MGT 4803 - Leadership Development

INSTRUCTOR INFORMATION

Instructor: **Ilya Gokhman, PhD**
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Office Hours: To Be Announced, or by appointment

GENERAL COURSE INFORMATION

Course Overview: The ability to lead effectively is critical for your professional and personal success. 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 meaningfully exercise both formal and informal leadership, and to embark on paths of personal leadership growth. The class requires personal, intellectual, and global curiosity.

The foundational premise of this course 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. The course is based upon the concept of Authentic Leadership, developed by Bill George, former CEO of Medtronic and current Clinical Professor at HBS.

The 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 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 societal contexts in which you take this course. Student will be expected to actively engage with the course materials, their classmates, and the instructor –

meaningfully leadership development cannot occur with simply reading materials and listening to lecture.

Learning Objectives:
Upon successful completion of this course, students will be able to:

1. Reflect on their own leadership journeys, identifying key life experiences and crucibles that have shaped their values, motivations, and leadership principles.

2. Articulate their leadership principles, values, and ethical boundaries, and analyze how they and others might respond under pressure when challenged.

3. Assess intrinsic and extrinsic motivators, recognize factors that can cause leaders to lose their way, and develop strategies for resilience and sustainable leadership.

4. Participate effectively in small-group discussions, demonstrating openness, empathy, and the ability to provide and receive constructive feedback.

5. Apply leadership frameworks to build support networks, foster collaboration, and balance personal and professional responsibilities.

6. Explain major leadership theories (trait, skills, transformational, authentic, servant, adaptive, etc.) and apply them to real-world challenges and case studies.

7. Develop a personal leadership philosophy that integrates theory, self-reflection, and practice, while demonstrating the ability to empower and enable the leadership of others.

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.
A 10-point deduction will be applied if the submission is made on the day of, but after the submission time. Each additional day will result in an additional 10-point deduction. Please submit your work on Canvas unless otherwise instructed.

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.

Accommodations
To request classroom accommodations, students should contact the Office of Disability Services: https://disabilityservices.gatech.edu/. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations
To better understand the atmosphere of mutual respect between student and faculty, please review the Georgia Tech Student-Faculty Expectations Agreement form: https://catalog.gatech.edu/rules/21/

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

COURSE ASSIGNMENTS

Personal Leadership Reflection (15%)
A short paper (4–5 pages) where students reflect on their own leadership experiences, strengths, and areas for growth in relation to course theories.

Leadership in Practice Case Analysis (5%)
Team analysis of a real-world leadership case (case study provided by instructor or student-selected with approval).

Applied Leadership Challenge (10%)
Teams identify a leadership challenge (campus/community/organizational) and design an actionable intervention, culminating in a group presentation.

Weekly Reading Reflections (15%)
Short written reflections submitted weekly to engage with readings and prepare for discussion.

Additional Assignments & Assessments (10%)
Additional assignments and assessments during the semester (e.g., personality assessment).

Class Participation & Engagement (25%)
Active involvement in class discussions, presentations, and activities.

Final Integrative Essay (20%)
A comprehensive assignment connecting theories, personal growth, and course experiences into a final leadership development narrative.

GRADING SCALE

Your final grade will be assigned as a letter grade according to the following scale:

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

COURSE TEXTS & READINGS

Books:

George, B., & Clayton, Z. (2022). *True North: Emerging Leader Edition.*

George, B., Schwenk, L., & Hall, J. (2023). *True North Fieldbook: Emerging Leader Edition.**

**this is an optional text students can purchase to facilitate their leadership development*