

Course Title: The Leadership Journey

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Course Description:

This course is based upon Kouzes and Posner's Five Practices model for Exemplary Leadership which are: Model the Way; Inspire a Shared Vision; Challenge the Process; Enable Others to Act; and Encourage the Heart. Taught by an Executive Coach and a former CFO of a Tier 1 Japanese public company, this course uses group coaching and invites the student on a journey of personal exploration with the explicit goal of becoming a more effective leader. To achieve this goal, the course examines leadership in organizations, and utilizes the student's reflections and framing of their personal life stories and experiences to discover important insights into themselves as a leader.

Each student will complete an online leadership inventory which will provide insights into the characteristics they possess, and will develop a personal Leadership Development Plan as well as articulate a Vision and Mission statement to guide them through the next stages of their lives.

Learning Outcomes:

By the end of this course students will:

- 1) Increase their conceptual understanding of leadership in organizations
- 2) Discover important insights into themselves as a leader and develop a self-awareness regarding their personal values, beliefs, strengths, and opportunities by reflecting upon and framing their life stories and experiences
- 3) Enhance the skills and competencies that enable them to become leaders of organizations and to embark on a journey of personal leadership development, and
- 4) Develop a Personal Leadership Development Plan, and articulate a vision and a mission statement to guide themselves throughout their lives.

Leadership development concepts used in the course will be immediately applicable for the students and also will be useful for the rest of their lives.

Instructions to Students:

Throughout this course, students will be involved in an in-depth personal analysis by working on class exercises/problems, and discussing special topical readings. At the beginning of the course, Students will complete an online Leadership Inventory and a Strengths Assessment to provide insights into the characteristics they possess and this inventory will be the basis for their future development and growth.

It is important for the student to know that I will not provide any notes because I want you to create your own notes as you listen to the lecture. By making your own notes for every lecture, not only will this will help you to understand and learn/remember the material, but also it will prepare you to take very good meeting minutes (a required skill for career advancement).

I will try and create an interactive learning environment and a focus on real world experiences and it is critical that students be active participants in class, providing critical analyses of key issues and debating alternative courses of action. This requires careful preparation of the assigned readings before class. You will inevitably be asked to present on material covered in class.

Each class member will be assigned to a Leadership Development Group (LDG). These LDG enable students to discuss personal materials with a higher level of openness and reflection versus otherwise possible in the presence of a faculty member. Each LDG will be facilitated by a member of the same group, with each member being given a chance to facilitate and build Group Facilitation Skills. The LDG meetings will be held weekly from Week 3 - Week 13 during normally scheduled class hours. Attendance at these meetings is mandatory.

All assignments and class communication will be handled via Blackboard so please make sure to check every day.

Class Attendance/Punctuality:

As much as possible, this course will simulate a real corporate setting with the expectation that the student will behave as if on a real job. Each week we are simply focused on being better than we were the week before. Since class participation is an important part of your contribution to this course (and to your grade), regular attendance is expected. Being absent from or late to class will lower your class participation grade and, consequently, your final grade.

Class participation is based on the philosophy of “quality not quantity.” In other words, it is not how much you talk but what you have to say and how you support classroom learning that is important. In determining your class participation grade I will consider the following:

- Your contributions (knowledge and preparation of assignments, answering questions, asking questions).
- Your relationship with other class members (listening skills, attempts to bring others into the dialog, not dominating the discussion/class).
- Your commitment to the class activities/discussion (engagement in class and small group discussions, body language, attention and focus).

Please note that my focus on class participation is not just to grade you but for all of us to learn. Class time is your chance to ask questions, respond to the readings and lectures, learn from your colleagues, and understand leadership theory and practice. It is also an important opportunity to develop skills that you will use once on the job e.g. in meetings.

Individual and Group Written Assignments/Late work:

Students will write several comprehensive papers on the purpose of their leadership, as well as on the most challenging experience in their life and how it has impacted their life and leadership. Each student will also develop a Personal Leadership Development Plan.

Self-reflections play a significant role in leadership and personality development. Each student will be required to submit a one page self-reflection for each class that will be used to determine attendance/participation. The intent of this paper is to review the teachings in the class and link them to the student's self development.

There will be several other assignments/presentations and you will be notified at least one week in advance. These assignments will form the core of class discussion so students are expected to turn in the assignment at the beginning of class. I understand that sometimes circumstances arise that prevent assignments from being turned in on time. Therefore, late assignments will be accepted with a corresponding reduction in the grade.

Leadership Action Plan: Reflect on what you learned during the semester about leadership, with a focus on using theory to enhance practice. Write your leadership action plan and include four sections: (1) how you plan to apply certain leadership theories and concepts to make your practice better; (2) your observations of various leadership and participant roles that you and your classmates

played in your team and committee (styles, differences, team and group effectiveness, what worked, what didn't, and why); (3) your plans to use the feedback from the Leadership Practices Inventory; and (4) your leadership development action plan for the next two years. The format for the paper will be provided in the second half of the course.

Evaluation: Your evaluation will be based on the following:

- 20% = class participation
- 20% = written assignments
- 30% = LDG
- 10% = lessons learned presentation
- 10% = midterm exam (paper)
- 10% = final exam

Course Textbooks:

The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader 3rd Edition
James M. Kouzes; Barry Z. Posner
Jossey-Bass
ISBN: 1608322467

Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone
Brene Brown
Wiley
0812985818; 978-0812985818

The books can be purchased at the university bookstore or on Amazon.

The schedule is tentative; the topics covered on each proposed date may change/expand depending on the understanding background and pace of the students. To facilitate learning and development, students must be open to sharing of personal insights, experiences, ambitions, and concerns.

Schedule of Assignments and Topics

Schedule of Instruction		
	Schedule of Instruction	Work outside of Classroom Activities
Lesson 1	Introduction/Learning Group Description	Online Student Leadership Practice Inventory
Lesson 2	What Do we Know about Leadership? The Hero's Journey	Assigned Reading: SLC Ch. 1; Prepare Personal Best Leadership Exercise
Lesson 3	Model The Way: Clarify values	Assigned Reading: SLC Ch. 2
Lesson 4	LDG - Values and Personal Best Leadership Experience	Assigned Reading: SLC Ch. 3; Complete Values Worksheet
Lesson 5	Model The Way: Set The Example	LDG Prep - Watch Movie Pay It Forward
Lesson 6	LDG	Assigned Reading: SLC Ch. 4
Lesson 7	Inspiring Others: Envision The Future	LDG Prep: Come Join me on Vacation
Lesson 8	LDG	Assigned Reading: SLC Ch. 5; Submit Crucible Paper
Lesson 9	Inspiring Others: Enlist Others	LDG Prep - Watch Movie Invictus
Lesson 10	LDG	Assigned Reading: SLC Ch. 6
Lesson 11	Challenge The Process: Find Opportunities	LDG Prep - Watch Movie Apollo 13
Lesson 12	LDG	Assigned Reading: SLC Ch. 7
Lesson 13	Challenge The Process: Take Risks	LDG Prep
Lesson 14	LDG	Assigned Reading: SLC Ch. 8
Lesson 15	Enable Others: Foster Collaboration	LDG Prep
Lesson 16	LDG	Assigned Reading: SLC Ch. 9
Lesson 17	Enable Others: Strengthen Others	Personal BOD Assignment due; LDG Prep
Lesson 18	LDG	Assigned Reading: SLC Ch. 10
Lesson 19	Encourage The Heart: Recognize Contributions	LDG Prep: Movie Harry Potter and the Sorcerer's Stone
Lesson 20	LDG	Assigned Reading: SLC Ch. 11-12
Lesson 21	Encourage the Heart: Celebrate Values/Victories	Assigned Reading: Brown Ch. 1-2
Lesson 22	LDG	Assigned Reading: Brown Ch. 3-4
Lesson 23	Ethical Leadership	Assigned Reading: Brown Ch. 5-6
Lesson 24	LDG (Ethical Situations)	Assigned Reading: Brown Ch. 7
Lesson 25	Leadership Derailers	Brown: Personal Reflections Due
Lesson 26	Putting It All Together	Leadership Plans Due
Lesson 27	Lessons Plan Presentations	Prepare Leadership Plan Presentations
Lesson 28	Lessons Plan Presentations	Prepare Leadership Plan Presentations
Lesson 29	Lessons Plan Presentations	Prepare Leadership Plan Presentations
Lesson 30	Reflection & Celebration	Final Exam Prep
Notes		
The schedule is tentative and will change to reflect University/Public holidays; the topics covered on each proposed date may change/expand depending on the understanding, background, and pace of the students		