



CIMBA Italy Experiential Leadership

(MGMT 3999)

LEAP

A Personal Development Course

**Consortium Institute of Management
and Business Analysis
Spring 2020**

Course Support Staff:

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Course Description

Management 3999 is a *Personal Development* course that includes LIFE and LEAP. It begins with LIFE (Leadership Initiative for Excellence), a three-day transformational experience that enhances key leadership and personal competencies, including effective communication, decision-making, teamwork, focus, and interpersonal skills. LEAP (Learn, Enrich, Achieve, Perform) builds upon concepts in LIFE, and is a semester-long professional development program that utilizes self-assessment, one-on-one and group coaching, seminars, and personal developmental technologies to assist in personal development. The personal development team consists of a content scientist (with relevant academic and practical experience), process scientist (Certified Kepner Tregoe Rational Process facilitator with extensive corporate experience), behavioral scientist (with assessment certifications and relevant experience), three personal development coaches (all certified by the International Coaching Federation (ICF), with at least 300 hours of executive coaching experience and typically more than 1,000), a technologist (trained in use of bio-technology used in the course), and a mindfulness practice coordinator (formally trained and an active practitioner/instructor).

Course Objectives and Teaching Methods

The intent of the course is to assist you in making sense of your study-abroad experience, assisting you in leveraging that self-discovery in building interpersonal skills that will set you apart in today's rapidly changing, technology-driven, work environment where interpersonal skills and attributes are becoming increasingly more important to career success.

Effective leaders and followers must possess an integrated combination of knowledge (IQ), critical thinking process skills (RQ), and fundamental behavioral traits and attributes (EQ). Building on traditional personal and leadership development models, which tend to highlight the knowledge component, this course places additional emphasis on critical thinking and behavior—the “people” components. Consistent with the self-discovery emphasis of the CIMBA study abroad experience, past students have referred to this course as a “behavioral laboratory for personal discovery.” Students explore themselves from many different perspectives, learn how and why they do the things they do, and explore ways to improve crucial interpersonal skills.

The novelty of foreign travel heightens self-awareness, social awareness, and self-regulation, important ingredients in the behavior component of effective leadership and followership. Importantly, it increases receptivity to self-discovery, and provides an opportunity for personal and professional development unique in your college experience. To help you make sense of the unique personal developmental opportunities offered by study abroad, this course leverages experiential personal and group activities to provide you with an understanding of important emotional and critical thinking competencies.

In addition to well-known psychometric assessments (NEO, MBS, and others), the course utilizes cutting-edge biofeedback technology to analyze physiological reactions such as heart rate and heart rate variability and hormonal assessments to gauge cortisol, testosterone, and DHEA levels in a variety of simulated work and living environments. Students are able to observe themselves and explore the implications of their behavioral reactions in such everyday situations. Key questions include: What do I find stressful and how does stress affect my performance? What is my relative empathetic response in emotional social situations? How receptive am I to other's social signals? How aware am I of the influence of cognitive biases in my thought processes? How resilient am I to life's day-to-day emotional and cognitive challenges? Course activities will demonstrate how the automatic, reactive, and habitual functioning of the brain (“System 1”) is heavily influenced by biases, stereotypes, preconceived notions, deceptive brain messages, and a tendency to jump to conclusions, as well as how mindful self-awareness can activate the brain's more rational, deliberate thinking circuits (“System 2”). The course helps students develop both *mindful awareness* of the physiology shaping their performance by observing themselves (“self-awareness”) and observing others (“social awareness”), as well as self-regulatory abilities that moderate unproductive and unhealthy habits.

Using what they learn about themselves, students develop ***personal development action plans***. Working directly with a ***personal development coach*** one-on-one, students explore issues of personal and social awareness relevant not only to the workplace but also to relationships with family and friends, and within their communities and social groups.

The class will be highly interactive – demanding active learning, active listening, and the ability to both respond to and formulate questions. When in instructional mode, it will be Socratic in style – placing process responsibility on the Course Support Staff and content responsibility on the student. Students should expect topics to be developed through questions following a “What, Why, How” approach to learning and personal development. Several classes will employ a highly participatory approach, often involving biometric measurement technology.

Every class will begin with an ***Open Forum*** in which questions on any topic can be raised, whether that topic is related or unrelated to the class itself. After the Open Forum, the formal class will begin. **Participants will be expected to have read the assigned readings and videos before each class.** Emphasis will be placed on process and application, as opposed to rote memorization. Note that because of the nature and volume of the material and information covered in the course, along with the emphasis on active learning, it is not possible to verbally cover every concept (as would be the case if the course emphasized rote memorization). Many of the concepts are simple enough that they will not require detailed explanation. If something in the assigned materials is not understandable, students are encouraged to ask for an explanation.

Consistent with the rules and regulations of the Consortium International University, participants are required to attend class. Failure to attend a class without an acceptable excuse will result in a grade reduction and/or dismissal from the class.

Required and Recommended Materials

Required Book:

- Your CIMBA LIFE Bio-Report
- Your CIMBA LIFE Participant Manual
- Course Packet (with additional readings and Slides to follow)
- CIMBA 6-Columns Goal Analysis Pamphlet
- CIMBA Goal Appraisal Pamphlet
- CIMBA Quantified-Self Experiment Methodology Pamphlet
- Swart, Chisholm, and Brown. The Neuroscience of Leadership: Harnessing the Brain Advantage (2015)

CIMBA Dashboard: Your personalized CIMBA Dashboard can be found after registering at: www.discoveringmybest.com

As part of the course, students take a series of assessments to gain a better understanding of themselves and their personalities. These assessments are taken either through the personalized CIMBA Dashboard or in a paper-based format. Privacy and confidentiality are paramount. Personally identifiable information is available only to the relevant student and, with their permission, to their personal coach. Students are asked to register and become familiar with the Dashboard site as soon as possible.

Technology: Students may be required to purchase or rent a heart rate monitor to collect biofeedback data and monitor mindfulness progress.

Class Schedule

Please see Appendix A.

Grades and Examinations

Grades will be based on the three (3) components of effective followership and leadership: Knowledge, Process, and Behavior (subdivided into Coaching for development; Mindfulness as an important tool) with each assigned determined as indicated in the following table:

Requirements	Criteria	Grade Contribution
Knowledge		25%
Midterm Exam and/or Quizzes	Performance on the Exam	One-half of Knowledge Grade
Final Exam	Performance on the Exam	One-half of Knowledge Grade
Process		25%
Kepner Tregoe Part I	Performance on the Assignment	One-half of Process Grade
Kepner Tregoe Part II	Performance on the Quiz	One-half of Process Grade
Behavior		50%
•Coaching		25%
My First 90-Days	Performance	One-tenth of Coaching Grade
Coaching Performance	Character Development Effort	Nine-Tenths of Coaching Grade
•Mindfulness		25%
Record of Attendance*	Attendance at Offered Sessions	Constitutes the Entire Mindfulness Grade
Total		100%

* Course Syllabus provides percentage basis upon which grades are assigned

Grades for each of the components is determined separately by the responsible instructor, converted to letter grades (A, B, C, D, F, with +/- utilized as deemed appropriate by the instructor), then averaged (A=4; B=3; C=2; D=1; F=0) to determine the final grade, with that grade approximating the following scale:

	A	--->	95 percent and above
At least the grade of:	B+	--->	90 percent to 94 percent
At least the grade of:	B	--->	85 percent to 89 percent
At least the grade of:	B-	--->	80 percent to 84 percent
At least the grade of:	C+	--->	75 percent to 79 percent
At least the grade of:	C	--->	70 percent to 74 percent
At least the grade of:	C-	--->	65 percent to 69 percent
At least the grade of:	D	--->	60 percent to 64 percent
	F	--->	Below 60

Gray Areas Between Letter Grades. There is always a “gray area” around a specified numerical cutoff; for the most part, the ± grading system manages this fairly well. However, two participants getting the same average score (say, 78 or 79) could receive different course grades (C+ versus B-). If a participant is in one of these gray areas, whether he/she receives the higher or lower grade will depend upon participation in class (with an emphasis on voluntary participation) – if it has been consistent throughout the course, the grade will go up, and if it has been inconsistent, it will remain as it is.

Structural Policies

Virtually everything that concerns the structural mechanics of this class, including among other things course credit, dropping and adding, and academic misconduct is governed by the Tippie College of Business, University of Iowa. Specific structural policies in that regard include:

Accommodating Disabilities: If you have a disability that may require some modification of seating, testing, or any class requirement, please let me know as soon as possible so that appropriate arrangements can be made. Similarly, if you have any emergency medical information that we should be aware of, or if you need special arrangements in the event of the building being evacuated, please let us know. Please see the CIMBA Office Staff after or outside of class to discuss these issues.

Policy on Cheating: It is our sincere hope that no student in this class submits work which is not their own. However, it seems prudent to clarify in advance the policy on cheating. If it is determined that any assignment was not written solely by the student whose name appears on the assignment, the student will receive a zero (0) for the assignment and may receive an “F” for the class. All incidents of cheating will be reported to the CIMBA Undergraduate Office and the Associate Dean of the Tippie College of Business and the student may be placed on disciplinary probation for the remainder of the semester. In general, the cheating decision may be appealed to the CIMBA Undergraduate Staff and/or the College of Business Judicial Board, then to the Associate Dean for the Undergraduate Program. The Honor Code for the Tippie College of Business will determine the appropriate process. The Honor Code is located on the University of Iowa website.

Sexual Harassment: CIMBA, The Tippie College of Business and the University of Iowa prohibit sexual misconduct, dating/domestic violence, and stalking in any form, including sexual assault or sexual harassment, and any form of nonconsensual sexual conduct. Students should be able to live, study, and work in an environment free from all forms of sexual misconduct, dating/domestic violence, and stalking.

Incidents of sexual misconduct can be reported to the [Office of Sexual Misconduct Response Coordinator \(OSMRC; https://osmrc.uiowa.edu\)](https://osmrc.uiowa.edu) or to the [Department of Public Safety \(https://police.uiowa.edu\)](https://police.uiowa.edu). If you are uncertain if what you have experienced from a student is sexual misconduct, view the [Sexual Misconduct, Dating/Domestic Violence, or Stalking](#)

Involving Students (<https://opsmanual.uiowa.edu/students/sexual-misconduct-datingdomestic-violence-or-stalking-involving-students>) policy. If you are uncertain if what you experienced from a faculty or staff member is sexual harassment, view the Sexual Harassment (<https://opsmanual.uiowa.edu/community-policies/sexual-harassment>) policy. Students impacted by a Title IX issue (sexual misconduct, dating/domestic violence, or stalking) may be eligible to request an academic accommodation. Contact the Office of Sexual Misconduct Response Coordinator (<https://osmrc.uiowa.edu>) for assistance, definitions, and the full University of Iowa policy.

If you or someone you know experiences sexual assault, sexual harassment, dating/domestic violence, stalking, or any other behaviors prohibited under this policy, you are strongly encouraged to seek assistance and support. Information about confidential resources (see the Confidential Resources: Where to Start video for an explanation) can be found here, Confidential Resources for Students (<https://osmrc.uiowa.edu/victim-resources/confidential-support>). This includes the University Ombudsperson Office, which serves as a safe place to talk about any concerns, including but not limited to sexual harassment or misconduct, discrimination, violation of policies, and unethical behavior (<https://uiowa.edu/ombuds/>).

FERPA Requirement: To participate in this class, it may be necessary to reveal to other students the names of students who are enrolled in this course. If you do not want your name revealed to other students enrolled in this course, please contact the CIMBA Office in writing by the end of the first week of class.

Privacy and Confidentiality of Assessment Data: Your Assessment data is strictly private and confidential. Neither your coach nor the instructor to his course can view your individual data. Unless you request otherwise in writing, it will be deleted at the end of the semester.

Complaints: According to the policies regarding academic courses at the University of Iowa, student concerns regarding this course should first be discussed with the faculty member teaching the course. If you cannot resolve the issue, you may contact the Campus Coordinator, Ms. Anna Fiumicetti, 0423-932160, anna@cimba.it. If you cannot resolve the issue by speaking with the Campus Coordinator, you may contact the Director of CIMBA, Dr. Cristina Turchet, 0423-932162, turchet@cimba.it.

Class Attendance Policy

Attendance at all classes and CIMBA sanctioned activities is MANDATORY. All unexcused absences will have the following consequences:

- 1st absence will result in the loss of 1/3 of a letter grade in the class (5 percentage points)
- 2nd absence (cumulative) will result in the loss of an entire letter grade (10 percentage points)
- 3rd absence (cumulative) will result in dismissal from the course

Absences due to illness **require** a note from the CIMBA Undergraduate Office Staff and/or the Istituto Filippin medical staff. If you are sick and cannot attend class, you must inform the CIMBA Staff immediately with failure to do so will result in an unexcused absence.

Setting Appointments

We sincerely want you to feel free to contact any of the Staff managing this course - if you are having trouble, need more detailed instruction, or just want to have a conversation motivated by your curiosity. While our schedules can, unfortunately, be quite unpredictable, if you call our Executive Assistant, Deborah, at 0423-932120, a formal appointment will be set with you.