Leadership Development

ASE 8803
Spring 2027

Professor Dori Pap
dori.pap@ilsi.gatech.edu

Course Description

This course has been developed to provide students in the Professional Masters in Applied Systems Engineering (PMASE) program with knowledge and guidance that will be valuable in their leadership journey. 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 upon the concept of Authentic Leadership, developed by Bill George, former CEO of Medtronic, and Senior Fellow at Harvard Business School. The purpose of 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, sharing in class discussions, and in 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 system 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.

Who Should Take This Course

LD is designed for students enrolled in the Professional Masters in Applied Systems Engineering program who desire to become effective authentic leaders. The students should be committed to developing themselves, want to understand their motivations and the purpose of their leadership. Students must be open to sharing personal insights, experiences, ambitions, and fears. If students shirk on these responsibilities, the value of the course is lessened not only for themselves but also for the others in the class.

Course Format

This course has been designed to address the learning needs of the student while being conscious of the time demands of their career. The course will be comprised of six (6) learning modules. All sessions are remote. The first module will provide an introduction to leadership and explore the difference between leaders and managers. Subsequence modules will follow the themes of the book, *True North: Emerging Leader Edition* and *True North Fieldbook: Emerging Leader Edition.* Assigned articles, case studies and videos will complement each module. Students will be expected to complete individual assignments and to meet with their Leadership Development Group (LDG). The LDG meetings may be in person or via teleconferencing. The members of the LDG will organize weekly meetings of the group and report insights and reflections from their meeting during the weekly teaching session. Additional information on the LDG and the weekly reporting format are posted on Canvas.
The instructor will arrange a remote weekly 75-minute session (Office Hours). These sessions will focus on various elements of the readings and provide time to discuss questions and insights that arise from the LDG meetings. The Office Hours sessions provide an opportunity for students to discuss individual and group issues.

Students will be expected to submit weekly reflections essays (LMRR). These will be based on the assigned weekly reading and videos. Guidelines for the LMRR will be posted on Canvas. The LMRRs are also a critical element of the weekly meeting of the Leadership Development Groups (LDG).

Required Course Materials

Required Book Reading

- *True North: Emerging Leader Edition*, George & Clayton (2022)
- *True North Fieldbook: Emerging Leader Edition,* George, Schwenk & Hall, (2023)

Required Cases & Articles

- *Managing Oneself*, Peter Drucker, Harvard Business Review, 2005
- *Connect, Then Lead*, Cuddy, Kohut & Neffinger, Harvard Business Review, 2013
- Crucibles of Leadership, Bennis and Thomas, HBR, Sept 2002
- *What to Ask the Person in the Mirror*, Kaplan, HBR, Jan 2007
- *Success Built to last: Creating a life that matters*, Porras, Emery & Thompson, Rotman Magazine, Fall 2007
- *Managers and Leaders: Are They Different?* Zaleznik, HBR, 2003
- *Developing Cultural Intelligence in a Global World*, from Cultural Intelligence: Living & Working Globally, Thomas & Inkson, 2009
- *Finding the Right Balance – and Flexibility – in Your Leadership Style,* Jordan, Wade & Yokoi, HBR, 2022.
- *Use Strategic Thinking to Create the Life You Want,* Strack, Dyrchs & Bailey, HBR, 2023.
- *"Both/And" Leadership*, Smith, Lewis & Tushman, HBR, 2016
- *How Will You Measure Your Life*, Clayton Christensen. HBR, July – August 2010
- *Make Your Values Mean Something*, Lencioni, Harvard Business Review, October 2015
- *Cultivating Everyday Courage: The right way to speak truth to power*, Detert, Harvard Business Review, December 2018
- *What Makes a Leader?* Daniel Goleman, Harvard Business Review, January 2004
- *How Managers Become Leaders: Seven seismic shifts of perspective and responsibility*, Watkins, Harvard Business Review, June 2012
- *Operational System Thinking*, Landel & Soderquist, Darden Business Publishing, March 2012
- *Get the Boss to Buy In*, HBR, 2014
- *Organizational Performance with a broader perspective: The Case for a stakeholder approach to leadership*, Lemoine, Eva, Meuser & Falotico, Kelley School of Business, 2021
- *The Wise Leader: How CEOs can learn practical wisdom to help them do what's right for their companies – and society*, Nonaka & Takeuchi, Harvard Business Review, May 2011

- *Boeing's 737 Max: Company Culture and Product Failure*, Michael Roberto, WDI Publishing, November 2020.

Note: The assigned articles have been selected based on scholarly merit and relationship to the themes of each module. Many are classic articles that have stood the test of time. The instructor will add or replace articles as more current articles that meet the criteria become available. The primary purpose of the articles (and videos) is to compliment the themes of the book and course.

A special course packet has been produced for this course and may be purchased through **Harvard Business School Publications**. All the articles in the course packet are required for the course. However, I have made all the articles optional as you may be able to find many of these articles through the GT Library. For those you are not able to locate, you will need to purchase them through HBS Publications. The link to the course packet will be available on Canvas.

Required Videos/Media

- Ted Talk: Simon Sinek – How Great Leaders Inspire Action
- Ted Talk: Simon Sinek – Why Good Leaders Make You Feel Safe
- YouTube: Bill George Talks on the Next Generation of Business Leaders
- Ted Talk: David Brooks -Are you living a life for a resume or eulogy?

Additional materials may be provided in class and on Canvas

Recommendation for readings and videos

This course has been developed to guide you on your leadership journey. While the assigned readings and videos may seem overwhelming, they have been selected to enrich your understanding of leadership and contribute to your reflections about what type of leader you want to be. There are 20 assigned articles, most are 10 – 12 pages in length. The total number of pages are about 210 pages. The book, *True North: Emerging Leader Edition,* is about 280 pages. My recommendation is to read the assigned articles in each module first, then read the assigned chapters in the book. Take some time to reflect on each of the readings and use the LMRR to capture your takeaways and questions from the articles/videos. Use the *True North Fieldbook* as a resource to further reflect on the lessons from the assigned chapters in *True North*. The combination of your LMRR and the exercises in the Fieldbook will help you build your Personal Leadership Development Plan. Finally, use your insights and questions when meeting with your Leadership Development Group. I believe this approach will provide value to you in this course.

Grading

Learning Material Review & Reflection (LMRR)	30%
Office Hours Participation	10%
Leadership Development Group (LDG) Participation and Presentations	35%
Personal Leadership Development Plan	25%

Please note that attendance/participation/engagement is expected from each student, every class and LDG session. Each student is expected to be prepared for the LDG meeting and class by completing the assigned readings, videos, and other assignments. Each student is expected to contribute to the class and LDG meetings.

The best situation that contributes to the quality of the learning experience is when everyone is fully engaged: readings and exercises have been done, digested, and thought about prior to meetings with LDG, classmates and instructor; comments go beyond the written material to applications; reflection is done to better understand the material and ideas are shared with the other students and members of the LDG. Class absence, and especially LDG absence, is problematic. If you are not present, you cannot contribute to your fellow students.

Assignment Descriptions

Learning Material Review & Reflection (LMRR) – Individual Assignments

Initial Essay – Why am I taking this course? What are your expectations for the course? What do you believe are your greatest challenges to becoming the leader you want to be? What commitment are you willing to make to enhance the learning environment for your fellow classmates? (About 1000 words)

Learning Material Review & Reflection (LMRR) - These are intended to help you capture your insights and impressions from the articles/videos assigned for this week. They may become the basis of a journal that will help you navigate your leadership journey. The LMRR asks you provide a short summary of each of the assigned articles and videos. After you summarize the assigned articles/video, please compose a couple of paragraphs that capture your takeaways and insights. Finally, include at least two (2) questions/comments that you would like to raise with your LDG, classmates and/or professor.

You are not required to summarize the assigned chapters in the *True North* book in the LMRR. However, I strongly encourage you to use the *True North Fieldbook* to capture your thoughts, insights and learnings. The exercises in the True North Fieldbook will be valuable as you create your Personal Leadership Development Plan.

Office Hours Participation

The purpose of these remote meetings is to discuss insights and questions that arise from the previous week's learning materials. The instructor may use some of the time to discuss various elements of leadership. During each Office Hour, the designated LDG facilitator will give a brief report from their meeting. This is also a time in which students can share experiences and offer suggestions that they feel will be valuable to other classmates.

There may be times when a student is unable to attend online office hours. In these cases, the student is expected to view the office hour recordings, which will be available in the Media Gallery within 24–48 hours. The Media Gallery can be accessed from the Canvas course menu. The student shall submit their insights and questions from the recordings in the Discussions tab in Canvas, within 5 days of the missed Office Hours. The student is also expected to inform their LDG of their expected absent and provide input to the LDG facilitator for the Office Hours they will miss. In case of emergencies, please inform the instructor and your LDG as soon as possible after your absence.

Leadership Development Group (LDG) Participation and Presentations

Leadership Development Group (LDG) Participation - The Leadership Development Groups are a critical component of the learning process. Students should allocate 120 minutes each week for their LDG session. The use of Zoom/Teams or other type of conferencing website will be used for the meetings.
See Leadership Development Groups & Activity Documents and Facilitator's Feedback Form in Canvas.

Case Analysis - A case selected from Harvard Business School (Boeing 737) will allow students to explore the leadership failures and success and how these impacted the organization. Students will work with their LDG on the case. Each LDG will submit an analysis of the leadership challenges and failure explored in the case. We will discuss the case during our last office hours. Each LDG is expected to contribute to the discussion of the case. A group grade will be assigned based on the class discussion and written case analysis. Additional guidelines will be provided.

Final Essay – My Personal Leadership Development Plan

This plan will be a document that guides your leadership journey and helps you capture the insights and knowledge from this course. It should be a comprehensive plan that provides you with milestones for your leadership development. A suggested outline is in the Conclusion (page 201) in *True North Fieldbook.*

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or http://disabilityservices.gatech.edu/ as soon as possible to make an appointment to discuss your special needs and obtain an accommodations letter. Please also email me as soon as possible to set up a time to discuss your learning needs.

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. For information on Georgia Tech's Academic Honor Code, please visit http://www.catalog.gatech.edu/policies/honor-code/ or http://www.catalog.gatech.edu/rules/18/.