Developing & Coaching Leadership: Fundamentals and Learning Strategies  
MS HE 451 • Spring, 2015 Syllabus  
v 1.3

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Introduction & Approach
The objective of this course is to learn how to develop leadership for you and with others, especially in the context of higher education. It is organized to allow you to answer three questions:
• What are the fundamentals of effective leadership development?
• What learning strategies work best for my own leadership development?
• How can I effectively coach and develop leadership in others?

A central challenge of this course is that it does not provide ready answers to simple questions that can be applied in a formulaic manner. Nor will memorization of facts or rules be sufficient for your success. This is due to the nature of leadership and leadership development –
• Leadership enables people to do productive work in uncertain environments. It is a behavioral activity that requires situational awareness, vision, action, stakeholder awareness, clear decision making, and intentional choices about values. However, clarity in these areas is insufficient because mastery also requires that each leader understand her/his own talents and be honest about what she/he needs from others. So, effective leadership varies by person.
• Leadership development offers similar challenges. While there are effective (and ineffective) practices, as with other types of learning you need to account for the learning style of the leader. Two additional challenges are central to leadership development: ensuring that the leader is motivated to learn and that the opportunity exists for learning to take place. As with leadership, opportunity and motivation are key and vary by person.

Accordingly, your success in this course depends on your ability to:
• Think critically
• Ask great questions
• Synthesize the seminar material, small group work, and readings
• Express yourself in a concise and effective manner
• Experiment, take risks and learn from failure as well as success
• Challenge and play well with your peers and me
• Diagnose differences among people
The seminars, small group work, critical analysis paper and readings each play a different role in your learning about leadership development. Each is described below:

**Seminars**

Seminars tell the story of this course and blend theory with my practical experiences helping others develop their leadership. I expect that you will ask challenging questions during seminars. You should expect that I will give candid and realistic responses. In hearing these responses, you should know that I am analyzing the scenario presented by your question and not you personally. The seminars introduce new material or build from the readings. They do not cover reading content in detail (described below), so I advise you to treat seminars as an important activity requiring your attention and during which you will want to take careful notes.

For your grade I will assess whether you were engaged in our discussions with (a) developed ideas and (b) interesting questions. Please prepare for these work sessions by understanding the agenda and being current with readings and other assignments. As important, you do not earn credit if you attend seminar but make no or minimal contributions to our discussions. Simply listening to others results in a “zero” grade for that portion of the seminar.

*Student Evaluation for Seminars: 20% of course grade*

**Small Group Work**

Feedback from students makes it clear that they highly value small group work sessions. Students who do so have a substantially better experience, largely because this is a powerful forum to test ideas, a great way to make leadership development more personal, and a way to learn in a more comfortable setting.

You will be organized into groups of three to four people so that each student can conduct two exercises –

- Present and discuss one Leadership Crucible. Your Crucible includes a worksheet or essay that is due before Seminar 4.
- Present and discuss your Personal Leadership Development Plan. Your plan is a written paper and must be ready to present to your small group during Seminar 5.

In addition, each group will prepare of leadership coaching scenario comprised of two components –

- A written description of a Mini Case Study of a leadership
- A 15-20 role-play and class discussion.

Your case study is due Seminar 8 and this is also when your group will conduct its role-play and class discussion.

These tasks will be described in more detail as the class proceeds.

*Student Evaluation for Leadership Crucible: 10% of course grade*  
*Student Evaluation for Personal Leadership Development Plan: 25% of course grade*
Student Evaluation for Mini Case Study, Role-play & Class Discussion: 20% of course grade

• Critical Analysis Paper and Readings
  Readings provide much of this course’s theoretical background. Below is a list of required texts. Your ability to synthesize these readings is necessary (but not sufficient) to obtain a high grade in this course. I am available to meet with you or your group to discuss the readings.

  Required Texts:
  • You need a copy of your StrengthsFinder Assessment from Gallup. If you’ve previously completed one, you should be able to download a copy of your results at https://www.gallupstrengthscenter.com/SignIn/en-US/Index. If you do not have a StrengthsFinder Assessment from Gallup, purchase a new version of the book “Strengths Based Leadership” by Rath & Conchie as this will include a unique code so that you can conduct the StrengthsFinder.

  From these and other texts that you find, you will identify a theme of your own choosing and write a 5-6 page critical analysis that responds to only one of three questions – How does your theme:
  • Describe a fundamental aspect of effective leadership?
  • Enable people to develop their own leadership?
  • Enable effective leadership coaching?

  I am available to help you select a theme that’s interesting to you. Your paper must be a synthesis (not a restatement) of the readings from the class and you must also include at least two outside readings that you find. Outside readings must be from an academic journal or press, or from an acknowledged expert. I recommend that you ask me if you intend to use the latter as a resource.

  Student Evaluation for Critical Analysis Paper: 25% of course grade

Student Evaluation
This class assigns grades as follows –

A  Superior performance in all aspects of the course. All work exemplifies the highest quality.
A- Superior performance in most aspects of the course, with high quality work in the remainder.
B+ High quality work in all or most aspects of the course.
B  High quality performance in some of the course, with satisfactory performance in the remainder.
B- Satisfactory performance in the course.
C+ Satisfactory performance in most of the course, with the remainder being somewhat substandard.
C  Evidence of some learning but generally marginal performance.
C- Minimal learning and substandard performance throughout the course.
D  Very minimal learning and very low quality performance in all aspects of the
course.  Minimally acceptable.

Each of the evaluation areas described in the “Approach” section is assigned one of these
grades and the ratios of the evaluation areas determine your final grade for the course. All
grades are final.  It is your responsibility to let me know if I have mis-recorded a grade. While
unlikely, I may modify aspects of the student evaluation process as the course proceeds.

I understand that you may have travel or other commitments that may cause you to be absent
from class. At the same time, this class is taught as a discussion-based seminar, includes
significant small group discussion that cannot be “made up”, and meets in a concentrated
format. To minimize disruption, you may miss only one three-hour time block without penalty
(and only on the condition that you notify your small group members and me at least 24 hours in
advance). Unexcused or additional absences will lower your final course grade by a full letter
grade for each absence (e.g., for the second absence a final course grade of "A" grade
becomes a "B")."

I do not grant extensions for assignments except for medical or familial emergencies. Late
assignments receive an F grade. A grade of Y (incomplete) for the course will be granted only if
the student suffers a medical or familial emergency, requests the grade, and agrees to a plan for
completing the course during the next quarter. SESP policy states that a final grade cannot be
changed.

Course Outline
This course is organized to provide you with models, concepts and exercises for effective
leadership and leadership development. It will also provide you with resources to think critically,
ask critical questions, and produce critical written work. Together, this material will provide you
with a range of tools to perform well in the course.

This outline is subject to revision as the course proceeds. In the event that there is conflicting
information among class announcements, material on Canvas, and other information sources,
you should consider the most current syllabus (the PDF document posted at Canvas > Syllabus
> Course Syllabus) as being accurate.

Seminar 1 (Friday, April 10 from 6:00 pm to 9:00 pm):
  In Advance of Seminar:
  • Bring a device (laptop, tablet or similar) to class that allows you to compose and
    send email
  • Read the syllabus with care so that you’re prepared for a class discussion on this
    topic
  • Complete the “Life Story Narrative” assignment. Details are at Canvas > Pages >
    Life Story Narrative
Seminar Topics:
- “What is Leadership?” Exercise (15 mins.)
- Discuss course goals and syllabus (45 mins.)
- “Powerful Introductions” Exercise (30 mins.)
- “Six Leadership Questions” Exercise and Lecture (90 mins.)

Seminar 2 (Saturday, April 11 from 9:00 am to 3:00 pm):
**In Advance of Seminar:**
- Complete and bring to class your StrengthsFinder Assessment results

Seminar Topics:
- Strengths-Based Leadership Lecture and “Trouble in Bluegrass Country” Exercise (90 minutes)
- Best Practices in Leadership Development (90 mins.)
- Lunch Break (1 hour)
- Putting Leadership Assessment Research into Practice: “Multi-Institutional Study of Leadership” Exercise (1 hour)
- “Life Story Narrative” Small Group Exercise (1 hour)

Seminar 3 (Wednesday, April 22 from 6:00 pm to 9:00 pm):
**In Advance of Seminar:**
- Read “Crucibles of Leadership” in HBR’s 10 Must Reads on Leadership
- Read Leadership Crucible Worksheet & Discussion Guide. Details are at Canvas > Pages > Leadership Crucible Worksheet & Leadership Crucible Discussion Guide
- Read “Part Two: Discover Your Authentic Leadership” (pp. 65-150) in True North
- Read “Epilogue Exercise: Your Personal Leadership Development Plan” (pp. 238-40) in True North.
- Bring True North book to class

Seminar Topics:
- Leadership Assessment Tools: 360°s and Teamwork Lecture (90 mins.)
- Crucibles of Leadership Demonstration (60 minutes)
- Introduce Personal Leadership Development Plan Paper and Small Group Exercise (30 minutes)

Seminar 4 (Wednesday, April 29 from 6:00 pm to 9:00 pm):
**In Advance of Seminar:**
- Turn in Leadership Crucible Worksheet. Details are at Canvas > Pages > Leadership Crucible Worksheet
- Read “Willie the Wildcat 360° Assessment”. Details are at Canvas > Pages > Willie Wildcat 360

Seminar Topics:
- Crucibles of Leadership Small Group Exercise (90 minutes)
• Crucibles of Leadership Large Group De-Brief (30 minutes)
• “Willie the Wildcat 360° Assessment” Exercise (1 hour)

Seminar 5 (Wednesday, May 6 from 6:00 pm to 9:00 pm)

In Advance of Seminar:
• Turn in Personal Leadership Development Plan Paper. Details were discussed at Seminar 3 and are also found in True North, pp. 238-40
• Read “Chasing a Dream” case study. Details are at Canvas > Pages > Chasing a Dream

Seminar Topics:
• Check in for Critical Analysis Paper (15 minutes)
• Personal Leadership Development Plan Small Group Exercise (90 minutes)
• Personal Leadership Development Plan Large Group De-Brief (30 minutes)
• “Chasing a Dream” Case Study Discussion (45 minutes)

Seminar 6 (Friday, May 15 from 6:00 pm to 9:00 pm)

In Advance of Seminar:
• Turn in Critical Analysis Paper (described above in “Critical Analysis Paper and Readings”)

Seminar Topic:
• Leadership Coaching Workshop, Part 1 (3 hours)

Seminar 7 (Saturday, May 16 from 9:00 am to 3:00 pm)

Seminar Topics:
• Leadership Coaching Workshop, Part 2 (3 hours)
• Lunch Break (1 hour)
• Leadership Coaching Mini Cases (90 minutes)
• Introduce Leadership Coaching Mini Case Study, Role-play and Discussion Assignment (30 minutes)

Seminar 8 (Wednesday, May 27 from 6:00 pm to 9:00 pm)

In Advance of Seminar:
• Turn in “Mini Case Study” assignment. Details are at Canvas > Pages > Mini Case Study Assignment

Seminar Topics:
• Small Group Mini Case Study Role-play and Discussion (2 hours)
• Key Insights Exercise, including “What is Leadership?” Exercise, Part 2 (45 minutes)
• Course Review and Recommendations Discussion (15 minutes)

Students with Disabilities
In compliance with Northwestern University policy and equal access laws, we are available to discuss appropriate academic accommodations that you may require as a student with a disability. Request for academic accommodations need to be made during the first week of the
quarter, except for unusual circumstances, so arrangements can be made. Students are required to register with AccessibleNU for disability verification and for determination of reasonable academic accommodations.

For more information, visit: http://www.northwestern.edu/accessiblenu/

Academic Integrity at Northwestern
Students are expected to comply with University regulations regarding academic integrity. If you are in doubt about what constitutes academic dishonesty, speak to the instructor before the assignment is due and/or examine the University web site. Academic dishonesty includes, but is not limited to cheating on an essay or exam (e.g., copying others' answers, providing information to others, using a crib sheet) or plagiarism of a paper (e.g., taking material from sources without citation, copying another student's paper). Failure to maintain academic integrity on an assignment will result in a loss of credit for that assignment—at a minimum. Other penalties may also apply. The guidelines for determining academic dishonesty and procedures followed in a suspected incident of academic dishonesty are detailed on the university and school websites. For more information, visit: http://www.northwestern.edu/provost/policies/academic-integrity/index.html

Sexual Harassment Policy
It is the policy of Northwestern University that no male or female member of the Northwestern community—students, faculty, administrators, or staff—may sexually harass any other member of the community. Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made or threatened to be made, either explicitly or implicitly, a term or condition of an individual's employment or education; or
- Submission to or rejection of such conduct is used or threatened to be used as the basis for academic or employment decisions affecting that individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating what a reasonable person would sense as an intimidating, hostile, or offensive employment, educational, or living environment.

For more information, visit:
http://www.northwestern.edu/sexual-harassment/university-policies/index.html