

MGT 4185 - Leadership Development

Institute for Leadership and Social Impact Study Abroad Program

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GENERAL COURSE INFORMATION

Course Overview: The ability to lead effectively is critical for your career and personal success. It can also be a significant competitive advantage for you as you advance in your career. A core element of leadership is the ability to influence others to obtain positive results. It includes your skills in communication, decision-making, and engaging key stakeholders to achieve a common goal.

The purpose of the Leadership Development (LD) course is to enable students to prepare themselves to become effective and ethical leaders of organizations, to exercise leadership, and to embark on paths of personal leadership growth. The class requires personal, intellectual, and global curiosity, reflection from students, and personal openness, as well as sharing in class discussions.

Course Format: Leadership is best learned through experience, reflection, and community. Our learning environment will be highly interactive and student-centered, inclusive of everyone in the classroom, and aware of the international context in which you take this course. It will be seminar-style, where students will be active creators of their own leadership journey. I will only be a facilitator in the back seat. Whether through self-assessments, group projects, or lively reading and case discussion, my goal is to help you discover your personal leadership style and build the confidence, awareness, and ethical grounding to lead with impact—wherever your journey takes you.

Academic and Professional Integrity: Personal integrity and professionalism are fundamental values of Georgia Tech. This course will be conducted in strict conformity with the Academic Honor Code. The Code and related procedures can be found at <https://policylibrary.gatech.edu/student-affairs/academic-honor-code>

Responsible Use of AI Tools: You may use AI tools like ChatGPT 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 leadership thinking and original leadership voice.

If you use AI in any part of your assignment, include a brief disclosure (e.g., “Used ChatGPT to outline ideas”). Failure to disclose may be considered academic misconduct.

Late Submission Policy: All assignments are due on the date specified in the syllabus. I highly encourage submitting assignments before the deadline to avoid last-minute issues.

10-point deduction (less than 4 hours late); 20-point deduction (between 4 and 8 hours late); 50-point deduction (between 12 and 24 hours late). Late submissions over 24 hours will **NOT** be accepted and you will receive 0 on the assignment. Please submit your work on Canvas unless otherwise instructed.

COURSE ASSIGNMENTS

Class Participation (10 points): Every student is invited to participate and contribute to class discussion **every class session**. To collect your participation points, please come to class having done the required reading or assignments and having prepared commentary and a discussion question on the required readings. **Everyone** will take turns sharing commentary and questions in class to help facilitate the interactive aspect of class.

Personality Assessment and Reflective Essay (25 points): This class is focused on building global leadership competencies through elevated self-awareness. Toward that end, you will be completing the PrinciplesYou personality assessment, which will give you comprehensive insight into your own personality. The survey will take between 20-25 minutes to complete, is free, and you will receive a comprehensive report at the end.

Complete the survey **before coming to class on TBD**. During our class session, you will receive specific instructions to write a reflective essay linking your personality to your leadership aspirations, based on your results.

Your **reflective essay is due on TBD**.

Take the assessment here (make sure you create an account first and don't lose your password) <https://principlesyou.com/>

Cross-Cultural Agility Assessment and Development Essay (25 points): This class is focused on building global leadership competencies through elevated self-awareness. Toward that end, you will be asked to complete MyGiide cultural agility assessment, which will give you comprehensive insights into your cross-cultural competencies. You will receive an invitation and instructions to complete the assessment in the first week of class. The assessment has already been generously purchased by ILSI and is free of charge to you.

Please **complete myGiide before coming to class on TBD**. During our class session, you will receive specific instructions on writing and submitting a cross-cultural competence development and action plan to be submitted at the end of your study abroad experience. **This essay is due on TBD.**

Leadership Development Talent Show (20 points): This will be a celebration of your global leadership development journey, and the goal is to reflect on and share your experience in a format that is authentic, creative (or not, no pressure!), and meaningful to you. This is your chance to synthesize what you've learned and experienced across all our sessions, and across different elements of your study abroad experience, and present it in a way that feels true to your experience. If you prefer, you can partner with other students in the classroom. This 3-5 minute (per person) performance must be rooted in course content (readings, discussions, self-assessments, group work, etc.) and must include some form of personal insight or takeaway.

Leadership Development Talent Show will take place on the last day of class in Budapest.

Leadership Development Talent Show Rubric (20 Points)

Clarity & Depth of Insight (5 points) – Real understanding of your global leadership growth

1	2	3	4	5
Vague or minimal insight; lacks personal connection or depth.		Solid self-reflection; shows understanding of leadership growth.		Exceptional self-awareness and insight; highly reflective with deep, original thinking.

Connection to Course Content (5 points) – Ideas tied to what we explored in class

1	2	3	4	5
Little to no reference to course content; weak application.		Some relevant course ideas used; generally tied to key themes.		Strong, clear integration of readings, concepts, and class discussions.

Creativity or Thoughtful Design (5 points) – Engaging and meaningful

1	2	3	4	5
Basic or rushed presentation; minimal engagement or design.		Thoughtful and clear effort; some creativity evident.		Exceptionally engaging, original, or well-crafted format.

Delivery & Preparation (5 points) – Clear, on time, respectful of audience

1	2	3	4	5
Unclear, rushed, or disorganized presentation.		Adequate preparation; understandable and on time.		Clear, polished, well-timed, and audience-conscious.

Team Project Presentation (20 points): The objective of this project is to enhance your leadership understanding by researching, analyzing, and presenting on notable leaders. You will form small groups (2-3 people) and select a leader for your project. Each group should conduct in-depth research on their leader of choice. You may consider a range of factors, including (but not limited to) their background, leadership journey, personality, style of leading. You may also consider compliments/critics from those around the leader. You will share your findings with a 12-15 minute presentation on TBD where your team will leverage your knowledge of leadership development (gained in class, through personal experience, and/or additional research) to discuss what has made the leader successful and unsuccessful through their career (and why you believe this to be the case). Leveraging these insights, you will reflect on what you have learned from

this leader by identifying and elaborating upon at least three ways you can apply the insights gained from this leader to your own leadership roles and responsibilities.

Team Project Rubric (20 points):

- 1. Analysis of what has made the leader successful/unsuccessful in their career based on research and use of credible resources (5 points).**

1	2	3	4	5
Limited insight provided into leader's strengths/weaknesses		Moderate insight provided into leader's strengths/weaknesses (but insufficiently detailed)		Specific and comprehensive analysis of leader

- 2. Strategies for improving leadership that are specific, actionable, and based on analysis, at least 3 provided (5 points):**

1	2	3	4	5
Strategies were general or not actionable enough.		Strategies were somewhat specific.		Strategies were specific, detailed, and actionable.

- 3. Demonstrated grasp of leadership development material via active use of content gained from the course, as well as supplemental materials you have read to prepare for this presentation (5 points)**

1	2	3	4	5
Did not demonstrate an understanding of leadership development material		Demonstrated a moderate understanding of leadership development material		Demonstrated a strong understanding of leadership development material

- 4. Presentation Quality (active voice, engaging, clarity, visual materials, within time frame) (5 points):**

1	2	3	4	5
Passive, Unclear		Sufficiently active, somewhat clear		Active, engaging, very clear, within time limit

Points Breakdown

	% of Grade
Personality Assessment and Reflective Essay	25%
Cross-Cultural Agility Assessment and Reflective Essay	25%
Leadership Development Talent Show	20%
Class Participation	10%
Team Project Presentation	20%
Total Possible Points	100%

COURSE SCHEDULE

Date	Topic	Reading/Assessment
5/5/Monday 1:00pm	Leadership and Class Overview Transformational Leadership	How Transformational Leadership can Inspire Others
5/6/Tuesday 10:00am	Knowing Yourself – Leadership Styles & Personality	How to Become a Better Leader Assessment: PrinciplesYou
5/7/Wednesday 10:00am	Behavioral and Situational Theories of Leadership	You Need Two Leadership Gears
5/8/Thursday 1:00pm	Leading Organizational Culture and Change	Multimedia Case Discussion: Lululemon
6/3/Tuesday 10:00am	Leading Globally: Cross-cultural Agility	Navigating the Culture Minefield Assessment: MyGiide
6/5/Thursday 10:00am	TBD	
6/10/Tuesday 10:00am	Leading with Humility: Servant and Level 5 Leadership	Level 5 Leadership: The Triumph of Humility and Fierce Resolve Character and Servant Leadership: Ten Characteristics of Effective, Caring Leaders
6/16/Monday 10:00am	Team Project Presentations	
6/24/Tuesday 10:00am	TBD	
6/27/Friday 10:00am	Leadership Talent Show with Music and Food	

Required Readings

(Available online or from GT Library after you log in with your GT credentials):

Cherry, K. (2017). *What Is Transformational Leadership? A Closer Look at the Effects of Transformational Leadership.* Verywell Mind. <https://www.verywellmind.com/what-is-transformational-leadership-2795313>

Toegel, G., & Barsoux, J. L. (2012). *How to Become a Better Leader.* MIT Sloan Management Review, 53(3), 51–60. <https://sloanreview.mit.edu/article/how-to-become-a-better-leader/>

Greer, L., Gino, F., & Sutton, R. I. (2023). *You Need Two Leadership Gears: Know When to Take Charge and When to Get Out of the Way.* *Harvard Business Review*, 101(2), 76–85. <https://hbr.org/2023/03/you-need-two-leadership-gears>

Meyer, E. (2014). *Navigating the Cultural Minefield.* *Harvard Business Review*, 92(5), 119–123. <https://hbr.org/2014/05/navigating-the-cultural-minefield>

Collins, J. (2001). *Level 5 Leadership: The Triumph of Humility and Fierce Resolve.* *Harvard Business Review*, 79(1), 66–76. <https://hbr.org/2001/01/level-5-leadership-the-triumph-of-humility-and-fierce-resolve>

Spears, L. C. (2010). *Character and Servant Leadership: Ten Characteristics of Effective, Caring Leaders.* *The Journal of Virtues & Leadership*, 1(1), 25–30. <https://www.regent.edu/journal/journal-of-virtues-leadership/character-and-servant-leadership-ten-characteristics-of-effective-caring-leaders/>

Supplemental Materials

Eva, N., Robin, M., Sendjaya, S., van Dierendonck, D., & Liden, R. C. (2019). *Servant leadership: A systematic review and call for future research.* *The Leadership Quarterly*, 30(1), 111–132. <https://www.sciencedirect.com/science/article/pii/S1048984317307774?via%3Dihub>

[TED Talk Simon Sinek – “Start with Why” \(18 minutes\)](#)

[TED Talk Drew Dudley – “Everyday Leadership” \(6 minutes\)](#)

[Podcast - Brené Brown’s Dare to Lead Interview with Jim Collins on Level 5 Leadership \(2 hours\)](#)