
MGMT 9120:0EX8 (6J:262EX8)
Leadership and Personal Development



Winter 2015

Instructor and Class Meeting Information

Instructor: Ginny Wilson Peters	
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Course Description

Leadership is a choice—not a position. This course focuses on the fundamental idea that leadership can be demonstrated in all walks of life, regardless of your position.

Leadership development is self-development. What you're embarking on is a personal development journey. Leaders who possess a high level of self-awareness and who focus on an ongoing development journey will be more effective leaders at work and will live more satisfying lives outside of work.

Despite a long history of research and disagreement over what good leadership is, recently a new paradigm focused on teaching leadership behaviors to improve effectiveness has emerged. The assumptions of this paradigm are:

- Leadership is both a science and an art. Meaning, we know a great deal through empirical research about what characteristics and behaviors make leaders effective. Yet, there is still an element of leadership that is pure art.
- Exemplary leadership behaviors can be learned, practiced, and improved.
- Learning how to be a better leader requires: a) accurate self-knowledge about one's strengths and weaknesses, b) practice and experiential learning, and c) a willingness to change.

A fundamental premise underlying this course is that leadership requires the mastery of multiple practices and skills, and that this can only be accomplished through a better understanding of self and others. Thus there will be a heavy introspection and reflection component to the course.

As a participant in the course, you will be expected to solicit feedback from others via a 360 Leadership assessment and also complete self assessments of your personality type and strengths. In addition, you will be expected to participate in group discussions and class exercises designed to provide you with an opportunity to practice the leadership skills you are learning.

Course Objectives:

- To facilitate students' personal growth and development through the process of self-examination and external feedback.
- To teach the principles and practices of effective leadership by providing a fun, challenging environment.
- To understand what motivates students and to provide tools and inspiration for finding a life path that aligns with your leadership purpose.
- To stimulate students' commitment to a specific, challenging, and ongoing process of leadership and personal development.

Materials

Required Readings:

- George, Bill, Andrew Mclean and Nick Craig **Find Your True North: A Personal Guide**
- **Articles:**
 - "What Makes a Leader" Harvard Business Review article
 - "Discovering Your Authentic Leadership" by Bill George, Peter Sims, Andrew Mclean, and Diana Mayer. Harvard Business Review, February 2007
 - Grassroots Leadership, Fast Company, April 1999

Evaluation of Student Performance:

Leadership Development Plan due January 31, 2015	(150 pts)
Class participation	(50 pts)
Path of Life assignment during class	(40 pts)
Team Case Write up	(35 pts)
<u>Reflective Paper due January 17, 2015 by midnight</u>	<u>(75 pts)</u>
TOTAL	350 points

Your assignments are designed to encourage your reflection and application of these materials to your own personal and organizational leadership development.

Class participation Much of the class will involve group discussions and experiential learning exercises. While it is my hope that you will be actively engaged in class discussions and small group discussions, your involvement is not part of your grade as I realize that some people are less vocal when it comes to expressing your opinions and/or questions. Your class attendance includes arriving on time for class and back from breaks. Being tardy or missing some or all of a class

session will result in a loss of attendance points. Each ½ day of class that a student misses will result in a 10% reduction in the class participation score. A student who misses more than half of the class sessions will not pass the course.

Leadership Practices Assessment. In this course, you will complete a survey of your leadership practices called the Leadership Practices Inventory (LPI). Further Instructions are included in a separate document and **action is needed by you PRIOR to our first weekend of class.**

During class on Saturday January 10th you will receive the results of your assessment.

Leadership Development Plan. Your final assignment will be the completion of a leadership development plan (LDP). This document will be the culmination of your work during the course including assessment from others of your leadership skills. In this document, you will set specific goals for the future and develop a personal action plan for achieving those leadership goals. The LDP is due via the email or the ICON dropbox no later than end of day Saturday January 31st. Details of this project will be discussed during class and provided in a separate document.

Team Case Write-up Students will be organized into teams, and each team will be required to submit a case write-up. Teams will be given some time in class to work on the write-up, but should also plan to work together outside formal class time. Teams will be given a specific set of questions to answer.

Reflective paper. As a method of encouraging reflection and conceptual enrichment you will write a reflective paper in which you write about each class period and what you're learning. Your entries will include thoughts about the readings, and any other particularly meaningful in-class or out-of-class experiences. The assignment should be no less than three and no more than five double-spaced pages.

Your papers might focus on what you learned, what surprised you, how the guest speaker or readings altered your understanding, and how you can utilize this knowledge in your own life and work situations. You might also write about events that occur outside of class that are relevant to your understanding of leadership.

I am not looking for a paper that simply recounts what was discussed during class. I'm looking for evidence that you are thinking seriously about leadership and self-development. Your paper should show that you are applying concepts explained in the text or class discussions to real life experiences.

I expect full sentence structure and appropriate grammar and spelling to be used. These reflective papers will be graded on the quality of thought they demonstrate and the level to which class experiences are integrated with each other, the readings, and real-life leadership.

COURSE POLICIES

Class Environment: *The Tippie College of Business and the University of Iowa are committed to providing students with an environment free from sexual harassment. If you feel that you are being or have been harassed or you are not sure what constitutes sexual harassment, we encourage you to visit the University website, <http://www.sexualharassment.uiowa.edu/index.php> You may also seek assistance from department chairs, the Dean's Office, the University Ombuds Office, or the Office of Equal Opportunity and Diversity.*

Academic Misconduct: It is our sincere hope that no student in this class submits work which is not his or her own. We expect you to adhere to ethical principles in your academic work as set forth in the University of Iowa's Code of Student Life and the Tippie College of Business Honor Code. At a minimum, we expect no cheating, plagiarism or falsification of any work you turn in for this class. Academic dishonesty includes, but is not limited to, such things as:

- obtaining case analyses on line,
- falsely claiming to have done your fair share of group work without having done so,
- cutting and pasting to or from documents developed by other people,
- sharing analyses across groups, or working together or receiving help from others on individual assignments,
- or using notes from prior students to complete cases or assignments.

If we determine that any of these or similar honor code violation occur, then you will receive a zero for the project in question and may receive an "F" for the class.

All incidents of cheating will be reported to the Senior Associate Dean of the College of Business and the Associate Dean of the School of Management. Students may be placed on disciplinary probation for the remainder of his or her work at the University of Iowa. The Honor Code for the Tippie College of Business will determine the appropriate appeal process. The Honor Code may be found at <http://www.biz.uiowa.edu/upo/honorcode.html>

If you have any questions about what is expected of you generally or on any specific assignment, please do not hesitate to ask me.

Accommodating Disabilities: If you have a disability that may require some modification of seating, testing, or any other class requirement, please let us know as soon as possible so that appropriate arrangements can be made. Similarly if you have any emergency medical information about which we should know, or if you need special arrangements in the event the building must be evacuated, please let us know.

Grade Appeals: If you have a concern about a grade that you receive on any assignment in this class you are invited to submit a written appeal to us within one week of receiving the grade in question. This appeal should outline your specific concerns with the grade and the evidence you have to support why it should be changed. We will consider your written appeal and schedule time to talk to you regarding the grade.

Not Happy with this Course? Any concerns you have regarding this course should first be discussed with the professor of the course. If we can't resolve your concern to your satisfaction, you may contact the Sr. Associate Dean of the Tippie College of business, Dr. Kurt Anstreicher at kurt-anstreicher@uiowa.edu.

Other Course Policies: All other course policies are governed by the Tippie College of Business.