

# MGMT510 Syllabus

## eLEAD – Leadership Development

<b>Course Name &amp; Number</b>	MGMT 510: eLEAD – Leadership Development
<b>Quarter</b>	Autumn 2022 & Winter 2022
<b>Start &amp; End Dates</b>	9/23/2022 – 1/8/2023
<b>Pre-requisites</b>	<i>none</i>
<b>Credits</b>	2
<b>Delivery Format</b>	In person
<b>Course Website</b>	

### Course Overview

This course is focused on helping you develop as a leader. The Full Range Leadership Model will serve as the theoretical and structural foundation of our course; we will explore your strengths and weaknesses, resources, and capacities as a leader. We will focus on clarifying your purpose, helping others do the same, and acting with purpose in your work and life to become an authentic, empathetic, transformational leader. We will explore leadership techniques and principles using readings, cases, lectures, discussions, self-reflection, and experiential exercises. You will develop a Leadership Development plan and check-in with a Leadership Development Partner to keep you accountable to your plan.

### Course Learning Objectives

#### **This course will help you:**

1. Articulate your purpose
2. Improve your ability to be an authentic leader
3. Increase your self-awareness
4. Increase your consideration for others through listening and coaching
5. Increase your ability to manage teams/organizations to accomplish work using transactional leadership skills.
6. Increase your ability to provide inspirational motivation and serve as a role model to others to mobilize the energy of a group.
7. Lead with purpose by putting your purpose into action.
8. Lead both personal and organizational change.
9. Increase your resilience to help you lead effectively through challenging times.

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## Faculty Information



Wendy Guild, Ph.D.

Assistant Dean of MBA Programs & Management Faculty

Email: [wguild@uw.edu](mailto:wguild@uw.edu)

LinkedIn: <https://www.linkedin.com/in/wendy-guild/>

Office: DEMPSEY 334

### Office Hours

Office hours will be held by appointment. Please email to set up a time.

## Communication Expectations

UW Email and Canvas Announcements in this course are the official means of communication for this class. Students are expected to read and act upon email in a timely fashion. Students should check their email regularly along with the Announcements section of this course. All instructor correspondence will be sent to your @uw.edu email account. We will not regularly check the Canvas inbox -- direct email will be more effective.

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## Course Structure & Format

### Course Time Commitment

This 2-credit course requires approximately 5 hours of work per module.

### Delivery Method

This course is conducted as a series of workshops. Short readings are assigned to support the discussion in the workshops.

All course materials will be available over Canvas, and you can refer to the Canvas site and Canvas calendar for the syllabus, class sessions, and supporting materials.

## Course Requirements

### *Prior to eLEAD class sessions:*

The best way to learn, especially about leadership, is to actively participate in your education and development. To facilitate active and productive participation, and to make the most of our limited class time, you'll need to complete preparation before the start of eLEAD:

1. Please review the Canvas course and complete all assigned pre-work prior to each class session.
2. You are also required to complete a 360 degree survey **by September 13** which involves completing your own self-assessment as well as requesting feedback from others. Please see the final pages of this syllabus for a detailed overview of this process.

### *During eLEAD class sessions:*

This course is designed as a workshop. Each class session will involve a combination of lecture, discussion, small group work, and class exercises. Thus, you are expected to not only reflect deeply on your own leadership experiences and challenges, but also to contribute to your classmates learning via thoughtful discussion and support. Attendance in all eLEAD sessions is required to receive credit in the course. Please see directions for the makeup assignment on Canvas if you will miss more than 30 minutes of any eLEAD session.

### *Post eLEAD class sessions:*

Your self-reflection and our course discussions will be codified in the Leadership Development Plan that you will maintain throughout your Foster Career. Details are available on Canvas.

## Organization & Format

This course is organized into modules, which correspond to our class sessions.

Session/Date	Topic
1 – 9/23	Purpose Driven Leadership + Spotlight on Leadership
2 – 9/24	Self-Awareness & Leading Others
3 – 9/25	Putting Purpose into Action
4 – 1/8	Leadership and Team Performance

Each module contains an overview, reflection questions, and readings to support the activities in each workshop. You will engage with a variety of learning experiences, and you can expect the following types of activities throughout the quarter:

### Workshop Sessions

Workshop sessions take place face to face on the Seattle campus. This course will have 5 sessions. Most of the work we will do will happen in the context of a workshop session. Attendance is required in these sessions.

### Session Pre-Work

There will be an overview, reflection questions and readings to prepare you for each session.

### Session Power Points

Power points for the sessions will be posted after each meeting.

## **WORKSHOP SESSIONS AND DELIVERABLES**

Session 1	9/23	8:30-11:45am (Purple)	Purpose Driven Leadership	Room 390
	9/23	1:00-4:15pm (Gold)	Purpose Driven Leadership	Room 390
	9/23	4:30-5:30pm	Spotlight on Leadership – Joanne Harrell	Anthony's Forum
Session 2	9/24	8:30-11:45am (Purple)	Self-Awareness & Leading Others	EXEC 310
	9/24	1:00-4:15pm (Gold)	Self-Awareness & Leading Others	EXEC 310
Session 3	9/25	8:30-11:45am (Purple)	Putting Purpose into Action	Room 390
	9/25	1:00-4:15pm (Gold)	Putting Purpose into Action	Room 390
Deliverable	11/4		<b>Leadership Development Plan Due</b>	
Session 4	1/8	8:30-4:00 (A&B)	Leadership & Team Performance	Anthony's Forum
Deliverable	1/15		<b>Revised Leadership Development Plan Due</b>	

## **SESSION 1, 9/23: Purpose Driven Leadership**

### **Focus and Objectives**

In our first session together, we will overview the leadership model that will frame our exploration into the leadership development you will navigate through your MBA career and beyond. We will focus on foundational concepts such as clarifying your purpose, moral/ethical principles, and transparency. We will discuss how eLEAD integrates with the FRL 360 reports that you will receive and facilitate your reflection on those scores.

### **Required Pre-work**

1. You should have received the link for the Full Range Leadership 360 survey; *please make sure that you and your raters have completed the survey by August 26* to allow time for processing of your report (see the final pages of this document for more details on this).

2. REFLECTION: Prior to class, please commit some time to reflecting on your thoughts on your purpose and what you know about leadership. Come to class ready to publicly answer the following questions:

1. What do I know about leadership? (what am I certain about?)
  - What leader do I most admire and why?
  - When have I led successfully and what made me successful?
  - When have I fallen short of my leadership goals? What did I learn from this experience?
2. What do I need to learn about leadership?
  - What do I know I would like to improve?
  - What are my strengths or passions I have underutilized?
  - What are my known unknowns about leadership?
3. What is my why?
  - Why do I do what I do? For the sake of what...? For whatever your answer, follow up with the question, Why is that important? For whatever that answer, again ask, Why is that important? Repeat 2 or 3 more times.
  - What am I passionate about?
  - What are my strengths?
  - What problems/challenges/opportunities are most exciting and important to me?
  - How can I best apply my passions and strengths to make a difference?

### **3. READING:**

"How to Be a Purpose-Driven Leader in a Capitalist World" - HBR Article - H06F33-PDF-ENG <https://hbsp.harvard.edu/tu/2f27adda>

#### 4. OPTIONAL READINGS:

- "Purpose Driven Leadership" from Purpose Driven Organizations, Chapter 10, page 57-71 by Pablo Cardona, Carlos Rey, and Nick Craig  
[https://link.springer.com/chapter/10.1007/978-3-030-17674-7\\_5](https://link.springer.com/chapter/10.1007/978-3-030-17674-7_5)

- "Moral Person and Moral Manager" By Trevino, Hartman & Brown, California Management Review (2000) Article – CMR183-PDF-ENG  
<https://journals.sagepub.com/doi/10.2307/41166057>

- "Trust through Transparency: Creating a Culture of Change" by Vineet Nayar (2010) – 6000BC-PDF-ENG  
<https://hbr.org/2009/01/trust-through-transparency>

4. Please make sure to schedule time before Session 2 to view the video on canvas and read your FRL 360 report.

## **SESSION 2, 9/24: Self-Awareness & Leading Others**

### **Focus and Objectives**

We will build on your internal reflection on leadership and yourself and focus on building skills and capacity for the social aspects of leadership. In particular, we will be building a better sense of self and skills for better understanding others to best lead others to more effective goal achievement. Skill development will include a focus on awareness, listening skills, coaching, and transactional leadership skills to support task management.

### **Required Pre-work**

1. REFLECTION: Please make sure to schedule time between prior to Session 2 to read your FRL 360 report and reflect on it (reports will be distributed by email on 9/20). The report will help clarify the concepts from the FRL framework - please use this to aid your reflection prior to class. Come to class ready to publicly answer the following questions:

1. What did the FRL capture that most resonates with my sense of my leadership?

2. What did the FRL surface that most surprises me?
3. What did I learn about different approaches to leadership from taking the FRL?
4. What do I anticipate I will learn from others on my team about their FRL scores?
5. How can I best enact my purpose and approach to leadership?
6. Based on my approach to leadership, how can I best support others' ability to take action on their purpose, in alignment with our team goals?

## 2. READINGS:

- "If You Can't Empathize with Your Employees, You'd Better Learn To" – HBR Article H039KF-PDF-ENG <https://hbsp.harvard.edu/tu/fd905d16>
- "How to Become a Better Listener" – HBR Article - H06PV8-PDF-ENG <https://hbsp.harvard.edu/tu/35f6f874>
- "The Leader as Coach" – HBR Article - R1906G-PDF-ENG <https://hbsp.harvard.edu/tu/67ff7737>

## 3. OPTIONAL READING:

- "You're Not Listening: What You're Missing and Why It Matters" by Kate Murphy (2020). Macmillan Press.

## **SESSION 3, 9/25: Putting Purpose into Action**

### **Focus and Objectives**

The last day of eLEAD in the autumn quarter will focus on how you will influence others beyond dyadic relationships. How do you effectively lead those who you don't spend a lot of time with? We will discuss how you align your purpose to an organization's purpose to amplify your effectiveness and approaches to helping your organization clarify its purpose. Through the discussion of a case, we will look at mechanisms to put purpose into action. We will also discuss how to leverage the momentum you have created in eLEAD to continue your leadership development in the Fall quarter and beyond.

### **Required Pre-Work**

1. REFLECTION: Please take a moment prior to class reflect on the following questions and come to class ready to publicly discuss your answers:

1. In the past, when have I felt that my workplace supported my ability to practice authentic leadership? What make it a supportive context?
2. In the past, what stifled my ability to practice authentic leadership?
3. What organizations most excite me as places to work? Why? How do I envision leading effectively in these organizations?
4. What do I need to learn about employers to find the right fit for my approach to leadership? How would I set up a new business to allow me to be an effective leader?
5. What features of my approach to leadership will be most important in the future?
6. What I can do today to develop my leadership potential so I am ready to lead in my future career?

## 2. READINGS:

- "The Authenticity Paradox" - HBR Article - R1501C-PDF-ENG

<https://hbsp.harvard.edu/tu/7157be9a>

- "[A Noble Purpose Alone Won't Transform Your Company](#)" - Sloan Management Review, Reprint 61207

- "Arizona Diamondbacks: Defining their Purpose and Putting their Purpose into Action" – Case Study by Wendy Guild (2017).

## 3. OPTIONAL READING:

- "Deep Purpose: The Heart and Soul of High Performance Companies" by Ranjay Gulati (2022) Harper Business.

## **Required Post-Work**

You will create and hone a dynamic Leadership Development Plan throughout eLEAD, and you will submit the first iteration of that plan by the end of the day Friday, November 4 via Canvas.

## **SESSION 4, January 8, 2023: Leadership and Team Performance**

You've completed your first quarter in the Foster School of Management MBA program. Congratulations! The purpose of this module is to leverage and extend Fall Quarter lessons to promote your development as a leader and to set up your team for extraordinary performance.

## Module Learning Objectives

After completing this module, you will be better able to:

- Revise and implement your leadership development plan.
- Create a charter for your new team.
- Lead personal and organizational change.
- Succeed during Winter Quarter 2022 and beyond!

## Required Pre-Work

1. REFLECTION: Preparation for our class meeting is minimal. Simply reflect on the following questions about your leadership and teamwork experiences during the fall quarter.

1. Did you experience an “aha moment” or epiphany about leadership or teamwork during the Fall Quarter? If so, what was it?
2. What was most gratifying about your Fall Quarter MBA leadership and teamwork experience? What went particularly well?
3. What was or has been the most challenging aspect of MBA teamwork for you or your program team or both? What did you struggle with most?
4. What did you learn about yourself as a team member or leader?
5. Which eLEAD course principles or lessons proved most useful? Why?
6. What do you wish you knew about leadership and teamwork when you entered the MBA program during the Fall Quarter of 2020? Put another way, what lessons are most important for incoming students to know and appreciate?

2. READINGS:

- “To Achieve Big Goals, Start with Small Habits” – HBR Article - [H05CY0-PDF-ENG](https://hbsp.harvard.edu/tu/df0485)  
<https://hbsp.harvard.edu/tu/df0485>

- “Leading Change: How Transformation Efforts Fail” - by John Kotter  
<https://hbsp.harvard.edu/tu/073c672b>

## Assignment – Revised Leadership Development Plan, Due January 15

For the primary deliverable for this class, you self-created challenges that you can now revise. Please revise your responses to these questions in our session today and if you - need more time, complete your revised plan by no later than January 15.

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## Course Deliverables & Grading Policies

### Leadership Development Plan

For this course, the primary deliverable is the Leadership Development Plan. You have an assignment in Canvas that will direct you to a survey to detail specific actions you will take to further your leadership development during the first year of your MBA. The LDP will be due on **November 4**. These self-created challenges will be revised for submission on **January 15**.

### Leadership Development Partner

You will be paired with a peer Leadership Development Partner to serve as a thought partner and accountability buddy to help you execute on your plan. There will be times set aside during our workshops to meet with your partner to create, review, and revise your plan.

### Grading

The course is graded on a Credit/No Credit basis. Attendance, participation, and the submission of a LDP and the revised LDP are required to earn full credit for the course.

### Attendance

Attendance is required for credit in the course. If you must be absent for reasons that conform to our policies for excused absences as outlined in the MBA Student Handbook, please contact your instructors prior to the class session, review the Make Up Work module on Canvas, and plan to submit make up work in a timely manner.

### Late or Unsubmitted Leadership Development Plans

Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment can't be submitted by the due date. Published assignment due dates (Pacific Standard Time - PDT) are firm. Please follow the appropriate University policies to request an accommodation for religious observances.

## Incompletes

An Incomplete course grade may be given only when the student has been in attendance and has done satisfactory work to within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control.

For more information about the Incomplete Policy, please visit the [MBA Student Handbook](#).

## Grade Appeals

For more information about the Grade Appeals Policy, please visit the [MBA Student Handbook](#).

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# Course Policies

## Academic Integrity and Student Conduct

This program employs the principles and procedures espoused by the [University of Washington Community Standards and Student Conduct guidelines](#) and the [MBA Honor Code](#) to maintain academic integrity in the course. The Code establishes the expectation that students will practice high standards of professional honesty and integrity. In particular, implementation of the Code at the Foster School of Business prohibits cheating, attempted cheating, plagiarism, lying, and stealing, as it pertains to academic work. Suspected violations will be handled in compliance with the [University of Washington Student Conduct Code](#) as outlined in [Washington Administrative Code 478-121](#).

For more information on academic integrity, including the policy and appeal procedures, please visit the [Honor Code Booklet](#) and the [MBA Student Handbook](#).

## Copyright

The course content is for class purposes only and are to be used only by the student enrolled in the course. All rights reserved. No part of this course may be reproduced, distributed, or transmitted in any form or by any means, including photography, video recordings, screen shots, or other electronic or digital methods, without the prior written permission of the instructor.

## COVID-19

### Attendance

Students are expected to attend class and to participate in all graded activities. However, if you suspect that you are ill, or that you may have been exposed to COVID-19 or other illness, you are encouraged to remain home. Please reach out to your faculty member directly, as soon as possible, if you expect to be absent.

To protect student privacy and the integrity of the academic experience, students will **not** be required to provide a medical excuse note to justify an absence from class due to illness. A student absent from any graded class activity or examination due to illness must request, in writing, to take a rescheduled examination or perform work judged by the instructor to be the equivalent. For some activities, you may be able to participate remotely, or watch a recording later. However, not all class sessions may be available for remote participation.

### Face Coverings

The health and safety of the University of Washington community are the institution's priorities. Please review and adhere to the [UW COVID Face Covering Policy \[pdf\]](#).

## Access and Accommodations

Your experience in this class is important. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s), and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at:

Website: <http://depts.washington.edu/uwdrs/>

Guide: [Getting Started / Accessing Resources](#)

Email: [uwdrs@uw.edu](mailto:uwdrs@uw.edu)

Phone: 206-543-8924

Fax: 206-616-8379

## Course Evaluations

Course evaluations are done toward the end of the quarter during a predetermined time period. Students will have 24-48 hours to complete their course evaluation, which is delivered digitally from the UW Office of Educational Assessment.

All evaluations are anonymous and are used to make improvements to the course and are included in a faculty member's annual review. It is important to complete the evaluations and provide your honest assessment both in the quantitative and qualitative measures.

## Student Grievance Procedure

For more information about the Student Grievance Policy, please visit the MBA Student Handbook.

## Non-Discrimination Policy

For more information about the Non-Discrimination Policy, please visit the MBA Student Handbook.

## Religious Accommodation Policy

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#).

## FERPA

For more information about the University's FERPA policy, please visit the MBA Student Handbook.

## Safety

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. The SafeCampus team of caring professionals will provide individualized support, while

discussing short- and long-term solutions and connecting you with additional resources when requested.

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## Technical Support

### Technology Requirements

This course requires Internet access and the following:

- A web browser (use only [Google Chrome](#) or [Mozilla Firefox](#))
- [Adobe Acrobat Reader](#) (free)
- Webcam, microphone, and speaker
- [Zoom software](#) (for video conference)
- [Microsoft Office 365 ProPlus](#) (free for students & staff)

### Network Use Policies

Please read the University of Washington's [Student Use of UW Computing Resources Policy](#).

### Technical Support

Please email [mba@uw.edu](mailto:mba@uw.edu) if you have issues with playback or downloading of any media, Canvas issues, or Zoom-based questions.

Please provide us with your operating system and browser, in addition to a screenshot of any error message that might help us troubleshoot.

### Network Outages

To monitor the status of campus networks and services, visit the [ItConnect eOutages page](#)

### Canvas Support

IT Connect: [Canvas Help for Students](#)

Instructure: [Canvas Student Guides](#)

## Syllabus Purpose and Disclaimer

This syllabus serves as a guideline for what to expect in this class and an implicit agreement between the instructor and the student.

Before contacting the instructional staff, please review these documents first to see if your question is addressed.

Every effort will be made to avoid changing the course schedule, but adjustments may be necessary to accommodate errors, omissions, or unforeseen events (such as weather events).

In the event changes are made to the syllabus, students will be informed during class, on the course website, and via email. It is your responsibility to be aware of these changes, so please check your email and the course site often.