

## **A SIX-CLASS MODULE ON *LIFT: BECOMING A POSITIVE FORCE IN ANY SITUATION***

For Courses on Leadership, Change Management, or Power and Influence

There is an increasing interest among managers and management students around the world in positive management practices. This course module can help instructors who teach leadership, change management, or power and influence to transform these traditional topics into courses that help students learn to practice positive leadership and positive change, and to exert positive influence.

This course module uses the book, *Lift: Becoming a Positive Force in Any Situation*, which is a book about positive influence. Most books on influence focus on tactics, and if they consider the positivity of one's influence at all, they do so by including a section at the end of the book that cautions people to use these tactics ethically. *Lift* takes the question of positivity seriously from the beginning, using science grounded in moral philosophy and practical stories to introduce readers to four questions that they can use in any situation—whether they are leadership situations, change situations, or general influences situations—to make their influence more positive. Because a person's answers to these questions change with each situation they encounter, these questions provide people with a way of becoming a positive influence that is unique and tailored to each situation, and can thus transform negative or neutral situations into positive ones.

The course module includes six classes. All or part of this module can be used or adapted to meet the needs of the person teaching the course. We envision this module being used within a longer course of between 15 and 30 classes. Links to all of the materials for the module can be found at <http://faculty.darden.virginia.edu/quinnr/materials.htm>.

### Purposes of this module

1. To introduce students to a perspective that integrates influence with its ethical considerations (as opposed to separate perspectives on influence and ethics, where the two perspectives are applied to situations sequentially).
2. To help students develop the skills necessary to apply and experience the principles of lift in their work and lives.
3. To motivate students to make becoming a positive force an initiative for their personal development.

### CLASS ONE

#### **An Introduction to Lift**

Purpose: To introduce students to the core concepts of *Lift* and to explore how we approach situations differently when we make the positivity of our influence central, rather than peripheral, to our approach.

Student Reading: Chapter 1 of *Lift: Becoming a Positive Force in Any Situation* (chapter 2 is optional).

*Children's Hospital and Clinics* (HBS 9-302-050)

Instructor Materials: *Teaching Note: Children's Hospital and Clinics* (HBS 5-303-071)

*Teaching Note Addendum: Using Children's Hospital and Clinics to Teach Lift*

## CLASS TWO

### **Becoming Purpose-Centered**

Purpose: To help students develop skills for becoming purpose-centered and to see how becoming purpose centered will affect their leadership, change management, or power and influence.

Student Reading: Chapters 3 and 4 of *Lift: Becoming a Positive Force in Any Situation*

Instructor Materials: *From Problem-Solving to Purpose-Finding* (UVA-OB-0982)

## CLASS THREE

### **Becoming Internally-Directed**

Purpose: To help students learn how to become internally-directed in spite of organizational pressures to be externally-directed and to see how being internally-directed can affect a person's leadership, change management, or power and influence.

Student Reading: Chapters 5 and 6 of *Lift: Becoming a Positive Force in Any Situation*

*Nicholas Gray: The More Things Change... (A)* (UVA-OB-0773)

Instructor Materials: *Nicholas Gray: The More Things Change... (A) and (B): Teaching Note* (UVA-OB-0773TN)

*Teaching Note Addendum: Using Nicholas Gray to Teach Internal Direction*

## CLASS FOUR

### **Becoming Other-Focused**

Purpose: To help students learn how to become other-focused in organizational settings and to see how being other-focused can affect a person's leadership, change management, or power and influence.

Student Reading: Chapters 7 and 8 of *Lift: Becoming a Positive Force in Any Situation Alvarez (A)* (UVA-OB-0660)

Instructor Materials: *Alvarez (A), (B), and (C): Teaching Note (UVA –OB-0660TN)*

*Teaching Note Addendum: Using Alvarez to Teach Other-Focus*

#### CLASS FIVE

##### **Becoming Externally-Open**

Purpose: To help students develop skills for becoming externally open and see how becoming externally-open will affect their leadership, change management, or power and influence.

Student Reading: Chapters 9 and 10 of *Lift: Becoming a Positive Force in Any Situation*

Instructor Materials: *Becoming Externally Open: Teaching Note (case number not yet assigned)*

#### CLASS SIX

##### **The Integration of Positive Opposites**

Purpose: To help students integrate the concepts for the module and explore how they can be used by groups as well as individuals.

Student Reading: Chapter 11 of *Lift: Becoming a Positive Force in Any Situation*

*Gentleman's Furniture Role Play (UVA-OB-0928)*

Instructor Materials: *Gentleman's Furniture Role Play: Teaching Note (UVA-OB-0928TN)*

*Teaching Note Addendum: Using Gentleman's Furniture to Teach Lift*