

Sample Semester Syllabus

Leading a Whole + Intentional Life The WiLD Toolkit

Course Syllabus & Assignments

Course number:

Semester:

Day + Time:

Location:

Instructor:

Email:

LEADING A WHOLE + INTENTIONAL LIFE

Syllabus

I. Course Description

This course is an intentional blend of research and practice, integrating what we know about individual growth and learning with your personal developmental story. Topics include calling and purpose, goals, presence under pressure, learning from experience, motivation, strategic networking, and developing others.

II. Learning/Behavior/Performance Objectives

Upon completion of the course, students will have developed and/or examined:

- A more personal view of their contribution to the world of work and life.
- A deepened sense of their own developmental challenges and opportunities, as well as the resources and people who will continue to be important in their lives.
- A whole approach to the development of self and clients that integrates current theoretical and practical models of practice, the self, and community as instruments of change.
- A whole perspective on past, current and future education and their ongoing development.

III. University Mission

IV. Required Readings & Resources

- McKenna, R. B. (2017). *Composed: The Heart and Science of Leading Under Pressure*. Oklahoma City, OK: Dustjacket Media.

Online Leadership Development Subscription (WILD Toolkit)

For this class, an online development process will be used to generate a developmental profile due at the end of the quarter. Each student will purchase a 1-year subscription to the WILD Toolkit. This set of development tools will be used in each session of the course.

To purchase the tool:

- Go to <https://www.wildtoolkit.com/>
- Create an account using your SEU email address
- Purchase the **Complete WILD Toolkit** in the store
- Watch the getting started video prior to taking the first tool

Assessments include:

1. The WILD Profile
2. Calling & Purpose Inventory
3. Purposeful Goals Assessment
4. Leading Under Pressure Inventory
5. Transformational Experiences Audit
6. Skills & Knowledge Inventory
7. Motivational Learning Inventory
8. People Investment Plan
9. Strategic Network & Audit Guide
10. The WILD Plan

V. Course Requirements

Assignments	Points
i. Executive Summary	20
ii. Tool Completion	25
iii. Journal	25
iv. Mini Talk	10
v. Presence	10
vi. Triad	10
TOTAL Points	100

Journal

Each week there will be a one page journal entry due related to the WiLD tool assigned for that week. The journal entry is in response to the questions listed below.

- What surprised you?
- What is consistent with your understanding of yourself?
- What are you motivated to change or do next?
- What matters?

Triad

Students are put into groups of 3-4 and meet once a month during the semester (4 times) to discuss the tools that they have taken that month.

Each week students will be randomly selected for a 15 minute fishbowl style conversation. The content of the conversation will be the readings, for that particular week as assigned in the schedule. Outside of the assigned readings from *Composed*, students are only required to select three of the assigned readings or two of the assigned readings and an additional reading of their choice. Those selected for the triad will list the readings they chose on the whiteboard prior to the beginning of the discussion.

Executive Summary

Upon completion of all the tools in the WiLD Toolkit and the WiLD Plan, each student will write a one page professional executive summary based on their results. This summary is a description and road map for a professional who would be reading your WiLD Toolkit reports for the first time. The goal is to provide development context for someone trying to understand your journey through this process.

Presence

Attendance and contribution are critical parts of this class. You are expected attend class, review the week's readings in advance and to be an active participant in class discussions and activities. An attendance roster will be completed at the beginning of each class and points will be given as indicated under "Course Requirements." There will be no excused or unexcused absences, just attend-no attend points assigned.

At the end of the term, the professor will assign you to one of the following contribution categories:

3 = Leading Contributor: consistently demonstrates breadth and depth of knowledge, understanding, and reflection of reading assignments; brings fresh, original thinking and ideas to the class; presses for high levels of thinking and preparation in each class; raises the intellectual bar in activities and discussions; maintains emotional composure even in heated discussions; expresses awareness of others' positions on issues and encourages other voices to come to the table; expresses no need to make everything about them; takes unpopular or controversial positions when it is important to do so and responds to questions with critical thinking and evidence rather than dominating or appeasing others; engages others in the learning process.

2 = Solid Contributor: regularly demonstrates knowledge and understanding of reading assignments; asks relevant and precise questions in class; responds to questions directly, thoughtfully, and concisely; although not always a leader in class discussions and activities, brings enthusiasm, ability to stay on topic, and an attitude that helps make class interesting and lively; stretches self to take an occasional risky position in discussions or activities; works hard to avoid making comments or asking questions that are off-point, distracting or polarizing.

1 = Drive-by or Emotional Contributor: speaks up occasionally in class with some accurate link or reference to assigned readings or the current discussion/activity (drive-by contributor); speaks up regularly but has a hard time managing his or her feelings about the issue at hand at the expense of calm, clear thinking about the issue (emotional contributor); content of contribution is highly variable, ranging from a rare brilliant insight, observation, or question to distracting, polarizing, impulsive comments that waste class time and in the face of silence, feels the impulsive need to fill the space.

0 = Non-Contributor: rarely, if ever, speaks up in class; while an occasional comment may be on target, this person appears to be present in body only, making only minimal if any contribution to class discussions or activities.

Class Attendance

Attendance and class participation are very important to develop the competency and skills taught in the course. We strongly encourage students to be present for each course session. Students are allowed to miss one class session without an impact on their grade. In the event of a missed class session, the student is solely responsible for obtaining class materials. For every other class session missed, there will be a full half-grade deduction from the student's

final grade. Students that miss more than 3 class sessions cannot pass the course. Please be in attendance in this class.

Academic Integrity

**University's academic integrity policy*

Also refer to the APA style manual for more information on the nature of plagiarism. You may also review "Defining and Avoiding Plagiarism: The WPA Statement of Best Practices" at <http://wpacouncil.org/files/WPAplagiarism.pdf>.

Student Disabilities

**University's Student Disabilities Standards*

Emergency Procedures

**University's Emergency Procedures*

The key outcomes and goals of this course are reflected in the University Handbook. In addition, this syllabus is a robust schedule of the course sessions – However, the schedule, readings and assignments may be modified over the course of the quarter.

VI. Readings & Assignments Schedule

* **Note:** Readings and assignments for each class are *listed under the day they are due*. Readings and other assignments should be completed prior to coming to class. Other assignments will be given out during the preceding class session.

<p>Week 1</p>	<p>INTRODUCTION: WHOLE LEADER DEVELOPMENT</p> <p>READINGS:</p> <ul style="list-style-type: none"> ▪ McKenna, R. B., & Wenzel, K. K. (2016). Developing whole leaders for the whole world. <i>The Journal of Values-Based Leadership</i>, 9(1), Article 12. ▪ McKenna, R.B. & Campbell, (2011). The character x factor in selecting leaders: Beyond ethics, virtues and values. <i>Journal of Values Based Leadership</i>, 4(2),39-48. <p>DELIVERABLES:</p> <ul style="list-style-type: none"> ▪ WiLD Profile ▪ Journal ▪ Selected Readings and Triad
<p>Week 2</p>	<p>CALLING AND PURPOSE</p> <p>MINI TALK: What would change if you knew why you were here and what you would do next?</p> <p>READINGS:</p> <ul style="list-style-type: none"> ▪ Dik, B. J., & Duffy, R. D. (2009). Calling and vocation at work: Definitions and prospects for research and practice. <i>The Counseling Psychologist</i>, 37, 424–450. ▪ Hall, D. T., & Chandler, D. E. (2005). Psychological success: When the career is a calling. <i>Journal of Organizational Behavior</i>, 26, 155-176. ▪ Haney, D. M., McKenna, R. B., Robie, C., Austin, K. & Ecker, D. (2015). The Power of Perceived Experience: Events That Shape Work as Calling. <i>Career Development Quarterly</i>. ▪ Ortberg, J. (2013). Do you love your calling? <i>Leadership Journal</i>. http://alturl.com/net9x <p>DELIVERABLES:</p> <ul style="list-style-type: none"> ▪ Calling and Purpose Inventory ▪ 1 Goal & 1 Moment that Mattered ▪ Journal ▪ Selected Readings and Triad

<p>Week 3</p>	<p>DIRECTION AND GOALS</p> <p>MINI TALK: What would change if there was purpose changing your next step forward?</p> <p>READINGS:</p> <ul style="list-style-type: none"> ▪ Gollwitzer, P. M. (1999). Implementation intentions and effective goal pursuit: Strong effects of simple plans. <i>American Psychologist</i>, 54, 493-503. ▪ Locke, E.A. & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. <i>American Psychologist</i>, 57, 705-717. ▪ Cloud, H., & Townsend, J. (1992). <i>Boundaries: When to say yes, how to say no</i>. Grand Rapids, MI: Zondervan. [Chapters 5 & 14] ▪ Shaw, K. N. (2004). Changing the goal-setting process at Microsoft. <i>Academy of Management Executive</i>, 18, 139-142. <p>DELIVERABLES:</p> <ul style="list-style-type: none"> ▪ The Purposeful Goal Assessment ▪ 1 Goal & 1 Moment that Mattered ▪ Journal ▪ Selected Readings and Triad
<p>Week 4</p>	<p>Open Class</p>

<p>Week 5</p>	<p>COMPOSURE UNDER PRESSURE</p> <p>MINI TALK: What would change for you and for others if you were more composed under pressure?</p> <p>READINGS:</p> <ul style="list-style-type: none"> ▪ McKenna, R. B. (2017). <i>Composed: The Heart and Science of Leading Under Pressure</i>. Oklahoma City, OK: Dustjacket Media. ▪ McKenna, R. B., & Yost, P.R. (2004). The differentiated leader: Specific strategies for handling today's adverse situations. <i>Organizational Dynamics</i>, 33, 292-306. ▪ Kahn, W. A. (1998). Relational systems at work. <i>Research in Organizational Behavior</i>, 20, 39-76. <p>DELIVERABLES:</p> <ul style="list-style-type: none"> ▪ Leading Under Pressure Inventory ▪ 1 Goal & 1 Moment that Mattered ▪ Journal ▪ Selected Readings and Triad
<p>Week 6</p>	<p>Open Class</p>

Week 7

TRANSFORMATIONAL EXPERIENCES

MINI TALK: What would change if you were applying the lessons from your past experiences?

Readings:

- McCall, M. W., Jr. (2010). Recasting leadership development. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 3, 3-19.
- Prochaska, J. O., DiClemente, C. C., & Norcross, J. C. (1992). In search of how people change: Applications to addictive behaviors. *American Psychologist*, 47, 1102-1114.
- McCauley, C. (2013). Identifying development-in-place opportunities. In C. McCauley, S. Derue, P. Yost, & S. Taylor (Eds.), *Experience driven leadership development* (pp. 21-24). San Francisco, CA: JosseyBass.
- Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87, 765-780.

DELIVERABLES:

- Transformational Experiences Audit
- Each student will also bring a clean and edited version of their resume to class
- 1 Goal & 1 Moment that Mattered
- Journal
- Selected Readings and Triad

<p>Week 8</p>	<p>SKILLS, KNOWLEDGE AND COMPETENCIES</p> <p>MINI TALK: What would change if you understood your unique strengths, skills and competencies?</p> <p>READINGS:</p> <ul style="list-style-type: none"> ▪ DeRue, D. S., Nahrgang, J. D., Wellman, N., & Humphrey, S. E. (2011). Trait and behavioral theories of leadership: An integration and meta-analytic test of their relative validity. <i>Personnel Psychology</i>, 64, 7-52. ▪ Ericsson, K. A., Prietula, M. J., & Cokely, E. T. (2007). The making of an expert. <i>Harvard Business Review</i>, 85(7-8), 114-121. ▪ Buckingham, M., & Clifton, D. O. (2001). <i>Now, discover your strengths</i>. New York, NY: The Free Press. ▪ Campion, M. A., Fink, A. A., Ruggeberg, B. J., Carr, L., Phillips, G. M., & Odman, R. B. (2011). Doing competencies well: Best practices in competency modeling. <i>Personnel Psychology</i>, 64, 225-262. ▪ O'Driscoll, M. P., & Eubanks, J. L. (1993). Behavioral competencies, goal setting, and OD practitioner effectiveness. <i>Group and Organization Management</i>, 18, 308-327. <p>DELIVERABLES:</p> <ul style="list-style-type: none"> ▪ Skills & Knowledge Inventory ▪ 1 Goal & 1 Moment that Mattered ▪ Journal ▪ Selected Readings and Triad
<p>Week 9</p>	<p>Open Class</p>

<p>Week 10</p>	<p>MOTIVATION AND LEARNING</p> <p>MINI TALK: What would change if you knew what motivates you to learn?</p> <p>READINGS:</p> <ul style="list-style-type: none"> ▪ Bandura, A., & Locke, E. (2003). Negative self-efficacy and goal effects revisited. <i>Journal of Applied Psychology</i>, 88, 87-99. ▪ Dweck, C. S. (1986). Motivational processes affecting learning. <i>American Psychologist</i>, 41, 1040-1048. ▪ Kerr, S. (1995). On the folly of rewarding A, while hoping for B. <i>Academy of Management Executive</i>, 9, 7-14. ▪ Mitchell, T.R. & Daniels, D. (2002). Motivation. In W.C. Borman, D.R. Ilgen, & R.J. Klimoski (Eds.). <i>Handbook of Psychology, Volume 12: Industrial and Organizational Psychology</i>. New York, NY: John Wiley. <p>DELIVERABLES:</p> <ul style="list-style-type: none"> ▪ Motivational Learning Inventory ▪ 1 Goal & 1 Moment that Mattered ▪ Journal ▪ Selected Readings and Triad
<p>Week 11</p>	<p>Open Class</p>

<p>Week 12</p>	<p>LEADERS DEVELOPING LEADERS</p> <p>MINI TALK: What would change if you were more intentional about developing others?</p> <p>READINGS:</p> <ul style="list-style-type: none"> ▪ McKenna, R. B., Brown*, T. (2011). Does sacrificial leadership have to hurt? The realities of putting others first. <i>Organization Development Journal</i>. <p>DELIVERABLES:</p> <ul style="list-style-type: none"> ▪ People Investment Plan ▪ 1 Goal & 1 Moment that Mattered ▪ Journal ▪ Selected Readings and Triad
<p>Week 13</p>	<p>BUILDING A STRATEGIC NETWORK OF SUPPORT</p> <p>MINI TALK: What would change if you had cheerleaders, mentors, and people who give it to you straight?</p> <p>READINGS:</p> <ul style="list-style-type: none"> ▪ DeLong, T. J., & DeLong, S. (2011). The Paradox of Excellence. <i>Harvard Business Review</i>, 89(6), 119-123. ▪ Wolff, H., & Moser, K. (2009). Effects of networking on career success: A longitudinal study. <i>Journal Of Applied Psychology</i>, 94(1), 196-206. <p>DELIVERABLES:</p> <ul style="list-style-type: none"> ▪ Strategic Network Audit & Guide ▪ 1 Goal & 1 Moment that Mattered ▪ Journal ▪ Selected Readings and Triad

Week 14	Open Class
Week 15	Your WiLD Plan for the Future MINI TALK: What would change if you could connect the pieces of your character, competence, calling, and community? DELIVERABLES: <ul style="list-style-type: none">▪ WiLD Plan▪ 1 Goal & 1 Moment that Mattered▪ A WiLD Executive Summary
Week 16	Final Course Wrap up Toolkit + Reflection