

## MAN 385: LEADERSHIP DEVELOPMENT

<b>Professor</b>	Deidra Stephens, Ph.D.
<b>Office</b>	CBA 5.133
<b>Phone</b>	232-3780
<b>E-Mail</b>	deidra.stephens@mcombs.utexas.edu
<b>Course Web Page</b>	via Blackboard
<b>Class Date/Time/Location</b>	Tuesdays, 3:30-6:30 p.m., GSB 5.154
<b>Office Hours</b>	by Appointment

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### Course Description & Objectives

The Texas MBA program is designed to develop influential business leaders. The MBA Program has identified four fundamental and broad pillars of leadership: knowledge and understanding, communication and collaboration, responsibility and integrity, and a worldview of business and society. This class is designed to help students develop a deeper understanding of their leadership capabilities in the context of business.

During the first year of their Texas MBA program, students engage in co-curricular programs, services, and leadership roles that are designed primarily to develop their skills. These activities are meant to introduce students to a wide variety of topics, help them hone in on their own strengths and weaknesses, and provide them with a foundation from which they can further their leadership development into their second year.

The task during the second year of a students' program is to integrate all of the knowledge and skills learned the previous year into a personal leadership development plan. Second year students should spend time in reflection activities, have access to more robust leadership assessments, and have the opportunity to put their skills into action.

This course is designed to provide a structured format for the development of a dynamic personal leadership development plan. Using readings, lectures, and experiential activities, the course will offer theoretical foundations, practical application and an opportunity for self-assessment that will permit students to continue the development of their leadership talent.

### Course Format

The course has the following structure:

- Course meetings
  - lectures regarding leadership theory and practice
  - student presentations on various leadership topics; book reviews

- completing and evaluating various leadership assessments
- discussions about applying leadership skills and theories while serving as a MBA+ project leader or mentor
- Individual meetings with executive and/or specialty coaches
  - Up to 4 hours of one-on-one coaching to develop a personal leadership development plan (in addition to what the Texas MBA+ Program provides for all students)
- Leadership Assessments
  - Looming Voices 360° - leadership competencies
  - Bar-on EQ-I – emotional intelligence
- Project leadership or mentorship
  - Serving as project leader or mentor for a group of 1<sup>st</sup> year students on a MBA+ project team
- Journal assignments – designed to guide reflection of experiences and to help develop a personal leadership development plan

### **Course Requirements & Grading**

- 25% Quality of in-class contributions
- 15% Project leadership/mentorship (evaluated by client, coach and team members)
- 25% Written personal leadership development plan
- 25% Written reflective journal assignments – minimum 2 pages, 12 point Times New Roman or Calibri font, 1” margins
- 10% Read one leadership book, write an executive summary (maximum 2 pages, 12 point Times New Roman or Calibri font, 1” margins) and present a 10 minute overview and critique to the class

The MBA Programs Committee approved the following target grade distribution for courses: A (4.0) 25%, A- (3.67) 20%, B+ (3.33) 15%, B (3.0) 35%, B- or below (2.67) 5%. This course uses that target distribution as a guideline for establishing final grades.

### **Class Schedule**

#	Date	Activity	Assignment
1	Tuesday, August 30	<ul style="list-style-type: none"> <li>▪ Definition of Leadership</li> <li>▪ Syllabus Review</li> <li>▪ Book Overview &amp; Critique Assignments</li> <li>▪ Project Mentor/Leader Discussion</li> <li>▪ Leadership Toy Box: Lesson 1</li> </ul>	Journal Assignment 1

		<ul style="list-style-type: none"> <li>▪ Trait Approach to Leadership</li> </ul>	
2	Tuesday, September 6	<ul style="list-style-type: none"> <li>▪ 360° Instructions</li> <li>▪ Project Assignments</li> <li>▪ Leadership Toy Box: Lesson 2</li> <li>▪ Skills Approach to Leadership</li> <li>▪ Values Exercise &amp; Discussion</li> </ul>	Journal Assignment 2 Identify & contact 360° reviewers
3	Tuesday, September 13	<ul style="list-style-type: none"> <li>▪ Project Resume Review/Discussion</li> <li>▪ Bar-on EQ-I – Emotional Intelligence Test</li> <li>▪ Leadership Toy Box: Lesson 3</li> <li>▪ Style &amp; Situation Approaches to Leadership</li> <li>▪ Discuss Vision Statements</li> </ul>	Journal Assignment 3 Complete EQ-I
4	Tuesday, September 20	<ul style="list-style-type: none"> <li>▪ Project Leadership/Mentorship</li> <li>▪ Project Orientation</li> </ul>	Journal Assignment 4
5	Tuesday, September 27	<ul style="list-style-type: none"> <li>• True Colors</li> <li>▪ Leadership Toy Box: Lesson 4</li> <li>▪ Leadership Theories: Contingency, Path-Goal, LMX</li> </ul>	Journal Assignment 5 Make appointment for individual 360° feedback
6	Tuesday, October 4	<ul style="list-style-type: none"> <li>• Leadership Toy Box: Lesson 5</li> <li>• Leadership Theories: Transformational, Servant, Team, Psychodynamic, Emergent</li> </ul>	Journal Assignment 6
7	Tuesday, October 11	<ul style="list-style-type: none"> <li>• Leadership Toy Box: Lesson 6</li> <li>▪ Leadership Competencies</li> <li>▪ Understanding Your 360° Feedback</li> <li>▪ Leadership: Gender &amp; Ethnicity, Ethics</li> </ul>	Journal Assignment 7 Check in with project team
	Tuesday, October 18	No Class Scheduled - 360° Feedback Meetings	360° Feedback Meetings
8	Tuesday, October 25	<ul style="list-style-type: none"> <li>▪ Leadership Toy Box: Lesson 7</li> <li>▪ Book Reviews/Critiques</li> <li>▪ Mid-Point Project Reports</li> </ul>	Book Review/Critique Mid-Point Project Report
9	Tuesday, November 1	<ul style="list-style-type: none"> <li>• Leadership Toy Box: Lesson 8</li> <li>• Guest Speaker: Nina Godiwalla – Stress Management &amp; Meditation Techniques</li> </ul>	Journal Assignment 8

10	Tuesday, November 8	<ul style="list-style-type: none"> <li>• Leadership Toy Box: Lesson 9</li> <li>• Guest Speaker: Rich Handley – Understanding your EQ-I Results &amp; Developing Leadership Presence</li> </ul>	Journal Assignment 9
11	Tuesday, November 15	<ul style="list-style-type: none"> <li>• Canopy Tour</li> </ul>	Journal Assignment 10
12	Tuesday, November 22	<ul style="list-style-type: none"> <li>• Leadership Toy Box: Lesson 10</li> <li>• Closing Discussions</li> <li>• Course Evaluations</li> </ul>	Journal Assignment 11
	Tuesday, November 29	No Class Scheduled	Final Project Report – due 12/2 Personal Leadership Plan - due 12/2

**Journal Assignments:**

**Assignment 1: Role Model for Leadership – Due Sept. 6**

Describe the characteristics of an exceptional leader by examining someone whom you have observed or with whom you have worked or known. Illustrate how his or her leadership style has influenced you. Introduce the person and the context in which you know him or her. Describe a few of the mentor's key qualities that you most admire. Relate one or two particular scenarios that demonstrate these qualities. Describe what you have learned from the person. What do you now do differently as a result of having known your mentor? How have you or your actions changed? Be concrete. Cite specific examples of things that you have learned. Describe the situations in which you learned these things. Show how you have used this knowledge to your professional advantage.

**Assignment 2: Values – Due Sept. 13**

This week in class we discussed personal and professional values and priorities extensively. Narrow down the values and non-negotiable factors you identified to create a value statement of 1-2 sentences. Write about why these values are important to you. Discuss any “ah-ha” moments you may have had during the 1,000 Marbles exercise or other activities during class.

**Assignment 3: Personal & Professional Vision Statement – Due Sept. 20**

Describe how you would like to career to unfold. Since your professional life is impacted by your personal life, it is important to consider the personal challenges and opportunities that will impact your professional vision. A vision statement will remain constant, even as your goals and interests change. Your vision statement should be 2-4 sentences, but use this assignment to brainstorm about the following elements:

- What you do and how well you do it
- Your hobbies and interests
- Your passions

- People involved in your life
  - Your family
  - Your friends
  - Your community
- Your values and philosophy (taken from last week's assignment)
- Your vision - future plans with aims and objectives

Pick out the most important points and create an action plan for the future. List some positive words - words of aspiration and inspiration are really important for personal vision statements. Select your most important words and combine in one sentence or put your most important sentences together which must be combined in one short paragraph

#### **Assignment 4: Project Leadership/Experiences – due September 27**

Describe a recent experience you have had leading a group of peers towards a common goal. What were the challenges you faced and the rewards? What did you learn from this experience? What do you know now that you wish you had known then? If you a time machine and could repeat the experience, what would you keep the same, or do differently? Would you relive the experience if you could? Why or why not?

#### **Assignment 5: Role of Creativity in Leadership – due October 4**

Read: <http://blogs.forbes.com/augustturak/2011/05/22/can-creativity-be-taught/>. Write about 1) a boss/teacher/mentor that challenged you – “infuriate[d] your ego rather than soothe[d] it,” 2) a time when you were extremely frustrated and challenged in a job/class/activity, or 3) a time when you wanted to quit but showed tenacity. Discuss how that experience challenged you to think differently and what it caused you to “unlearn.” What self-knowledge did you gain from this experience? Bonus activity: Watch *Karate Kid*, *Return of the Jedi*, *The Matrix*, or *The Devil Wears Prada* and think about how the teachers/bosses/mentors in these films challenged and supported their protégés.

#### **Assignment 6: Leadership Activities & Self-Assessments – due October 11**

For the past few weeks, we have spent our class times studying a variety of leadership theories and cases and completing several self-assessments. Write about what you learned from these experiences. What was valuable? What was a waste of time? What did you learn about yourself? What reinforced what you already know? Which theories resonate with you most? Did the instruments seem valuable? Why or why not? Do you think these cases illustrate and instruments measure leadership? Why or why not?

#### **Assignment 7: SMART Goals – due October 25**

Goals should be SMART – that is, Specific, Measurable, Attainable, Relevant, and Timely. Think about your goals in terms of five levels: individual goals (self-improvement); interpersonal goals (relationship improvement); team/organizational goals (improve teamwork and organizational impact); community goals (be a force for good in the broader world); and professional goals (positive influence on your profession. Describe at least one goal for

each of the five levels and prioritize these, beginning with the most important first. For each goal, answer: Why is this important? What benefit will you or others receive if you achieve this goal?

Describe strategies to meet each goal. Include action steps or changes you need to make in order to achieve this goal. You may wish to consider challenging assignments to seek; developmental relationships you will look for with people who can provide mentoring and support; voluntary leadership roles you will seek; training you will need to complete; feedback you need to obtain; the means of reflection you will engage in; or other ways you will seek to achieve your goals. Set a completion date for each activity.

For each goal, how will you know when you have achieved it? Write about how you will measure and monitor your progress.

### **Assignment 8: Building Support Systems and Networks – due November 8**

Write about the community and professional networks of support you will enlist to refine your interpersonal and leadership skills, develop and enhance your self-confidence, and provide you feedback and support. List names of specific people or specific experiences, what that person or experience will provide for you, and a date by which you will talk to this person to enlist their help with your goals. What will you propose to the person who plays prominently in your plan or how will you arrange the desired experience?

### **Assignment 9: Competencies, Strengths, Interests, Motivations, Deficiencies - due November 15**

You have received feedback from your 360° assessment and EQ-I. Provide a summary of what the instruments said about you. What did you learn about yourself? Did the results ring true? If not, how so?

### **Assignment 10: Personal Mission Statement – due November 22**

You have identified your vision, values, goals, strengths, weaknesses, support systems, etc. Now it is time to put these all together to develop a personal mission statement. Click on <http://www.franklincovey.com/msb/> and use the “build a mission statement” function to help you. The mission statement builder will take your input to create a series of statements that you can arrange into your personal mission statement. Use your journal as a repository of these statements as well as your final mission statement.

### **Assignment 11: Reflections on Project Leadership/Mentorship Experience – due November 29**

Your project team should be wrapping up and preparing to present their findings to the client. What did you learn from leading/mentoring this team? What process did the team go through to form, storm, norm, and perform (see [http://en.wikipedia.org/wiki/Tuckman's\\_stages\\_of\\_group\\_development](http://en.wikipedia.org/wiki/Tuckman's_stages_of_group_development))? If you were a leader, how did this experience differ from previous leadership experiences? What challenges did you face in leading this team? If you were a mentor, how did your role differ from being a leader? Would you prefer to serve as a leader or mentor? Why?

### **Assignment 12: Personal Leadership Plan – due December 2**

Now it is time to put it all together! You have already written most elements of your personal leadership plan. The purpose of this assignment is to develop a document that can be shared with others and updated as needed throughout your career. The document should contain four sections:

- I. Personal Mission & Value Statements (assignment 2 & 10)
- II. Leadership Vision (assignment 3)
- III. Summary of Competencies, Strengths, Weaknesses, and Motivations (assignment 1, 4, 5, 6, 9, 11)
- IV. Development Action Plan (assignment 7 & 8)

## Policies

### **Attendance Policy**

There are 14 scheduled class periods: August 30, September 6, September 13, September 20, September 27, October 4, October 11, October 18, October 25, November 1, November 8, November 15, November 22, and November 29. We will not meet on October 18 and November 29. You may miss one of the other classes during the semester without penalty for any reason. This class time will be made up by meeting individually with the professor to go over your 360° results (2 hours), meeting with MBA+ coaches to analyze leadership assessment data and create your personal mission statement (4 hours), and working with your assigned project team (minimum of 3 hours). For each additional class you miss, your final grade will be lowered by ½ a letter grade.

### **McCombs Classroom Professionalism Policy**

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Texas MBA experience hinges on this. Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects.

The Texas MBA classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students display their name cards.** This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students are fully prepared for each class.** Much of the learning in the Texas MBA program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- **Students attend the class section to which they are registered.** Learning is enhanced when class sizes are optimized. Limits are set to ensure a quality experience. When section hopping takes place some classes

become too large and it becomes difficult to contribute. When they are too small, the breadth of experience and opinion suffers.

- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- **Laptops are closed and put away.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of laptops in class. Faculty will let you know when it is appropriate to use them. In such cases, professional behavior is exhibited when misuse does not take place.
- **Phones and wireless devices are turned off.** We've all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

Remember, you are competing for the best faculty McCombs has to offer. Your professionalism and activity in class contributes to your success in attracting the best faculty to this program.

### **Academic Dishonesty**

I have no tolerance for acts of academic dishonesty. Such acts damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam.

The responsibilities for both students and faculty with regard to the Honor System are described on <http://mba.mcombs.utexas.edu/students/academics/honor/index.asp> and on the final pages of this syllabus. As the instructor for this course, I agree to observe all the faculty responsibilities described therein. During Orientation, you signed the Honor Code Pledge. In doing so, you agreed to observe all of the student responsibilities of the Honor Code. If the application of the Honor System to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification.

### **Students with Disabilities**

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (SSD) is housed in the Office of the Dean of Students, located on the fourth floor of the Student Services Building. Information on how to register, downloadable forms, including guidelines for documentation, accommodation request letters, and releases of information are



available online at <http://deanofstudents.utexas.edu/ssd/index.php>. Please do not hesitate to contact SSD at (512) 471-6259, or via e-mail if you have any questions.

### **Honor Code Purpose**

Academic honor, trust and integrity are fundamental to The University of Texas at Austin McCombs School of Business community. They contribute directly to the quality of your education and reach far beyond the campus to your overall standing within the business community. The University of Texas at Austin McCombs School of Business Honor System promotes academic honor, trust and integrity throughout the Graduate School of Business. The Honor System relies upon The University of Texas Student Standards of Conduct (Chapter 11 of the Institutional Rules on Student Service and Activities) for enforcement, but promotes ideals that are higher than merely enforceable standards. Every student is responsible for understanding and abiding by the provisions of the Honor System and the University of Texas Student Standards of Conduct. The University expects all students to obey the law, show respect for other members of the university community, perform contractual obligations, maintain absolute integrity and the highest standard of individual honor in scholastic work, and observe the highest standards of conduct. Ignorance of the Honor System or The University of Texas Student Standards of Conduct is not an acceptable excuse for violations under any circumstances.

The effectiveness of the Honor System results solely from the wholehearted and uncompromising support of each member of the Graduate School of Business community. Each member must abide by the Honor System and must be intolerant of any violations. The system is only as effective as you make it.

### **Faculty Involvement in the Honor System**

The University of Texas at Austin McCombs School of Business Faculty's commitment to the Honor System is critical to its success. It is imperative that faculty make their expectations clear to all students. They must also respond to accusations of cheating or other misconduct by students in a timely, discrete and fair manner. We urge faculty members to promote awareness of the importance of integrity through in-class discussions and assignments throughout the semester.

### **Expectations Under the Honor System**

#### **Standards**

If a student is uncertain about the standards of conduct in a particular setting, he or she should ask the relevant faculty member for clarification to ensure his or her conduct falls within the expected scope of honor, trust and integrity as promoted by the Honor System. This applies to all tests, papers and group and individual work. Questions about appropriate behavior during the job search should be addressed to a professional member of the Career Services Office. Below are some of the specific examples of violations of the Honor System.

#### **Lying**

Lying is any deliberate attempt to deceive another by stating an untruth, or by any direct form of communication to include the telling of a partial truth. Lying includes the use or omission of any information with the intent to deceive

or mislead. Examples of lying include, but are not limited to, providing a false excuse for why a test was missed or presenting false information to a recruiter.

### **Stealing**

Stealing is wrongfully taking, obtaining, withholding, defacing or destroying any person's money, personal property, article or service, under any circumstances. Examples of stealing include, but are not limited to, removing course material from the library or hiding it from others, removing material from another person's mail folder, securing for one's self unattended items such as calculators, books, book bags or other personal property. Another form of stealing is the duplication of copyrighted material beyond the reasonable bounds of "fair use." Defacing (e.g., "marking up" or highlighting) library books is also considered stealing, because, through a willful act, the value of another's property is decreased. (See the appendix for a detailed explanation of "fair use.")

### **Cheating**

Cheating is wrongfully and unfairly acting out of self-interest for personal gain by seeking or accepting an unauthorized advantage over one's peers. Examples include, but are not limited to, obtaining questions or answers to tests or quizzes, and getting assistance on case write-ups or other projects beyond what is authorized by the assigning instructor. It is also cheating to accept the benefit(s) of another person's theft(s) even if not actively sought. For instance, if one continues to be attentive to an overhead conversation about a test or case write-up even if initial exposure to such information was accidental and beyond the control of the student in question, one is also cheating. If a student overhears a conversation or any information that any faculty member might reasonably wish to withhold from the student, the student should inform the faculty member(s) of the information and circumstance under which it was overheard.

### **Actions Required for Responding to Suspected and Known Violations**

As stated, everyone must abide by the Honor System and be intolerant of violations. If you suspect a violation has occurred, you should first speak to the suspected violator in an attempt to determine if an infraction has taken place. If, after doing so, you still believe that a violation has occurred, you must tell the suspected violator that he or she must report himself or herself to the course professor or Associate Dean of the Graduate School of Business. If the individual fails to report himself or herself within 48 hours, it then becomes your obligation to report the infraction to the course professor or the Associate Dean of the Graduate School of Business. Remember that although you are not required by regulation to take any action, our Honor System is only as effective as you make it. If you remain silent when you suspect or know of a violation, you are approving of such dishonorable conduct as the community standard. You are thereby precipitating a repetition of such violations.

### **The Honor Pledge**

The University of Texas at Austin McCombs School of Business requires each enrolled student to adopt the Honor System. The Honor Pledge best describes the conduct promoted by the Honor System. It is as follows:

"I affirm that I belong to the honorable community of The University of Texas at Austin Graduate School of Business. I will not lie, cheat or steal, nor will I tolerate those who do. I pledge my full support to the Honor System. I agree to

be bound at all times by the Honor System and understand that any violation may result in my dismissal from the Graduate School of Business."