PEPPERDINE UNIVERSITY

THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

DIANE L. BEAKLEY, Ph.D.

MBAM 607.19

Personal Development for Leadership

Fall 2003 Session A


SYLLABUS

Malibu

MBAM 607.14

Personal Development for Leadership
REQUIRED TEXT


PROPOSED CLASS STRUCTURE:

We will use each aspect of the course as an opportunity to examine individual, team, managerial, leadership and organizational issues.

I suggest that we form learning teams that will be involved in the managerial and self-regulatory aspects of the classroom learning community. The learning teams can examine various aspects of the leadership process particularly as discussed in the required texts. The groups might discuss how each of the course objectives might be appraised, considered from the viewpoint of the leadership theories that evolve in the course. We will co-create leadership/member collaborative decisions about the measurement and importance of process in group evolution.

Learning groups are invited to examine all aspects of the course in terms of evolving leadership theories considered: lectures, discussions, reading assignments, experiences for learning, the organization of the course into the seven primary orientations, structure, decision-making, course objectives, and all other relevant issues.

During the early sessions we will discuss each of the issues, particularly as they relate to the stated course objectives and the nature of the course as determined by Pepperdine University. An intensive examination of these issues is, of course, well within the subject matter as outlined for this course.

Measuring learning: You will be required to examine the following expectations that will earn you the grade for this course:

1. The quality and quantity of preparation for each class session.
2. Quality of your team project.
3. Demonstration of clear and effective integration in your weekly reaction logs.
4. Demonstrated support in collaborating with fellow classmates in the learning process.
5. Demonstrated understanding of the reading assignments and lectures during class discussion.

REACTION LOG - An aid to learning

Each assignment and classroom lecture is to be reflected in a Reaction Log. Much as a journal, I suggest you write the reaction log in the first person outlining your thoughts, feelings, and experiences as they relate to the class discussions and readings. A good question to ask yourself is, “Am I reacting to this assignment with both my mind and my feelings?” Another question you might ask is “Am I able to see the relationship of the various concepts so that they form an Integrated whole?” Try to integrate assignments, class experiences, and team learning as much as possible. A good way to check your work is to include the following:

- illustrations
- insights
- integration

The Self Reaction Log can also contain results of your personality assessment feedback from colleagues as well as personal development insights and self-assessment instruments.

INDIVIDUAL PERFORMANCE: There will be two individual papers (“This is Me” and Self Reflection) due for this course. Also there will be a final in the seventh class session. Assigned readings and class discussion materials will be included. The final will be multiple choice, true-false, and short answer. See Appendix A

TEAM PROJECTS: There will be two team projects due including one 2 page summary and 45 minute oral presentation for the Learning Teams in Action project and one 5-6 page team paper and 30 minute presentation from each team on the Team Process Observations paper. See Appendix B

<table>
<thead>
<tr>
<th>Criteria for Evaluation Points</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Supporting materials and handouts are sufficient to be useful to students back at work</td>
<td>5</td>
</tr>
<tr>
<td>B How well are the real world examples linked to key points?</td>
<td>5</td>
</tr>
<tr>
<td>Date</td>
<td>Session</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>09/04</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>09/11</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>09/18</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>09/25</td>
<td>4</td>
</tr>
<tr>
<td>10/02</td>
<td>5</td>
</tr>
<tr>
<td>10/09</td>
<td>6</td>
</tr>
<tr>
<td>10/16</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IMPORTANT DATES:

“This is Me” Individual Paper   September 11
Individual Self-Reflection Paper  September 25
Learning Teams in Action Presentation and 2 page summary  October 2
Team Process Observation Presentation and Paper  October 9
Final  October 16

Weighting of Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>20</td>
</tr>
<tr>
<td>“This is Me”</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Individual Self-Reflection Paper</td>
<td>20</td>
</tr>
<tr>
<td>Learning Teams in Action Presentations and Paper</td>
<td>30</td>
</tr>
<tr>
<td>Team Process Observations Paper and Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
</tr>
</tbody>
</table>

University Policies on Conduct and Disabilities

GSBM students are expected to respect personal honor and the rights and property of others at all times. The University's rules on conduct can be found on pages 191-192 of the 1999-2000 GSBM catalog. Additionally, students with disabilities are encouraged to familiarize themselves with the University's Policies on Disabilities on page 31 of the 1999-2000 catalog or contact the University's equal opportunity office, Dr. Calvin H. Bowers, (310)456-4208.
INDIVIDUAL PROJECTS

THIS IS ME PAPER (max. 5 pages)

At this point in your life, entering a program of graduate study, it is important to focus on a self-study activity which addresses such questions as: Which people and events have shaped me? What motivations drive me? What are my core values? What do I love, hate, fear, avoid, want? What is my self-concept or self-image? Where am I in my life right now, and how did I arrive here?

Analyze the key cultural influences which have shaped you (family, neighborhood, city, region, friends, mores, schools, customs, religion, business practices, national influences, codes of conduct, occupational norms, etc.) in contrast to those of other cultures and sub-cultures.

You will be explaining WHY you are like you are so avoid being autobiographical (too much description, not enough analysis).

SELF REFLECTION PAPER (max. 5 pages)

1. Self-reflection pertaining to your leadership style, applying lessons learned from your readings including how it applies to your life as a manager/leader/human being. Your paper should include the following:

   - Discuss and analyze your individual strengths and weaknesses. Draw from material presented in class, self-reflection, feedback from team members and other colleagues to provide a comprehensive self-examination. You may also include results from self-assessments, including the Big Five, MBTI, LSI, etc.

   - A plan to improve the areas of needed change. It is important to be specific, avoid change strategies such as, “I will overcome my tendency to not speak up in a group by being more assertive.” Even though the statement may be true, the real issue is the lack of assertiveness, therefore, the underlying, more in-depth, response is one that describes specific plans to increase assertiveness.

   - Describe the consequences for your learning and growth as a person and/or future manager or leader. Spend some time with this part of the paper. What have you learned about yourself and others that you can put to work to meet your goals for your life and your work? What are your next steps in this kind of learning.

Team Ratings:
Individually rate each member of your team on a 1-10 scale (1=low and 10= high). How helpful was this person to the functioning, success and learning of the team? Briefly describe why you gave the rating that you did for each person. Hand this to the instructor at the end of the course. It will be used as part of the participation grade.

TEAM PROJECTS

LEARNING TEAMS IN ACTION: (45 minute oral presentation, 2 page summary for the instructor)

This exercise will enable teams to examine teams from a broad perspective using contributions from the class learning teams, workplace and readings. Each team is assigned to examine the influence of culture on management practice in a non-English speaking country. One team can use an English speaking country. Please coordinate with other teams to ensure that there is no duplication of countries.

The learning team presentation should address the following issues:

Content:

- Historical underpinnings of the culture
- Application of cultural frameworks
- Cultural norms and expectations and its influence on management practice
- The extent to which culture impacts:
  a. Communication/conflict management
  b. Performance appraisal
  c. Motivation/reward systems
  d. Leadership styles
  e. Ethical behavior
  f. Sexual harassment

In addition to the usual sources of information (class readings, internet, outside resources) you may also wish to broaden your knowledge base in other ways. A visit to a cultural event, reading a novel, or viewing a movie about your selected country could expand your understanding of culture and history and offer additional insights in your presentation.

Presentation:

- Prepare an interesting presentation. Allow the class to take an active role. That is, encourage participation through role-plays, experiential activities or case analysis. Involvement of class members will strengthen interest and help reinforce key learning.

- In addition, each team is to provide a short article or reading for class members one week prior to the presentation. To stimulate interest, include a few questions in the handout. The article and questions offer a glimpse of the country/culture so that
students are better able to become involved in the discussion. Also, for the instructor a 2 page executive summary is due on the date of presentation.

TEAM PROCESS OBSERVATIONS (max 5-6 page paper, 30 minute presentation)

This portion focuses on the development of your team throughout the course. You will make process observations for your learning team. These observations describe the difficulty (or ease) of coordinating your schedules, conflicts that may arise, conflict resolution, leadership, group cohesion, creativity, etc. Describe your teams emergent system characteristics. You are expected to write and present about the following:

- Group goals and objectives, meeting patterns (ground rules)
- Norms
- Communication patterns and characteristics (including how feelings were handled), dialogue, discussion or debate.
- Assumptions were suspended or not (status differences, sub groupings, social and task relationships)
- Spirit of inquiry and discovery
- Leadership of group process, if any
- Other issues which you may see as being important

Describe the evolution of the above characteristics from early life of the team through the middle and into the final phases of this group experience.

What are the consequences for the team? Describe and explain the consequences of this emergent system for group productivity, satisfaction, and growth throughout the course.