30.6. 10:00-11:30 Discussion 8	Mon 5.7. 10:00-11:30 Discussion 9	Wed 7.7. 10:00-11:30 Discussion 10	Mon 12.7. 10:00-11:30 Discussion 11
Wed 14.7. 10:00-11:30 Discussion 12	Mon 19.7. 10:00-11:30 Discussion 13	Wed 21.7. 10:00-11:30 Discussion 14	Mon 26.7. 10:00-11:30 Discussion 15	Wed 28.7. 10:00-11:30 Discussion 16	

After the Intro essay DL

- **I will assign a session to each student who has submitted and passed the Intro essay**
 - If you have a problem participating on a particular date, let me know asap! Email me.
 - If you later on need to reschedule your session, then coordinate a swap with another student if possible and let me know of the change
 - I will later post the schedule under Lectures in Mycourses and send it out as an announcement

Participants: breakout rooms

Who are you? First impressions?
Why have you chosen this course?



What makes a fruitful discussion?



Discussions in zoom: how to
make the most out of them?

A fruitful discussion in zoom?



Next steps

Acquire the course book if you haven't done so already



Write and submit the Intro essay on time



Read the Introduction and chapters 1-2 (~30 pages) for Mon 7th of June at 10 am



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Questions or comments?

