



PERSONAL LEADERSHIP
GBUS 8702
Syllabus 2002

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Location: Section A, Classroom 40
Section B, Classroom 40

Meeting Time: Early Week, 10:00 - 11:25 AM
Early Week, 11:45 AM - 1:10 PM

COURSE DESCRIPTION

The purpose of this course is to enable students to articulate a compelling vision for their professional and personal lives and to develop the commitment, confidence, and skills necessary to translate ongoingly their dreams into action. The intended outcome is an enhanced feeling of direction and control over one's life, an ability to live consistently with one's vision, values, purpose and goals for life and work, and to make choices consistent with one's ideals. As students assume positions of increasing responsibility for other people in organizations, this course will strengthen their ability to help others realize their highest aspirations for work and life.

WHO SHOULD TAKE THIS COURSE:

Discussions of leadership are sometimes abstract and/or viewed as unrelated to the second-year student's personal experience and concerns. In response, this course is designed to provide a workshop environment for MBA's and JD/MBA's to apply some useful ideas from current thinking about leadership to their personal lives. For example, leadership is often associated with the notion of "vision." However, it is one thing to talk about the vision of "great" leaders, another to write a "vision statement," and yet another to visualize a compelling future for one's own life – and to live consistently with that possible future. While not excluding the former discussions, this course focuses explicitly on the latter.

METHODOLOGY

The course introduces a set of practical models and paradigms derived from numerous sources and disciplines, including the following: the study of exemplary individuals and relationships, the analysis of personal life experiences, the literature of personal leadership and creativity, the psychology of performance, sports psychology, and linguistic and "perennial" philosophy. Through reflective discussions in class and with partners outside of class, students apply these principles to challenges and choices they have experienced in life and work (including Darden) as they design an engaging future for themselves beyond Darden.

A variety of lecturettes, short written and video cases, metaphors and exercises (done individually, in dyads, and in small groups) will be used to stimulate classroom discussion. However, the primary “case” for private reflection will be the student’s life. Through thought-provoking dialogue, students will develop insight into self-limiting assumptions and commitment to possibilities for life and work that transcend conventional wisdom or historical experience.

During the process of the course, students will develop an envisioned future for the whole of their life, articulate their core values and underlying “rules,” draft a statement of their purpose/mission for life, and set engaging goals for their future beyond Darden. Students will meet periodically with a partner or partners in the course who will simultaneously challenge and support them in realizing this intention, and in fulfilling their commitment to leading lives of maximum self-expression, contribution, and satisfaction. In the process, students will develop an enhanced ability to lead and coach others in translating new possibilities for work and life into effective action.

Using examples from their personal journals, students will submit weekly papers and complete an integrative exercise (see below), in which they synthesize their learning’s and commitments.

LEARNING PROCESS

Learning in this course involves an iterative process with the following steps:

1. Information/Distinctions/Models Information, distinctions and models will be communicated through mini-lectures and required readings.
2. Reflection, Observation & Personal Testing - Students are expected to reflect on the relevance of the information, distinctions, & models to their own daily life, to use the concepts to enhance their powers of observation, and to test (and modify, where relevant) the core concepts of the course in their personal experience. Keeping a personal journal at all times will greatly facilitate this process.
3. Sharing Experience & Insight - Students are expected to actively share the results of their reflection, observation, & testing with the larger class, their coaching teams, and the instructor, through classroom dialogue and written assignments.
4. Choice & Committed Action - Based upon the early steps in the learning process, students usually experience an expanded range of choice, see new possibilities for life and work, and opportunities for committed action.

Personal Application Reports (PARs) - Due weekly at the beginning of the first class of the week*.

Each week students are expected to submit a short paper which describes their personal reflections, experience, & insights concerning the central ideas introduced during that week’s readings and discussions, any actions taken (or committed to) as a result of their participation in the course -- and updates on results produced or setbacks experienced. A contemporaneous Personal Journal will make this process much easier. (see below) Generally, PARs are interesting, useful, and relatively effortless to write. They are also useful in helping me to support you in realizing your intentions for the course.

The PARs should be typewritten (font 10-12), double-spaced, and approximately 2 to 3 pages max (exclusive of exhibits). I will read the PARs promptly each week to help me understand what you are experiencing in the course. While I will not formally evaluate or return them until the completion of the course, I will let you know at mid-course if you need to alter your approach. Also, please see me at any time if you would like to discuss your paper(s). If you let Kelly Sipe know that we will be chatting, I will be able to review your PAR(s) before our discussion. *In any case, please keep a 2nd copy of each PAR as a reference in completing your subsequent PARs and Integrative Assignments.* (see below)

*An exception is PAR#6 (optional), which is due on the last day of the course. Using the weekly papers and Integrative Assignments, many students have found it helpful to write a final PAR to briefly synthesize their cumulative personal reflections, experience, insights, accomplishments (and setbacks) experienced during the course -- and their commitments to leading a life by design. **Note:** If you have not submitted them earlier, it is useful, as an exhibit for PAR#6, to include a written description of your vision, purpose/mission, core values and underlying ‘rules,’ and goals. May also substitute for a late PAR.

Note: Please turn in your PARs to a box in the front of the classroom on or before the start of the first class of each week, although I encourage you to write them following the last class of each week. In the past students have found PARs easier to write while the experience is fresh, and have always found them engaging to write. Reading them also helps me to reflect on what each of you are experiencing in the course. Due to the personal nature of these papers, I ask that you not hand late papers to me in class, as I might misplace them with other papers. In the case of late papers, or if you are traveling on the due date, you may e-mail your paper to Kelly or fax (434-924-0726) it to her by that time, while accepting the attendant loss in security. Except in the case of an emergency (a sudden, unexpected occurrence requiring immediate attention), there will be no extensions. Please state the nature of the emergency when submitting late papers. Otherwise, only papers turned in on time will receive full credit.

Integrative Exercise, Part I - Due on Tuesday, February 19th at the start of class.

A short and thought-provoking written assignment will be part of an integrative process in completing the course. I suggest you schedule time to complete, on the evening of Monday, February 18th, or before. Details will be provided during the week of February 11th. Please bring it with you to class.

Integrative Exercise, Part II - Due on Monday, February 25th at start of class. Please bring it with you!

For Part Two of the Integrative Exercise, each student will develop a creative, graphic/artistic representation of their vision, values, and purpose/mission for life & work. (e.g., a poster, sculpture, kinetic mobile, etc.). Please bring these to class on Monday, February 25th to share with your colleagues, along with a one-page interpretive guide for the instructor. Visual Communications will take a colored digital photograph of your work for you -- and for me. I will show you some examples during the week of February 12th, and the assignment will be discussed in greater detail during the week of February 18th. It won't make much sense until then. You should schedule at least 3 hours during the period of February 18th to 25th to work on Part Two of the Integrative Exercise. Late projects will not be accepted.

COACHING TEAMS

During the first week of the course, we will form four-person coaching teams. The purpose of these "coaching teams" is to support and challenge one another in responsibly completing the in-class and out-of-class exercises. For example, during the early weeks of the course, as a member of your team you would be expected to develop an understanding of each individual member's personal history & values, their dreams for the future, etc. During the succeeding weeks, you will help your teammates set challenging goals consistent with a future that they are committed to, and support them (with ruthless compassion!) in dealing with the challenges and setbacks they encounter in translating their vision into action. Later in the course, you will be helpful to them as a sounding board as they complete the integrative exercise (described above). Throughout the term, you will be expected to share openly with other team members, in confidence, your experience of using the principles of the course in your everyday life. You will also be responsible for briefing fully other team members on any classes that they miss, prior to the next class.

The coaching teams will be put together from the class roster by Jack Weber and Kelly Sipe on Tuesday afternoon, January 15th, following the second meeting of the class. If you plan to drop the course, please notify Kelly by 2:00 PM on January 15th in person, or by voicemail or e-mail. If you have questions to discuss with Jack that influence whether you are committed to taking the course or not, please leave a time when he can call you prior to the first meeting of the course, or see him on Monday, January 14th, or Tuesday January 15th in his office from 1:45 - 4:45 PM. Thanks.

Finally, if you would like to insure that one friend or acquaintance who is taking the course is in your coaching team, you may turn in a coaching team nomination sheet to Kelly by 2:00 PM on Tuesday, January 15th by e-mail. If your spouse, partner (or another person you are in a committed relationship with) is in this class, my experience has been that it is useful to be in separate coaching teams. Briefly, I have found that many of the exercises benefit from having some "distance" from your partner. Indeed, the coaching teams work well with people you don't know well, or don't have a prior sense of affinity with. However, we will attempt to place self-selected pairs in the same team, but not triads or foursomes, as some of the exercises require you to learn about and support people you don't know well.

MEDITATIVE/VISUALIZATION EXERCISES

We will periodically practice meditative/relaxation exercises as a way of enhancing mindfulness, presence and awareness, and visualization exercises to strengthen your ability to crystallize creative future possibilities. While these exercises are usually more effective when performed with the eyes closed, some students may choose to do them with their eyes open. Students who wear contact lenses may find this more comfortable, or may choose to remove their lenses during the exercises. A complimentary CD will be provided for practice and reinforcement outside of class.

REQUIRED MATERIALS

Books

The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change by S. R. Covey

The following are strongly recommended, but also available on reserve in the Darden Library.

How To Think Like Leonardo da Vinci: Seven Steps to Genius in Everyday Life, by Michael J. Gelb (1998)
What A Great Idea!: The Key Steps Creative People Take by Charles "Chic" Thompson

Note: These books are available from *Courts & Commerce* or other local bookstores.

Personal Journal/Planner

You will need some portable system to record your insights from various in-class exercises, and to periodically set and review goals, and prioritize task commitments. For those who use a *Palm Pilot* or *Visor*, and who have it synchronized with Microsoft Outlook or Pocket Mirror, you can supplement this with a small spiral bound notebook to serve as a written journal. For others, I recommend that you obtain a *DayRunner* "Running Mate" Personal Organizer (or an equivalent system such as the *Franklin Planner*, *DayTimer*, etc.). I will show you what I use and recommend. And there are lots of sources on the Web, as well as local sources at Office Depot, Staples, Wal-Mart, Sam's, etc.

You may substitute another model if you already have one, or prefer to purchase a larger/different format. I recommend a loose-leaf format with a one page-per-day daily dated calendar, a monthly calendar, A-Z tabbed index pages, and blank notepaper. For the purposes of this course, your laptop may be used to *complement* the organizer, but generally will not substitute for it. We will discuss the use of the *DayRunner* more fully in class on Tuesday, January 29th. Prior to that time, you should "move in" to it, i.e., list important events/classes/appointments in the Month-in-View calendar, date the Today planning pages, consolidate all important addresses & phone numbers in the A-Z Telephone/Address directory (e.g., you may want to print your Contacts from Outlook on the Organizer paper, etc.), and begin to use the notes pages as a journal for the course.

REFERENCE MATERIALS (on reserve)

In addition to the assigned readings in the syllabus, I will periodically ask you to skim portions from the following books, which are on reserve in the Darden Library.

How To Think Like Leonardo da Vinci: Seven Steps to Genius in Everyday Life, by Michael J. Gelb (1998)
What A Great Idea!: The Key Steps Creative People Take by Charles "Chic" Thompson
First Things First by Stephen R. Covey, A. Roger Merrill, & Rebecca A. Merrill
Time Management for Unmanageable People by Ann McGee Cooper.

EVALUATION :

Students will be evaluated approximately evenly on (1) participation/contribution, (2) the five weekly papers, (PAR#6 is optional) and (3) the two-part integrative exercise. There is no final exam.

ATTENDANCE:

As this class depends largely on the sharing of personal experience, and as each conversation builds strongly on the previous class, I expect all of us to be at all classes. While any class is difficult to make up, some experiential/foundational classes cannot effectively be made up. These are indicated below with an asterisk. If you have a non-negotiable prior commitment on any of those dates, I would regretfully suggest that you consider dropping the class before the start of the term. However, I also realize that this may not be feasible at this point. In those cases, please notify Kelly by January 14th of those prior commitments.

I also appreciate that, for some of you, getting a job may be a very high priority. I honor and accept that. In the (hopefully rare) case where you have an interview or callback that must occur during a scheduled meeting of this course, please arrange with your coaching partner(s) to help you make up what you missed prior to the next class. I trust you to exercise good judgment. The class and your coaching team depend on your contribution!

In the case of an emergency or missed class, please inform Kelly Sipe by e-mail, and she will let me know, and, with enough advanced notice, she will also arrange for an audiotape to be made of the class. These confidential recordings can be obtained from Brian Pugh (924-4790) or his designate in Darden Instructional Technologies, Room 6, and should be reviewed prior to the next class and returned to Brian.

TOPICAL FLOW, PAPER DUE DATES, & SPECIAL ACTIVITIES

1	Mon., Jan 14 th	Foundations of Personal Leadership
2	Tues., Jan 15 ^{th*}	Personal History <i>Personal memo & bio due at beginning of class, if not submitted earlier.</i>
3	Wed., Jan 16 th	Listening for Possibilities <i>Note: Required 90-minute coaching team meeting prior to next class.</i>
4	Tues., Jan 22 nd	Possibility Thinking <i>PAR#1 Due at beginning of class</i>
5	Wed., Jan 23 rd *	Envisioning Possible Futures
6	Mon., Jan 28 th	Translating Vision into Action <i>PAR#2 Due at beginning of class</i>
7	Tues., Jan 29 th	Translating Vision into Action, Part 2
8	Mon., Feb 4 ^{th*}	Clarifying Personal Values <i>PAR#3 Due at the beginning of class</i>
9	Tues., Feb 5 th	Coaching for Results – Note: Part of class will be devoted to team meeting.
10	Mon., Feb 11 ^{th*}	Self-Limiting & Empowering Rules & Beliefs <i>PAR#4: Due at the beginning of class</i>
11	Tues., Feb 12 ^{th*}	Clarifying Purpose & Mission
12	Mon., Feb 18 th	Clarifying Purpose & Mission, Part II <i>PAR#5: Due at the beginning of class</i>
13	Tues., Feb 19 ^{th*}	Discussion of Integrative Assignment, Part I, & “Final Fours” <i>Integrative Assignment, Part I is due at start of class.</i>
14	Mon., Feb 25 ^{th*}	Presentation of Integrative Assignment, Part II & Photos <i>Integrative Assignment, Part II and written interpretive guide is due at start of class. (bring to class)</i>
15	Tues., Feb 26 ^{th*}	Being Complete <i>PAR #6 (optional) at the beginning of class - Note special requirements.</i>

Note: I regret that classes with an asterisk (*) are experiential and/or foundational and cannot effectively be made up. See discussion under attendance.

DAILY ASSIGNMENTS

Assignments for the first five classes are attached. Thereafter, daily assignments will be distributed in-class or to your mailbox. In rare occasions, supplements may be sent to the e-mail addresses of the current class roster.

COMMUNICATIONS

Please communicate any administrative matters (e.g., absences, missing materials, etc.) to Kelly Sipe via e-mail to sipek@arden.virginia.edu, or voicemail to 924-4068. As appropriate, she will inform me, or take corrective action.

I am pleased to discuss the course at any time with you and can be reached at 924-4844. If I am not in my office, please leave some times and a number when I can return your call. If it is time urgent and I don't get back to you in time, please feel free to call me at home. I'm in the phone book. The best time to find me in my office is immediately following the course meetings, viz., early week, 1:45 - 4:30 PM or so.

I especially welcome the opportunity to chat with you about your experience of the course!

PERSONAL LEADERSHIP
Daily Assignments for Weeks One and Two

I. Foundations of Personal Leadership – Monday, January 14th

Pre-work:

1. Thoroughly read the Syllabus to get a sense for the nature of the course. If you are undecided about the course, please see (or call) me before the first meeting of the course. If I'm not in, leave a number and some times when I might reach you. Also, note any questions that the syllabus raises about the course and discuss them with me, if possible, outside of class. As we have limited time in-class, I'd like to devote as much of each class to the substance of the course. Generally, I'm in my office from 1:45 – 4:30PM on days that the class is meeting.

2. Obtain the text (*Seven Habits of Highly Effective People*) from the bookstore. We'll read targeted selections during the course. It's a classic book, and even if you have read it, you will experience it in new ways during this class.

3. From the *Preliminary Course Roster*, identify someone you would like to serve as your partner in the course. When you have mutually-chosen one another, send an e-mail to Kelly Sipe (sipek@darden.virginia.edu). If she has not heard from you by Tuesday, January 15th at 2:00 PM, she will assign you to a partner & team.

4. Read the enclosed classic article, "Building Your Company's Vision," Harvard Business Review, Sept-Oct, 1996 (Reprint No. 96501) and be prepared to discuss the relevance of these ideas to personal leadership of your life and work in the future.

In Class: Distinctions are drawn between "life by design" and "life by default" and the opportunity to "lead" as well as "manage" one's own life. The powerful relationship of one's "worldview" in shaping personal attitudes about what's possible and appropriate in life and work – and in changing one's own and other's behavior -- will be discussed. Finally, the themes of "personal responsibility" and being "proactive" in leadership will be introduced – and returned to throughout the course. The *Lifeline Exercise* will be distributed at the end of class. **Please bring your name tent. Thanks.**

II. Personal History - Tuesday, January 15th

Pre-work:

1. Read Covey, "Be Proactive", pp. 66-93 and complete application exercises on pp. 93 & 94.
2. Complete *Lifeline Exercise* distributed during Class One and bring to class.
3. Mutually self-select one other person in the section to be your coaching partner.

In-Class:

We deepen the notion of how our worldview is shaped by our personal "history" and heighten our awareness of the ways in which personal "paradigms" influence the way we see ourselves, others, and various aspects of the world. The *Personal Paradigms* exercise will be distributed in-class.

III. Listening for Possibilities - Wednesday, January 16th

Pre-Work:

1. Read: Covey, "Inside-Out", pp. 15-45.
2. Skim Thompson (*What a Great Idea!*), Foreword, Introduction & Chapters 1 – 3 (pp. 3-42). [On reserve in library.] Reflect on the questions on pp. 38 - 40.
3. Listen to Track 2 on the CD distributed in class, and be prepared to share your experience. If possible, also listen to tracks 3 & 4. Wonderful material from Dr. Andrew Weil

In-Class:

As we have discussed, you can't really expect to influence another's view of the world unless you understand and respect theirs. The purpose of this class is to enhance the students' ability to distinguish when they are "on-line" and "off-line" and the mode in which they are listening; to enhance their ability to shift from listening in the domain of assessment and action to listening openly in the domain of possibility. If we have time, we will practice a relaxation exercise as a foundation for some exercises we will be doing next week on Possibility Thinking.

Note: Coaching teams will be announced and *Coaching Team Assignment #1* will be distributed to one representative of each coaching team following class. This assignment will require the team to meet for approximately 90 minutes prior to our next class. This required meeting is very important. required. It also is an important potential source of data for PAR#1.

PAR#1: Due, Tuesday, January 22nd by the start of class.

IV. Possibility Thinking - Tuesday, January 22nd

Pre-Work:

Note: Complete *Coaching Team Assignment#1 (Introductions)* and the discussion of the *Personal Paradigms* exercise prior to class.

1. Observe your "listening" and see if you can shift from listening in the domain of assessment and action to listening openly in the domain of possibility. Keep a journal of your experiences in your planner/organizer or formal journal.
2. Read "How to Think Like Leonardo" (on reserve), pp. 48 – 75.
3. Read "Meditation and Emptying the Mind" (distributed) and practice the Relaxation Exercise (if introduced in Class III) at least twice for 10 minutes and be prepared to share your experience. You may find Track #1 to be a helpful reinforcement.

In-Class: The purpose of this session is to enable the learner to create possibilities that go beyond conventional thinking and/or past experience about what is possible for life and work. We will practice a Relaxation/Visualization exercise.

V. Envisioning Possible Futures – Wednesday, January 23rd.

Pre-Work:

1. Read Covey, “Seek First to Understand”, pp. 236 – 259 and complete Application Suggestions #1 & #2 on p. 259.
2. Practice the Relaxation Exercise.

In-Class: You will create a baseline assessment of your personal functioning in various areas of your life in the past and present, set some stretch goals (BHAGs) for the future, and begin to clarify the rationale for the goals. This is a very important class that cannot effectively be made up.

PAR#2: Due Monday, January 28th by the start of class.