1. **Course Overview:**

   a. Welcome to KACI 930-5, an integrative course in leader development that deals with a core competency and responsibility for managers: *developing leaders*. I look forward to exploring with each of you the rich and varied issues associated with leader development in an organizational context. I am confident you will find this course interesting and relevant to your growth as an organizational leader developer.

   b. KACI 930-5 focuses on the broad domain of *leader development*. In short, it concentrates on how we, as leaders in organizations, can develop others to realize their potential. Growing other’s talents helps people to accomplish the mission and improve their organizations. KACI 930-5 builds upon MORS 430-0 (which examined leadership in organizations from a variety of perspectives). This course seeks to integrate much of the theoretical work associated with constructs related to organizations, leadership, and adult development in order to provide you a more complete understanding of how leaders are nurtured. At the end of the semester, you should be able to more cogently analyze developmental needs and situations. You will learn how to develop effective strategies and tailor leader development experiences for subordinates. Consequently, your subordinates will more fully embody the competencies and character desired by the organization.

   c. This course also focuses on the concepts, experiences, and skills necessary to create an effective leader and leadership development climate. It draws on readings, exercises, conversations, and your experiences to explore the foundations and techniques of leader development.

   d. Leader development is critical to organizational life. However, it has acquired new significance in recent years. Leader development, as a complex organizational imperative, becomes even more important during periods of uncertainty, restructuring, and change. Such conditions are present today in our society. Additionally, as organizations in all sectors focus their energy on developing adaptive leaders, this increases the complexity associated with leader development. Development today is less about competency, and more about growing critical thinking abilities and one’s character/self-awareness.

   f. This course encourages you to *reflect* on your previous leadership experiences. It will force you to examine how you and others sought to engage in leader development. It will also force you to think about how your leadership capacity, and that of others, could have been further developed in the past. Furthermore, we will explore how it can be enhanced going forward. (It will be imperative that you reflect on your own development in recent years and what steps you can now take to enhance it as you transition from primarily acting as an entry-level professional, focused on operating, to a leader developer-integrator, focused on improving processes and people. It is helpful to bring observations and experiences from your previous assignments into the course, and to carry course concepts and experiences with you to your next professional role.

   g. Many professionals have difficulty transitioning from a perspective focused solely on execution, to one incorporating a leader development focus. How leaders are developed is surely one of the more difficult aspects of organizational life to describe, explain, and communicate. Some of our theories and vocabularies on leader development remain underdeveloped. Yet, we know that most aspects of leadership can be learned. Research has verified that many leadership qualities can be acquired through experience and development
over a lifetime. This course is intended to facilitate that process. The challenge is to find the path that best assists you.

2. Course Philosophy, Learning Objectives and Outline:

   a. Your learning is a *direct product* of your intellectual engagement, both on an individual and collaborative level, with the readings and associated research on a given topic. Learning is increased when you summarize and synthesize material, and become *actively* and *critically* involved in discussion.

   b. The overarching *learning objectives* for you in this course include being able to:

      1. Use multiple concepts to understand leader development, and be able to make better sense of your past experiences (self-awareness).

      2. Understand your own current strengths and weaknesses as a leader developer, and further develop your own personal approach to the practice of leader development as a future executive.

      3. Articulate a philosophy of leader development, and communicate how you will apply this philosophy in your next organization.

      4. Understand the importance of individual differences and different contexts or situations on the practice of leader development.

      5. Enhance your ability to think critically, to analyze complex material, to use your reasoning and imagination to create new possibilities based on your knowledge and experience, and to communicate your ideas clearly and persuasively, both orally and in writing.

   c. The ½ credit course will consist of five three-hour sessions. Each session has an overarching focus related to the topic of leader development. Each class session will feature a guest speaker who will share their experiences and engage in a dialog with students concerning the session’s topical focus.

      1. Week 1: Introduction and Conceptual Foundation

      2. Week 2: Understanding Leader Development Relationships

      3. Week 3: Developing Learning Agility

      4. Week 4: Gender Leader Development Issues

      5. Week 5: Cross-Cultural Leader Development Issues

3. Course Goals. There are three course goals for your study of leader development. At the completion of this course, you should be able to accomplish each of them:

   - **Analyze** organizational and environmental influences on the leader development process.

   - **Synthesize** and **apply** the theories, models and practices presented in this, and previous courses, to help further leader development. Use the course material in service of reframing your personal leader development philosophy so that you can more adroitly modify or redesign organizational systems and processes.

4. Course Requirements. There are two evaluated course requirements in KACI 930-5 that
serve to determine one’s mastery of course goals.

a. Leader Development Program Paper. The first requirement is to critique and recommend enhancements to an existing Kellogg leader development activity. To accomplish this requirement you will need to synthesize your thoughts, experiences and observations with the concepts of leader development studied in the course. (see Annex A)

b. Class Participation. The final requirement is your participation in each lesson’s discussion.

5. Course materials. There is one primary texts used in KACI 930-5, plus other supplemental readings generally issued or assigned on a per class basis. The reading assignments for each class period are listed in Appendix B.

The primary text for KACI 930-5 is:


6. Class Meetings, Schedule, and Policies. Classes meet in the designated classroom on Monday’s 6:00 PM-9:00 PM in accordance with the published schedule in Annex C. You may bring food and drinks to class in accordance with established Kellogg policies, but you are responsible for leaving the classroom in correct order. You must bring the assigned readings with you to class in order to ensure proper preparation for course discussions.

7. Reading Assignments. The reading assignments for each class meeting are designated in Annex B. The assigned readings provide a conceptual underpinning for each class session’s focus. However, all of the reading material might not be explicitly addressed during every class session.

8. Course Standards of Conduct.

a. Your participation is integral to the success of this course. Participation in this course is essential. It will deepen your learning and will increase the richness and enjoyment of the course for the entire class. Participation includes:

- attending and being on time for each class;
- preparing for each week’s discussion section and participating actively;
- engaging fully with guest speakers by asking informed and insightful questions; and
- completing all requirements to the standards associated with graduate-level studies.

In terms of engaging in class discussion, the substance of your participation is more important than the frequency.

Regarding attendance, you may miss one class (with the exception of the first class session which is mandatory). Class attendance will be taken using a sign in sheet. It is your responsibility to sign in each week.

Missing more than one class session will result in a reduction of your grade. As in any professional situation, explain any projected absence in advance or as quickly as possible in person or via email. If you will miss class for religious observance or civic obligation, inform me during the first week of class. Additionally, repeatedly arriving late, stepping out unexcused during class, or leaving class early will also result in a lower grade.

b. Class participation will be graded using the following guide:

“A” (Outstanding-48 or greater points out of 50): frequent thoughtful, incisive comments that moved the class discussion forward in exciting ways; fully engaged in class dynamics; active participant; excellent attendance
“B” (Good-43-47 points out of 50): regular thoughtful, incisive comments that moved the class discussion forward; fairly active participant; engaged; good attendance

“C or below” (Far to poor-42 or less points out of 50) Fair to poor: missed class more than was acceptable, little engagement

c. **Canvas will serve as our communications hub.** When possible, course materials including slides, assignments and additional readings will be made available on Canvas. All assignments need to be submitted on Canvas (in the assignments section).

d. **Technology in the classroom and confidentiality.** Technology use in the classroom (aside from break periods) is not permitted at any time (unless required to take notes or participate in an exercise).

You may not record course guest speakers’ commentary or directly attribute quotes to them. Additionally, do not distribute class materials in any form to non-course participants.

Lastly, please do not use social media to share course content. To create the best learning environment, we want our guest speakers to feel comfortable speaking openly and freely without concern of misinterpretation. While there are many benefits to social media, there’s greater risk for public figures, like senior executives, who can be easily be taken out of context in tweets and other social media formats. Please help us give each guest speaker an outstanding experience that will encourage them to keep returning to Kellogg to meet and speak with our students.

e. **Information on assigning final grades.** At the Kellogg School, we seek to teach challenging courses that stretch students and assure their mastery of the course content. Assigning grades that reward excellence and reflect differences in performance is important to ensuring the integrity of our curriculum. Additionally, the only means by which Kellogg can delineate its most outstanding performers is to create a relative ranking methodology. Consequently, less than half of the students in the course can potentially achieve a final grade of “A.”

To do well in this course, you need to:

- complete all assignments on time, graded and ungraded
- participate regularly and substantively in class discussions
- demonstrate mastery of and insight into course material (readings, lectures and guest speaker comments)
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The following items will contribute to your grade:

<table>
<thead>
<tr>
<th>Assignments / Participation</th>
<th>Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Participation/Contribution</td>
<td>N/A</td>
<td>50</td>
</tr>
<tr>
<td>2. Leader Development Project</td>
<td>December 3</td>
<td>50</td>
</tr>
<tr>
<td>3. Homework Assignments</td>
<td>TBD</td>
<td>N/A</td>
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<tr>
<td>TOTAL</td>
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<td>100</td>
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Detailed descriptions of assignments will be posted on Canvas prior to the start of the course.

f. **Late submission of assignments.** Late assignments will either not be accepted or will incur a 10% grade penalty daily unless due to documented serious illness or family emergency. Exceptions to this policy for reasons of religious observance or civic obligation will only be made available when the assignment cannot reasonably be completed prior to the due date and the student makes arrangements for late submission well in advance.
g. **Kellogg policy on re-grading.** The process of assigning grades is intended to be one of unbiased evaluation. This means that students are encouraged to respect the integrity of the professor’s grading system. If you believe that an inadvertent error has been made in the grading of an assignment or in assessing an overall course grade, a request that the grade be re-evaluated may be submitted. Per Kellogg’s policy on re-grading, you should submit your request in writing to your discussion section professor within 10 days of receiving the grade, including a brief written statement of why you believe that an error has been made.

h. **Academic integrity & classroom etiquette.** Integrity is critical to the learning process and how we all conduct ourselves as members of the Kellogg community. All students are expected to abide by the Kellogg Honor Code and Kellogg Code of Etiquette. For more information, go to: [http://kellogg.northwestern.edu/serial/academics/course-policies.aspx](http://kellogg.northwestern.edu/serial/academics/course-policies.aspx)

8. **Writing Criteria.**

   a. You are expected to write in accordance with the American Psychological Association (APA) 6th edition style of documentation. Be sure you properly document all work that is not your own.

   b. Your writing is evaluated according to the Academy established standard of effective writing, based on the four dimensions of *correctness, organization, style* and *substance.*
Leader Development Enhancement. Provide a critique and recommendations for how to improve some aspect of the Kellogg experience designed to enhance leader development.

Your project must incorporate concepts discussed in the class. In examining your activity of interest, here are some of the questions you can explore:

- How could Kellogg enhance key experiences (or create new ones) to foster more influential leader development outcomes?
- How could Kellogg enhance the “support” component of your targeted leader development activities?
- How could Kellogg enhance assessment or feedback for leader development activities?
- How do you evaluate the outcomes of your process? What specific measures are you going to use?
- How could Kellogg enhance students’ learning agility?
- How could Kellogg’s staff and faculty enhance their efforts to foster leader development?
- What are the challenges you foresee in implementing the recommendations?

The submission must incorporate how YOUR experiences have influenced the project’s recommendations. It is also important to provide tangible examples of other Kellogg students’ experiences that support your assertions as to why changing the school’s approach is important.

There is no page minimum or limit for the assignment. If you elect to use a deck versus a white paper format, the product must stand on its own (as if you would not have the ability to present it personally). A good product will provide decision makers a clear understanding of the targeted initiative and how you would go about improving it in a way that it is informed by leader development science.
Lesson 1: Course Introduction and Core Concepts (29 OCT)

This introductory lesson will “get the discussion started.” We will cover the basic course framework and the foundational leader development constructs.

Lesson Objectives
1.1 Explain course organization and requirements.
1.2 Understanding of the foundational Center for Creative Leadership Leader Development Model.

Read:

Lesson 2: Understanding Leader Development Relationships (5 NOV)

This lesson will an overview of the various types of professional relationships that enhance leader development (and techniques for strengthening such relationships).

Lesson Objectives
2.1 Discuss techniques leaders can use to enhance the developmental experience for individuals.
2.2 Discuss and apply formal coaching techniques to enhance leader development.

Read:
Chapter 4 (Leadership Coaching), 125-146 in the CCL Handbook of Leadership Development.


Lesson 3: Developing Learning Agility (12 NOV)

In this lesson, we will address the concept of learning agility and its relationship with leadership effectiveness. We will also explore how managers can enhance the learning agility of their teammates.

Lesson Objectives:
3.1 Understand and apply learning agility behaviors in a leader development context.

Read:

Lesson 4: Gender Issues Influencing Leader Development (26 NOV)

The intent of this lesson is to explore gender considerations in leader development.

**Lesson Objective:**
4.1 Discuss and understand gender issues in leader development.

**Read:**
Chapter 9 (Leader development across gender), 274-281; 299-303 (12 pgs)

*Chapter is in the CCL Handbook for Leadership Development (2004 edition) and is posted on Canvas.

Lesson 5 – Cross-Cultural Issues in Leader Development (3 DEC)

This lesson explores cross-cultural considerations and influences on leader development.

**Lesson Objectives:**
5.1 Discuss and understand cross-cultural issues influencing leader development.

**Read:**
Chapter 11 (Cross-cultural issues in the development of leaders), 331-360 (30 pgs)

*Chapter is in the CCL Handbook for Leadership Development (2004 edition) and is posted on Canvas.