

Leadership Development

MGT 6114

Fall 2026

Instructor: Ilya Gokhman, PhD

Office Hours by Appointment

Course Purpose

The course has been designed to foster personal reflection and inquiry that will enhance the student's ability to influence others and make a positive impact on their organizations. The course is based on the concept of Authentic Leadership, developed by Bill George, a former CEO of Medtronic and a Senior Fellow at Harvard Business School. The purpose of the Leadership Development (LD) course is to enable students to prepare themselves to become leaders of organizations, to exercise leadership, and to embark on paths of personal leadership development. The LD class requires personal curiosity, reflection from students, and personal openness, as demonstrated through participation in class discussions and leadership development groups.

Learning Objectives

1. To enable students to understand their leadership journeys and their crucibles by reflecting upon and framing their life stories and experiences to date.
2. To participate fully in open, intimate small-group discussions about the reflective exercises they have completed on their own.
3. To understand the importance of self-awareness and how to develop tools and networks that will keep you on your desired path and avoid derailment.
4. To gain clarity about their leadership principles, values, and ethical boundaries, and how they and others might respond under pressure when challenged.
5. To understand extrinsic and intrinsic motivation and explore how to balance these to expand your impact and influence.
6. To explore how to build support teams and lead an integrated life.
7. To understand the purpose of their leadership and to enable others, while optimizing their leadership effectiveness.
8. To develop an understanding of critical insights and tools to lead effectively in a global and ever-changing environment.
9. To gain an understanding of systems thinking and the impact of culture on organizational performance and leadership

Intellectual Premise and Course Concept

The premise of leadership development is that leaders who know themselves well and consciously develop their leadership abilities throughout their lifetimes will be more effective

and more successful leaders and will lead more satisfying and fulfilling lives. To do so, leaders must take responsibility for their own development, rather than relying entirely on their organizations for leadership development.

The LD course will provide students with ideas, techniques, and tools to assist them in their leadership development journeys, exploring concepts such as lifelong leadership development, the power of your life story, the impact of your crucible, discovering your authentic self, knowing your values, leadership principles, and ethical boundaries, understanding your motivated capabilities, building support teams, leading an integrated life, purpose-driven, empowering leadership, and improving leadership effectiveness.

Course Materials

True North: Emerging Leader Edition, George & Clayton (2022). Available at the GT Bookstore, as well as numerous retailers.

This class also includes cases and articles for purchase from Harvard Business School Publishing. This coursepack link with the specific resources will be shared with students on the first day of class. The total cost of the coursepack will be under \$50.

Grading

Learning Material Reflection (LMR)	20%
Class Participation & Engagement	30%
Leadership Development Group (LDG) Participation	30%
Personal Leadership Development Plan	20%

Class Attendance & Engagement

Attendance/participation/engagement is expected from each student, every class and Leadership Development Group (LDG) session. Each student is expected to be prepared for the LDG meeting and class by completing the assigned readings and additional assignments.

Class meetings are intended to serve as a forum where ideas are exchanged and discussed. Our class will contain lectures, but a key ingredient for creating a rich learning environment is for students to contribute their insights, reflections, and questions. The expectation of class meetings is that students come ready to engage. Students will be evaluated on their engagement on a four-point scale.

- 4: Excellent Contribution to Class
- 3: Meaningful Contribution to Class
- 2: Present and Attentive during Class
- 1: Distracted or Distracting during Class
- 0: Absent or Significantly Distracted or Distracting

* A student may receive a negative score if they grievously violate class norms or expectations

The instructor will provide students with Class Engagement & Participation scores at one-third intervals throughout the semester (i.e., every five weeks).

Only official institutional absences will be excused (see <https://studentlife.gatech.edu/resources/class-attendance>).

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgment, and responsibility between faculty members and the student body. The [Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. Respect for knowledge, hard work, and cordial interactions will help build the environment we seek.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the [Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student Well Being Resources

Georgia Tech provides students a variety of service to support mental and physical well being. For information on these services, visit <https://students.gatech.edu/health-wellness-recreation>

Student Academic Success Resources

A list of resources for undergraduate students' academic success and information about advising can be found at Success at Tech.

Academic Support: The Office of Learning and Academic Success Initiatives (a division of the Office of Undergraduate Education & Student Success, Academic Success & Advising) provides free support for your courses. Students can attend

scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at success.gatech.edu/tutoring, email us at tutoring@gatech.edu, or come see us at Clough Undergraduate Learning Commons, Suite 283

Responsible Use of AI Tools

You may use AI tools to brainstorm ideas, clarify concepts, for research, or refine grammar—but not to generate full or partial essays. All work you complete must reflect your own original thinking and voice. If you use AI in any part of your assignment, include a brief disclosure. Failure to disclose may be considered academic misconduct.