I. Course Purpose
The purpose of Authentic Leadership Development is to enable students to develop themselves as leaders of organizations and to embark on paths of personal leadership development. ALD requires personal curiosity and reflection from students and personal openness and sharing in the class discussions, leadership discussion groups, and one-on-one sessions with the professor. Leadership development concepts used in this course will be immediately useful for students and applicable for the rest of their lives.

II. Objectives
1. To enable students to understand their leadership journeys and their crucibles through framing their life stories and experiences to date.
2. To understand why leaders lose their way and the self-awareness needed to avoid derailment.
3. To gain clarity about their leadership principles, values and ethical boundaries, and how they will respond under pressure when severely challenged.
4. To understand what is motivating them, both extrinsically and intrinsically, and to find leadership paths that will enable them to utilize their motivated capabilities.
5. To explore how to build support teams and lead an integrated life.
6. To become empowering leaders who can optimize their leadership effectiveness and achieve exceptional results through others.
7. To understand the purpose of their leadership and to create a Personal Leadership Development Plan to guide them throughout their lives.

III. Intellectual Premise and Course Concepts
The premise of ALD is that leaders who know themselves well and consciously develop their leadership abilities throughout their lifetimes will be effective and successful leaders and lead more satisfying and fulfilling lives. To do so, leaders must take responsibility for their own development, rather than relying on their companies for development.

ALD will provide students with many ideas, techniques, and tools to assist in their leadership development journeys, exploring concepts such as lifelong leadership development, the power of leadership crucibles, discovering your authentic self, knowing your principles, values, and ethical boundaries, building authentic relationships and support teams, leadership style and power, integrated leadership, and purpose-driven leadership.
IV. **Who Should Take this Course**
ALD is designed for students desirous of becoming authentic and effective leaders, committed to developing themselves, and who want to understand their motivations and the purpose of their leadership. Students must be open to sharing personal insights, experiences, ambitions, and fears.

V. **Course Format**
ALD students will meet once per week, first with your six-person leadership discussion groups and then with the full class. Class sessions will be built around a series of cases written specifically for this course, as well as leadership readings and class speakers.

VI. **Requirements**
- Weekly individual assignments requiring 1.5 - 2 hours on personal subjects related to the week’s theme.
- One ninety-minute class each week for twelve weeks from 6:00 – 7:30pm, except that the first class on September 17 will be a full class meeting from 6:00 – 9:00pm.
- One eighty-minute meeting each week with the six-person Leadership Discussion Group (LDG) from 7:40 – 9:00pm for eleven weeks with assigned topics and rotating facilitators drawn from the group. Groups will be assigned in advance by the professor.
- There will be one section, limited to 60 students in order to facilitate open dialogue.
- In lieu of an exam, students will write a mid-term paper of 1,500 words on their greatest crucible and a final paper not to exceed 2,500 words on the purpose of their leadership, as well as completing and submitting their Personal Leadership Development Plan.

VII. **Course Topics**
Week I: Discover Your Authentic Leadership
Week II: Your Journey to Authentic Leadership
Week III: Why Leaders Lose their Way
Week IV: Crucibles of Leadership
Week V: Discovering Your Authentic Self
Week VI: Values, Principles and Ethical Boundaries
Week VII: Motivations and Motivated Capabilities
Week VIII: Building Your Support Team
Week IX: The Integrated Leader
Week X: Leadership Purpose
Week XI: Empowering Others To Lead
Week XII: Optimizing Your Leadership Effectiveness
VIII. Syllabus

**Book Reading**
George, B. *True North*
Publisher: Jossey-Bass, March 2007
You should read this book in its entirety, preferably before the course begins, as we will be referring both to its concepts and its specific stories throughout the course.
Optional: Read *Authentic Leadership*, by Bill George, at least Introduction and Chapters 1-2.
Publisher: Jossey-Bass, August 2003

**Journal**
All students will keep a detailed journal, in writing (and, optionally, on line, in addition to their written journal). The journal will be used for class assignments and discussion group assignments, as well as the notes and reflections you want to record throughout the course. If you take this portion of the assignment seriously, the journal will be an invaluable record and source throughout your lifetimes.

**Leadership Discussion Groups (LDG)**
Each class participant will be assigned to a leadership discussion group with five other people. The discussion groups will meet for eighty minutes usually on Wednesdays from 7:40-9:00pm to discuss and complete the assignment for the week. Attendance at these meetings is mandatory, and a record of attendance will be maintained.

The LDGs are a crucial element of the course and represent part of the class meeting of the week. These groups enable students to discuss personal materials in a more intimate group setting and to encourage a higher level of openness and reflection than may be possible in the class setting. The specific assignments for each week’s group meeting will have the same theme as the classes but different preparation materials. LDGs will be facilitated by a member of the group, who will be assigned in advance. Each student will have the opportunity to facilitate for two weeks during the course. The professor will be available to participate with the discussion groups at their request. In addition, facilitators will be invited to a meeting with the professor prior to the LDG, and asked to submit a summary of the group’s discussion after the meeting, including open questions for the full class.
Week I  

Discover Your Authentic Leadership

**Please note:** Prior to the first class, write a one-page paper (or e-mail) about why you want to take this course and send it to dmayer@stern.nyu.edu, not later than midnight on Tuesday, September 9, 2008.

**Individual Assignment**  
**“My Development as an Authentic Leader”**

**Please note:** Individual assignments must always be completed prior to the class and the weekly meeting with your Leadership Discussion Group.

**Readings:**  
*True North*, Introduction  

To prepare for opening class, study the readings closely and think about the basis for your leadership and the process you need to go through in becoming an authentic leader. Then complete the first assignment in your workbook, “My Development as an Authentic Leader.”

**Class I**  

**September 17 – 6:00-9:00**

**Note:** The first class will be the full three hours to discuss the course overview and the LDGs, and to cover the initial readings and the first case, Wendy Kopp and Teach For America.

**Assignment**

**Case:**  
Wendy Kopp and Teach For America (Harvard Business School 406-125)

**Guest Speaker:** Kate Kohler (West Point 1999, HBS 2006), Morgan Creek Capital Management

**Discussion Questions:**

1. What are the factors in Wendy Kopp’s background that led her to found Teach For America?
2. How effective is she as the leader of Teach For America?
3. What course of action should she follow regarding the future of Teach For America?  
   Should she continue as its leader?

For the introductory class, we will begin by examining how the unique elements of the course blend together into an integrated whole, leading to the creation of your Personal Leadership Development Plan. We will also discuss the Leadership Discussion Groups and how they will operate as the first part of class each week. Then we will discuss the case and the assigned readings and the ways in which the leadership issues raised in them are relevant to your leadership and your development as an authentic leader.

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Week II  

Your Journey to Authentic Leadership

Individual Assignment  

“My Journey to Leadership”

Readings: True North, Chapter 1  

In this second assignment you will examine your life and leadership opportunities to this point, with emphasis on the influences of your early years and instances of your leadership. After completing the first part of the assignment detailing your experiences to date, go over it carefully and look for patterns in your leadership. What events and individuals had the greatest impact on you? In what situations did you find the greatest fulfillment in leading? Can you identify instances where you were dissatisfied with your leadership, or received constructive feedback from others about it?

Leadership Discussion Group: September 24 – 7:40-9:00

Assignment  

“My Early Leadership Experiences”

Note: Students will receive their group assignments, LDG team members, and room assignments by e-mail on Monday, September 22, along with facilitator assignments.

At the first LDG meeting begin initially by reviewing the “Guidelines for Leadership Discussion Groups,” and establishing written guidelines for your group in the form of a contract. Each member of the group should sign the contract and the facilitator should turn it in to the professor.

Then use the remaining time to get to know each other by going around the group and discussing your early leadership opportunities and significant events and individuals that have influenced your life to date. Led by the facilitator, each student should have the opportunity to share his or her experiences. In this discussion it is paramount to observe the “Guidelines for Leadership Discussion Groups,” distributed with the course materials, particularly those relating to confidentiality, candor, openness, and trust-building.

Class II  

September 24 – 6:00-7:30

Assignment  

Case: Howard Schultz: Building Starbucks Community (A) (Harvard Business School 406-127)  
Howard Schultz: Building Starbucks Community (B) (Harvard Business School 407-127)

Discussion Questions:

1. How can you link Howard Schultz’ experiences in his life to the kind of company he is building at Starbucks?
2. What characteristics and experiences are most important in Schultz’s development as a leader?
3. Was Schultz correct to put his concerns about Starbucks’ direction in the email to CEO Jim Donald?
4. How should Schultz navigate the challenges on sustaining Starbucks’ growth while staying true to its authentic roots as a unique local coffeehouse?
Week III

Why Leaders Lose Their Way

Individual Assignment

“Why Leaders Lose Their Way”

Reading:  
*True North*, Chapter 2  
Peck, S. “Excerpts from The Road Less Traveled,” Harvard Business School 1-4-4-090)

In this exercise you should think carefully about whether you see any of yourself in each of the five archetypes of leaders who lose their way and get derailed. In completing the assignment be very honest with yourself, and attempt to see yourself as others see you. Then think about what you can do to avoid losing your way.

Leadership Discussion Group

October 1 – 7:40-9:00

In your discussion group discuss openly the issues you addressed in the written assignment, and share candidly with each other the risks you see for yourself of losing your way as a leader. In hearing the other members of your group share their personal risks, it is important to listen in a non-judgmental manner. Given the sensitive and very personal nature of this discussion, it is extremely important to observe the “Guidelines for Leadership Discussion Groups,” relating to confidentiality, candor, openness, giving feedback, and trust-building.

Class III

October 1 – 6:00-7:30

Assignment

Case:  
*Richard Grasso and the NYSE, Inc. (A)* (Harvard Business School 405-051)

Reading:  
Thomas, L. “The Winding Road to Grasso's Huge Payday,”  

Discussion Questions:

1. Who is responsible for Grasso’s termination, the NYSE board or Grasso himself? Could a sound system of board governance have prevented this tragedy from occurring?
2. How did Grasso see his role as CEO of the NYSE? In what ways did he contribute to his own demise? What could have Dick Grasso done to avoid getting himself into this situation?
3. What factors in his background may have contributed to this situation?
4. What are the root causes of leaders losing their way? Can you identify leaders from your personal experience who have lost their way or are in danger of doing so?
5. What can leaders, including yourself, do to avoid these temptations, stay grounded, and be more authentic in their leadership?

*****
**Week IV**

**Crucibles of Leadership**

**Individual Assignment**

“My Most Difficult Crucible”

**Readings:**

*True North*, Chapter 3


At some point in their lives most people find themselves in a crucible, a difficult situation in which their character and values are tested by a series of events. While they are often very painful at the time, these crucible experiences usually provide unique opportunities for personal growth.

Prior to your group meeting, write a one or two page paper of a personal experience in which you were tested in a crucible, where you experienced the greatest pressure, stress and/or adversity of your life to date. Describe your feelings at the time. What resources did you call upon to get through this situation? How did you resolve the issues, if you have?

**Leadership Discussion Group**

October 15 – 7:40-9:00

At your discussion group go around the group and share your experiences, relating your feelings about the experience at the time and in the present moment. *This LDG is the most important session for personal sharing and establishing trust within the group.* Coming early in the course, this session can set the tone of your LDG for the remainder of the course. Given the sensitive and very personal nature of this discussion it is extremely important to observe the “Guidelines for Leadership Discussion Groups.”

**Class IV**

October 15 – 6:00-7:30

**Assignment**

**Cases:**

*Oprah!* (Harvard Business School 405-087)

*Martin Luther King, Jr.: A Young Minister Confronts the Challenges of Montgomery* (Harvard Business School 406-016)

**Discussion Questions:**

1. How was Oprah able to overcome the extreme adversity of her growing up years in order to become so successful?
2. In what ways did Oprah use her crucible experience to shape her development as a talk show host?
3. What motivates Oprah?
4. What influences and experiences shaped King’s development as a leader?
5. Why did he agree to take on the challenge of leading the MIA?
6. How effective is he in dealing with the difficulties of leading the Montgomery boycott?

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Week V  

**Discovering Your Authentic Self**

**Individual Assignment**  

“Discovering My Authentic Self”

**Readings:**  

*True North*, Chapter 4  

In this exercise you will examine the personal challenges you face in becoming a leader, looking at your strengths in leading, your shortcomings, and the development needs you have in becoming the kind of leader you want to be. Prior to doing the exercise, be sure to read the reading assignment on emotional intelligence by Dan Goleman. Evaluate yourself against Goleman’s criteria of emotional intelligence. Then think about the ways you will gain self-awareness and improve your emotional intelligence to become an authentic leader.

**Leadership Discussion Group  
October 22 – 7:40-9:00**

Discuss with the members of your LDG your assessment of your self-awareness, self-regulations, your leadership strengths, shortcomings, and your developmental needs. Then solicit feedback for any differing perceptions they may have of you and how you come across to other people.

**Class V  
October 22 – 6:00-7:30**

**Assignment**

**Case:**  
**GE’s Jeff Immelt: The Voyage from MBA to CEO** (Harvard Business School 307-056)

**Reading:**  

**Guest Speaker:**  
Jaime Irick (West Point 1996, HBS 2003), General Manager, General Electric ITI

**Discussion Questions:**

1. How would you assess Immelt’s level of self-awareness and EQ?  
2. Which of Immelt’s experiences were most important to his leadership as GE’s CEO?  
3. How effective has Immelt been in his first five years as CEO of GE?  
4. Why has GE had such an outstanding track record of developing leaders?  
5. To what extent are GE leadership skills transferable to other organizations?

*****
Week VI  
Individual Assignment  
Values, Principles and Ethical Boundaries  
“My Values, Principles and Ethical Boundaries”

Readings:  True North, Chapter 5

In this exercise you have the opportunity to set forth the values, leadership principles, and ethical boundaries that will guide your leadership as an authentic leader. The intent of this exercise is to be explicit about the values which are important to, the principles you will use in leading, and the ethical boundaries that you will adhere to, even under great pressure.

After listing your values, leadership principles, and ethical boundaries, go back and rank order them in order of their importance to you. In what ways do your values guide the principles with which you lead? Which values are inviolate for you? Which ones are desirable but not inviolate? Do some of your values depend upon the situation which you are facing? Write a few paragraphs about a situation from your work experience in which your values and principles were tested under pressure. To what extent did you deviate from your values under pressure? What resources did you call upon under this pressure? What would you do differently if you had it do all over again? How can you sense “the slippery slope” of minor deviations from your values leading to major ones later on?

Leadership Discussion Group:  October 29 – 7:40-9:00

With your leadership discussion group, discuss your values, leadership principles, and ethical boundaries with the members of your LDG, and your prioritization of each of them. Describe the situation in which your values were tested and share your feelings openly. Solicit feedback from your group on how you handled it, and explore what you might have done differently.

Class VI  
Assignment  
October 29 – 6:00-7:30

Case:  Narayana Murthy and Compassionate Capitalism (Harvard Business School 406-015)

Guest Speaker:  
Per Lofberg, CEO, Merck Capital Ventures  
Former President, Merck Medco Managed Care

Discussion Questions:
1. What people and experiences in Murthy’s early life had the greatest influence in shaping his values and leadership?
2. How did his experiences in India and France enable him to develop his thinking about his leadership principles? How did he use them in building Infosys?
3. What is your view of Murthy’s notion of “compassionate capitalism”? Would it work in an American or European company?

*****
MID-TERM PAPER  
“My Journey to Authentic Leadership”  
Due: October 31, 2008

In your mid-term paper, which should not exceed 1,500 words in length, describe the most important experiences in your life to date, including the greatest crucible of your life and how it has impacted your life and your leadership. Please submit your paper via email to dmayer@stern.nyu.edu.

Please note: Your paper will be treated with the utmost confidence and will not be shared with anyone other than me. You are invited to discuss any or all aspects of your paper in a private session in my office.

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Week VII  

Motivations and Motivated Capabilities

Individual Assignment  

“Understanding My Motivations and Capabilities”

Readings:  

*True North*, Chapter 6

Leaders are motivated by many factors, both extrinsic (i.e., external) and intrinsic (i.e., internal). To remain grounded, it is important to understand clearly what motivates you and how you balance your motivations in life. This exercise provides you with the opportunity to understand your motivations and decide what is really important to you. In the exercise be candid with yourself about your intrinsic and extrinsic motivations, how they are often in conflict, and how you resolve these conflicts.

In this exercise you have the opportunity to mesh your motivations with your capabilities to find your “sweet spot” – that special zone where you are able to use your abilities to the fullest and where you are highly motivated. This sweet spot may lead you to valuable insights about your career and life choices. You should refer back to this document during the course, and refine it as you gain greater insights into the issues raised by this exercise.

Leadership Discussion Group  

November 5 – 7:40-9:00

“Understanding My Motivations and Capabilities”

Discuss your extrinsic and your intrinsic motivations with the group, and solicit their feedback. Discuss how you are balancing your motivations, and the challenges you face. Share the results of the “Motivated Capabilities Exercise” with your group, and solicit feedback about whether others see your motivated capabilities the same way you do. The purpose of this session is to glean insights from your peers to see yourself as others see you.

Class VII  

November 5 – 6:00-7:30

Assignment

Case:  

*Kevin Sharer: Taking the Helm at Amgen* (Harvard Business School 406-020)

Discussion Questions:

1. In what ways has Sharer’s leadership at Amgen been shaped by his experiences in the U.S. Navy and at McKinsey, General Electric, and MCI? What influences have the leaders of these organizations had on him?
2. How would you describe Sharer’s motivations and his motivated capabilities?
3. What is your assessment of his leadership concept of “operating at different altitudes”? How will it be seen by his organization?
4. How effective is Sharer as CEO of Amgen?

*****
Week VIII  

Building Your Support Team

Individual Assignment  

“Building My Support Team”

Readings:  

*True North*, Chapter 7

In this exercise you have the opportunity to explore the kind of support team you would like to build. Make a list of the most important relationships in your life, right now and in the past. What role do your parents and other family members play in your life? A spouse or significant other? Your friends and peers? Who are the people that are most important to you in guiding, influencing and mentoring you? Who do you turn to when you are looking for help and feedback? Who can you count on to be there for you in difficult times? Do you have an on-going group in your life with whom you can share openly and intimately? What kind of network of friends are you establishing that can assist you in your leadership?

Leadership Discussion Group  

November 12 – 7:40-9:00

“Building My Support Team”

Discuss with your LDG the people and the relationships that have been most important to you. Describe for your group a specific situation you have faced where these relationships were especially important for your leadership. To whom did you turn for counsel and advice? How did you use these relationships in this case? Discuss these relationships with your discussion group, and solicit their feedback and insights about the role relationships play in your life. Then discuss the kind of support network you plan to establish in the future.

Class VIII  

November 12 – 6:00-7:30

Case:  

Tad Piper and Piper Jaffray (Harvard Business School 406-033)

Discussion Questions:

1. *How is Tad Piper utilizing support resources to help him deal with this crisis? What resources should he call upon in determining a course of action?*
2. *In what ways is he influenced by past events of his life, his family upbringing, and his current and past relationships?*
3. *How effective is Tad Piper as a leader in the crisis? What things could he have done better?*

****
Week IX  The Integrated Leader

Individual Assignment  “Integrated Leadership”

Readings:  
*True North*, Chapter 8  
Nash, L. and Stevenson, H., “Success that Lasts”,  
*Harvard Business Review*, February, 2004  
Hammonds, K. “Balance Is Bunk!” *Fast Company* October 2004

Complete “The Integrated Leader” exercise. Examine each area of your life (personal life, family, friendships, and community), and describe what is most important to you in each. Write a short essay on how each of these areas contributes to or detracts from your leadership. What are your needs in the quadrants described by Nash and Stevenson: Happiness, Achievement, and Significance? Describe a situation in which your needs came into conflict and how you resolved this conflict. What would you do differently in the future? Describe how you can deal with the conflicts and sacrifices of leadership and bring together all aspects of your life to be an integrated leader.

Leadership Discussion Group  November 19 – 7:40-9:00

Discuss your exercise in becoming an integrated leader with others in your discussion and solicit their candid feedback. Describe circumstances in which you will have to make trade-offs and sacrifices between your career and your personal life, and how you will go about resolving them. Be attentive to the reality of these trade-offs and the sacrifices that you will inevitably be faced with making.

Class IX  November 19 – 6:00-7:30

Assignment

Cases:  
*Martha Goldberg-Aronson: Leadership Challenges at Mid-Career*  
(Harvard Business School: 406-017)  
*Philip McCrea: Once an Entrepreneur* (Harvard Business School: 406-018)

Guest Speakers: Martha Goldberg Aronson and Philip McCrea

Discussion Questions:
1. How effective has Martha Aronson been in her leadership assignments to date?
2. To what extent is she leading an integrated life?
3. Should she give up her emerging business in the U.S. to move to a new challenge in Europe?  
   If she does so, what about her husband’s career and the needs of her young family?
4. How well has Philip McCrea done in founding and leading Vitesse? How is he coping with his current challenges?
5. Which option should he choose in his current dilemma about work pressures versus family needs? What factors should he consider in making this decision?

This class will focus on the challenges of becoming an integrated leader by bringing together all aspects of your life – personal, work, family, friends, and community – into an integrated whole. We will discuss both the benefits and the barriers to doing so, especially the effective use of time, the sacrifices and tradeoffs leaders must make, and the ways in which leaders who are able to integrate all aspects of their lives are more effective leaders. We will also have a discussion about the real-world challenges you face in balancing your personal lives with your professional careers.

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<th>Week X</th>
<th>Leadership Purpose</th>
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<td><strong>Individual Assignment</strong></td>
<td>“The Purpose of My Leadership”</td>
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**Readings:** *True North*, Chapter 9

Complete the assignment about the purpose of your leadership. What are you passionate about and how does that influence your thinking about the purpose of your leadership? What kind of legacy would you like to leave behind at the end of your days? Even if you are uncertain about the purpose of your leadership, this exercise is intended to get you thinking about the important issues associated with your leadership.

**Leadership Discussion Group**  
December 3 – 7:40-9:00

“**The Purpose of My Leadership**”
Discuss with your group the purpose of your leadership as you envision it today, the basis for your purpose, and the legacy you would like to leave. Solicit the inputs and feedback of the group about your purpose and legacy.

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<th>Class X</th>
<th>December 3 – 6:00-7:30</th>
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<td><strong>Assignment</strong></td>
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<td><strong>Case:</strong> Andrea Jung: Empowering Avon Women (A) (Harvard Business School 408-035)</td>
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**Guest Speaker:** Renee Johansen, Vice President, Investor Relations, Avon Products

**Discussion Questions:**
1. How does Andrea Jung define the purpose of her leadership and how does it relate to Avon’s corporate purpose?
2. How does Jung’s purpose relate to her background and experiences?
3. How should Jung handle the slowdown and shortfall in October, 2005?
4. What is your assessment of her intention to reinvent herself as Avon’s CEO after her first six years as CEO?

*****
Week XI  Empowering Others to Lead

Individual Assignment

“Empowering Others to Lead”

Readings:  True North, Chapter 10

Prior to meeting with your LDG, complete the assigned exercise, “Empowering Others to Lead.” Connected relationships hold the key to your leadership. How do you empower other people to lead? How effective are you in doing so? In the past have you been able to inspire other leaders around a common purpose and set of values? Then complete the exercise by describing the kind of leadership relationships you plan to establish in the workplace with your superiors, peers, and subordinates.

Leadership Discussion Group  December 10 – 7:40-9:00

“Empowering Others to Lead”

Group Feedback:
The purpose of this week’s meeting with your LDG is to solicit feedback from other members of the group about your leadership and how effective you are at empowering other leaders. What suggestions do members of the group have for you? Then, in turn, provide your feedback to each of the other members of your group about their leadership and how effective they are in empowering others.

Class XI  December 10 – 6:00-7:30

Assignment
Case:  Anne Mulcahy: Leading Xerox through the Perfect Storm (A) (Harvard Business School 405-050)
Note:  A Strategic Perspective on Bankruptcy (Harvard Business School 407-035)

Guest Speaker:
Hector Motroni, Chief Staff Officer and Chief Ethics Officer, Xerox, retired June 2007

Discussion Questions:
1. If you were in Anne Mulcahy’s shoes, what would be your thoughts, concerns, fears, and hopes as you approach the October 24th announcements?
2. What strategic option would you choose, and on what would you base your decision? What will be its impact on the company, and how should it be presented to investors and the media?
3. How has Mulcahy prepared herself for this crisis? What is sustaining her during it?
4. How does Mulcahy empower other leaders?

*****
Week XII  

**Optimizing Your Leadership Effectiveness**

**Individual Assignment**  

“Optimizing My Effectiveness as a Leader”

**Readings:**  
*True North*, Chapter 11 and Epilogue  

In this exercise you will examine ways to improve your effectiveness as a leader, including your use of flexible leadership styles and the use of power in your relationships. In completing the exercise, you should reflect carefully on the following questions:

- In which ways is your leadership style consistent with your leadership principles and values? Is it ever inconsistent?
- How do you adapt your leadership style to the circumstances facing you?
- How do you adapt it to the readiness of your followers to accept your leadership style?
- How important is it to have a flexible style? Can you do so and still be authentic?
- What is role of power in your leadership? How do you use power effectively in leading others?
- Discuss situations in which you used your power over others inappropriately. How did they respond?
- How do you respond to powerful people that use their power over you? What is the most appropriate way to deal with very powerful people?
- In what do you want your leadership to change to improve your effectiveness?

**Leadership Discussion Group**  

**December 17 – 7:45-9:00**

Discuss the “Honing My Effectiveness as a Leader” exercise with your discussion group. Describe your leadership style to your group and solicit their feedback. Talk about the role of power in your leadership and how you deal with your power and the power of people you work with. Ask for their feedback on ways you can be more effective as a leader.
Please Note: The final class of ALD will last for 100 minutes to provide time to discuss the Whitehead case, have a course wrap-up and do course evaluations.

Assignment
Case: John Whitehead: A Life in Leadership (Harvard Business School 406-024)


Discussion Questions:
1. What were the significant events in John Whitehead’s life that motivated him to become a lifelong leader in the private, government, and not-for-profit sectors?
2. What makes him effective as a leader in each of these areas?
3. How is he able to make a consensus style work in challenging fields like investment banking and government?
4. How does he use his power to be more effective as a leader?
5. How effective is his style in chairing the Lower Manhattan Development Commission? In what ways does this role differ from the many other leadership challenges he has taken on?

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COURSE PAPER: “The Purpose of My Leadership”

Due: December 19, 2008

Personal Leadership Development Plan:
As the culmination of the course, complete your “Personal Leadership Development Plan (PLDP),” including the opening personal questionnaire. In doing so, you should integrate all of the previous exercises you have completed in the course. Be sure to begin this exercise well in advance, so that you will have adequate time to think it through and make changes as appropriate. Be as thorough and complete as possible in developing your plan, even if this requires some speculation on your part about what lies ahead.

Final Course Paper:
In your final course paper (not to exceed 2,500 words, describe the purpose of your leadership, and the principles and values that will guide and inform your leadership. Discuss the areas of your development as an authentic leader that you plan to focus on in the years ahead, and the steps you plan to take to become a more authentic and effective leader.

Based on the insights you have gained from the course and from your colleagues, complete the final version of your course paper, and submit it electronically to dmayer@stern.nyu.edu, not later than Monday, December 17, 2007. Include the final version of your PDLP with your paper.

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GUIDELINES FOR LEADERSHIP DEVELOPMENT GROUPS (LDGs)
065.2302.01 Authentic Leadership Development

I. Introduction
The discussion groups are a crucial element of the course and substitute for the usual second class meeting of the week. The intent of these groups is to enable students to discuss personal materials in a more intimate group setting and to encourage a higher level of openness and reflection than may be possible in the class setting. The specific assignments for each week’s group meeting will have the same theme as the classes but different preparation materials.

II. Group Composition
Each class participant will be assigned to a discussion group with five other people. Attendance at these meetings is mandatory. The discussion groups will meet for eighty minutes on Wednesdays from 7:40-9:00pm to discuss and complete the weekly assignment. Each week one of the members of your group will act as facilitator for that session. Each person will have two opportunities as the group facilitator. Peer facilitation has worked well in past offerings of ALD, as participants prefer to take this leadership role themselves rather than having an outsider in the group. A list of group members and facilitators for each of the LDG meetings along with meeting room assignments will be provided to course participants on Monday, September 22.

III. LDG Contract
At the first meeting of your LDG on September 24, your group should take the first thirty minutes of its first session to develop an LDG Contract. Contracts might address the following issues:

A. Logistics
LDGs are expected to meet for 80-minutes each week on Wednesdays from 7:40-9:00pm. Groups will meet in assigned rooms to be determined.

B. Facilitators
On a rotating basis each member will be responsible for facilitating the group each week. Facilitator assignments will be provided on Monday, September 22. A brief meeting with facilitators with the professor will be held before each week’s class to discuss the progress of the groups, the assignment for that week, and any issues the group may be experiencing. After each LDG meeting, the facilitator is asked to send a summary of the discussion to dmayer@stern.nyu.edu. These summaries will be used to introduce larger issues or unresolved questions into the classroom discussions.

C. Norms and expectations
Teams should agree in writing on group norms relative to:
   1. Group roles
   2. Participation/interaction
   3. Confidentiality
   4. Group norms to support learning

IV. Suggestions for Consideration
Following are a set of possible norms that might be discussed by each group and incorporated in whole or in part into their “Learning Contracts”:
A. Roles
We expect to trade off roles over the course of the term, giving each member opportunities to act as weekly group leader, presenter, listener, facilitator, provider of feedback, and note taker.

B. Openness
To be effective, open sharing with group members is essential to learning. If individuals are not sharing openly with the group, it is the responsibility of group members to raise this with them for discussion within the group. However, it is important that group members not push individuals beyond their comfort zone on personally sensitive matters.

C. Trust
For the LDGs to be effective it is essential that group members trust each other member of the group and the group as a whole. Trust is built through honest, open communications and the sense that individuals care about the other members of their group and sincerely would like to help them in growing into effective leaders.

D. Confidentiality
A firm agreement should be reached that nothing said within the group is discussed with others outside the group.

E. Differences
The group should allow for individual differences and make accommodations for what each member would like to get out of the group experience.

F. Tolerance
There are no “right” answers when priorities/values are discussed, nor should group members make judgments about others in the group.

G. Feedback
Group members offer and receive constructive feedback from each other on their ideas, leadership traits, and communication styles.

H. Challenges
Challenges by other group members are considered to be healthy, if expressed in a respectful manner in which individuals do not engage in personal attacks. If managed well, respectful challenges can contribute to meaningful learning for all.

V. Discussion Topics
The material from each week’s individual assignments will form the basis for the LDG discussion. The weekly exercises must be completed by each individual in advance, and then shared with the group by each group member.

****
Week I: Discover Your Authentic Leadership
Individual Assignment for Week of September 17, 2008
065.2302.01 – Authentic Leadership Development

Please Note: Prior to the first class, write a one-page paper (or e-mail) about why you want to take this course and send it to dmayer@stern.nyu.edu, not later than midnight on Tuesday, September 9, 2008.

Individual Assignment “My Development as an Authentic Leader”

Please Note: Individual assignments must always be completed prior to the class and the weekly meeting with your Leadership Discussion Group.

Readings: True North, Introduction

To prepare for opening class, study the readings closely and think about the basis for your leadership and the process you need to go through in becoming an authentic leader. Then complete the following exercise:

I. What leaders, past or present, do you admire the most?
   1. 
   2. 
   3. 
   4. 

   Which of these leaders do you consider to be authentic leaders?

   Which of them would you be prepared to follow?

II. Thinking back over all your leadership experiences in your lifetime, in which experience are you proudest of yourself for stepping up and leading? Describe the situation and what you learned about yourself in the process.
III. Think about the basis for your leadership and the kind of leader you would like to become.

A. What qualities do you bring to leadership?
   a 
   b 
   c 

B. What leadership qualities would you like to develop further?
   a 
   b 
   c 

C. How do you assess yourself against the five dimensions of an authentic leader?

1. Understanding your purpose

2. Practicing your values

3. Leading with your heart

4. Establishing connected relationships

5. Demonstrating self-discipline
IV. Authenticity and effectiveness. In your case do you feel that you are more effective as a leader when you are authentic, or does being authentic constrain your leadership effectiveness?

V. What is the process you intend to go through in becoming an authentic leader?

Note: Your responses to this exercise (and subsequent exercises), your journal and your notes are considered confidential to you, unless you choose to share them with others, such as your classmates, members of your Leadership Discussion Group, or the professor -- in the classroom, LDG meetings, or one-to-one sessions. However, you will find them very useful in developing your Personal Leadership Development Plan, which will be submitted at the conclusion of the course along with your course paper.

*****
Individual Assignment “My Life Story and Journey to Leadership”

Readings: True North, Chapter 1

In this second assignment you will examine your life story and leadership opportunities to this point, with emphasis on the influences of your early years and instances of your leadership. After completing the assignment, go over it carefully and look for patterns in your leadership. What events and individuals had the greatest impact on you? In what situations did you find the greatest fulfillment in leading? Can you identify instances where you were dissatisfied with your leadership, or received constructive feedback from others about it?

Part I:
I. Discover Your Leadership in Your Life Story

Describe the most important aspects of your life story thus far. What people, events, and experiences have had the greatest impact on you and on your life?
II. Looking back over your life story, in which experiences do you find the greatest inspiration and passion for your leadership?

III. Looking specifically at the influences from your life story, where do you find the greatest influences on your leadership from:

A. Parents, siblings, and family members

B. Mentors and friends

C. Early leadership experiences
   1. In school
   2. In sports
   3. In my community
   4. At work
IV. Have you ever felt like a victim of life’s experiences? If so, describe your feelings. How are you dealing with them?

V. Do the failures or disappointments you experienced earlier in your life constrain you, even today, or have you been able to reframe them as learning experiences?

Part II: The Journey to Authentic Leadership

I. Where do you stand in your journey to authentic leadership?

II. If you are still in the preparation stage, what additional experiences do you feel you need before taking on significant leadership roles in business?
   1. ____________________________________________
   2. ____________________________________________
   3. ____________________________________________

III. What are the most significant experiences you have had in business in “rubbing up against the world?” What did you learn from them?
   1. ____________________________________________
   2. ____________________________________________
   3. ____________________________________________
Week III: Why Leaders Lose Their Way  
Individual Assignment for Week of October 1, 2008  
065.2302.01 – Authentic Leadership Development

**Individual Assignment**  
“The Risks of Losing My Way”  
*Reading:* True North, Chapter 2

In this exercise you should think carefully about whether you see any of yourself in each of the five archetypes of leaders who lose their way and get derailed. In completing the assignment be honest with yourself, and attempt to see yourself as others see you. Then think about what you can do to avoid losing your way.

**I. Why Leaders Lose Their Way:** Think through the underlying reasons so many leaders in the recent past have lost their way and wound up failing as leaders.

A. What are the root causes that led them to lose their way?

B. What are the behaviors and warning signals you have seen in others at risk of losing their way?

**II. Losing your way**

A. Can you envision a situation in which you could lose your way in the future?

B. To what extent, are you prepared to go your own way?

C. Do you have a fear of failing? In what ways?

D. How is your fear of failing impacting your decisions about leadership and your career? Are you consciously or unconsciously avoiding situations which you deem to be of risk of your failing?
E. Do you need to have one or more experiences of failing in order to achieve your ultimate goals? Why or why not?

F. In what ways do you crave success?

G. How is your craving for success impacting your decisions about leadership and your career? Are you consciously or unconsciously choosing situations that give you a high probability of success?

III. Derailment: In examining the five archetypes that lead to derailment, can you see yourself being derailed in each of the following ways:

A. Can you see any of the qualities of the Imposter in yourself?

B. Can you see any of the qualities of the Rationalizer in yourself?

C. Can you see any of the qualities of the Glory Seeker in yourself?

D. Can you see any of the qualities of the Loner in yourself?

E. Can you see any of the qualities of the Shooting Star in yourself?
F. Write an essay about the steps you are taking to prevent losing your way or being derailed over the course of your career.

*****
**Week IV: Crucibles of Leadership**  
**Individual Assignment for Week of October 15, 2008**  
**065.2302.01 – Authentic Leadership Development**

**Individual Assignment**  
“*My Most Difficult Crucible*”

**Readings:**  
*True North,* Chapter 3  
Bennis, W. and Thomas, R. “Crucibles of Leadership,”  
*Harvard Business Review,* September 2002

At some point in their lives most people find themselves in a crucible, a difficult situation in which their character and values are tested by a series of events. While they are very painful at the time, these crucible experiences usually provide unique opportunities for personal growth.

Crucibles are transforming events in people’s lives, although they may not realize it while they are in the midst of the experience. Often it is only with the passage of time that they can look back and discern just important this experience was in their development.

Not all crucibles are painful, however. In some cases an on-going experience with a mentor, a friend, or a relative can be the experience that triggers the transformation. In other cases, an event, a seminar or a course, or a work or study experience in a different environment will trigger personal growth.

Prior to your group meeting, complete this exercise, starting with writing a one or two page paper of your personal experience in the crucible.

I. Describe a personal experience in which you were tested in a crucible, where you experienced the greatest pressure, stress and/or adversity of your life to date. (If you do not feel you have had such an experience, describe a very positive experience that was transformative in your life.) Note: Prior to writing this essay, it is very important to reflect deeply on your life and experiences, and to be completely open and honest with yourself.
II. Describe your feelings at the time of your transformative experience. What resources did you call upon to get through this situation? How did you resolve the issues, if you have?

III. Learning from the experience: In looking back on this experience, what did you learn from it? In what ways has it helped you to grow? Are there ways this experience is holding you back today?

IV. Reframing your life story. How can you use this experience to reframe your life story, and to understand yourself and your life more fully?

V. Transformation from “I” to “We.” Has your experience helped you understand your place in the world in a different way, as well as your relationship to other people? Has it enabled you to discover your passions for making a difference in the world?

*****
Week V: Discovering Your Authentic Self
Individual Assignment for Week of October 22, 2008
065.2302.01 – Authentic Leadership Development

Individual Assignment  “Discovering My Authentic Self”

Readings:  True North, Chapter 4
Peck, S. “Excerpts from The Road Less Traveled,” (HBS 1-4-4-090)

In this exercise you will examine the personal challenges you face in becoming a leader, starting with knowing your authentic self. In doing so, you will look at your strengths in leading, your shortcomings, and the development needs you have in becoming the kind of leader you want to be.

In the ten years since Daniel Goleman wrote his groundbreaking book, Emotional Intelligence, EQ has become of equal, if not greater, importance than IQ, as an essential quality for leaders, especially those with broad leadership responsibilities. Prior to doing the exercise, be sure to read the assignment by Daniel Goleman. This exercise will help you think about the ways that you can gain self-awareness and improve your emotional intelligence.

I. Assessment of My Emotional Intelligence (EQ)
In this exercise you will examine your EQ and assess yourself against a series of questions. The exercise gives you the opportunity to examine your strengths and developmental needs in regard to your EQ. In this exercise, rate yourself from 1-10 (with 10 being the highest) in response to the questions, and then write your assessment of yourself against these criteria.

(This is your private ranking and you will NOT be asked to submit it, but you should share your assessment of your emotional intelligence with your Leadership Discussion Group at your September 15 meeting.)

A. Self-Awareness

Definition: The ability to recognize and understand your moods, emotions, and drives as well as your effect on others.

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<th>Rating (1-10)</th>
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<tr>
<td>1. How much self-confidence do I have?</td>
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<td>2. How aware am I of my moods, my emotions and my drives?</td>
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</table>
3. How effective am I in recognizing my effect on other people?

4. Describe a situation in which I demonstrated a lack of self-awareness.

5. What steps should I take to improve my self-awareness?

<table>
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<tr>
<th>Overall Assessment of My Self-Awareness</th>
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**B. Self-Regulation**

*Definition: The ability to control or redirect disruptive impulses and moods; the ability to think before acting and to suspend judgment.*

1. How effective am I in regulating my moods so as to minimize their impact on other people?  

2. To what extent am I able to suspend judgment of others and their ideas, in order to gain a full understanding first?

3. When confronted with situations that are displeasing to me, am I able to take the time to think clearly about them before responding or reacting?

4. When I receive critical feedback from others, am I able to take in the feedback and respond in a constructive manner without acting defensively or attacking the provider of the feedback?

5. To what extent am I comfortable with ambiguity and change?
6. Describe a situation in which I demonstrated a lack of self-regulation.

7. What steps should I take to improve my self-regulation?

### Overall Assessment of My Self-Regulation

**C. Motivation**

*Definition: A passion to work for reasons that go beyond money or status; to pursue goals with energy and persistence.*

(Note: Motivation will be covered in Week VII.)

**D. Empathy**

*Definition: The ability to understand the emotional makeup of other people, and to be sensitive to their emotional needs.*

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<th>Rating (1-10)</th>
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<tr>
<td>1. How well do I understand the emotional makeup of others and their needs?</td>
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<td>2. How sensitive am I in relating to their needs and helping them?</td>
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<td>3. To what extent do I get feedback from others that I have empathy?</td>
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<td>4. Describe a situation in which I demonstrated a lack of empathy for others.</td>
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<td>5. What steps can I take to be more empathetic?</td>
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### Overall Assessment of My Empathy
E. Social Skill  

**Definition:** Proficiency in managing relationships and building networks; the ability to build rapport with others and to find common ground.  

(Note: Social skills will be covered in Week XI.)

**II. Peeling Back the Onion**  
A. What are my greatest strengths as a leader?  
   1. 
   2. 
   3. 
   4.  
B. What are my greatest needs for development as a leader?  
   1. 
   2. 
   3. 
   4.  
C. What are my vulnerabilities, blind spots, and my shadow sides?  
   1. 
   2. 
   3. 
   4.  

**III. Getting Feedback from Others**  
Feedback can be one of the most valuable ways of gaining greater self-awareness and developing the capacity to see ourselves as others see us.

Describe a situation in which you received useful feedback from someone else or a group.

How did you react to the feedback? What were your feelings about it, and the person who gave it?

To what extent were you able to change your behavior in response to the feedback?
IV. Being Vulnerable
   In what ways do I become defensive to protect myself from exposing my vulnerabilities to others?

   How can I be more comfortable in sharing my vulnerabilities with people close to me?

III. Self-Awareness and Self-acceptance
   A. What are some ways I can become more self-aware?

   B. What are the ways I can improve my self-acceptance?

Week VI: Values, Principles, and Ethical Boundaries  
Individual Assignment for Week of October 29, 2008  
065.2302.01 – Authentic Leadership Development

**Individual Assignment**  
“**My Values, Principles, and Ethical Boundaries**”

**Readings:**  
*True North*, Chapter 5

In this exercise you have the opportunity to set forth the values, leadership principles, and ethical boundaries that will guide your leadership as an authentic leader. The intent of this exercise is to be explicit about the values which are important to, the principles you will use in leading, and the ethical boundaries that you will adhere to, even under great pressure.

**I. Values: The relative importance of the things that matter in your life.**

List the values that are important to your life and your leadership. After you have done so, go back and rank order them in order of their importance to you. Which of your values are inviolate? Which ones are desirable but not inviolate? Do some of your values depend upon the situation which you are facing? Put an asterisk next to the values that are inviolate for you.

A. The values that will guide my leadership are:  

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B. Describe a personal situation in which your values conflicted with each other.  
How did you resolve this conflict? Were you pleased with the outcome?

C. Describe a situation in which your values were tested under pressure. To what extent did you deviate from your values under pressure? What resources did you call upon under this pressure? What would you do differently if you had it do all over again?
II. Leadership Principles:  

A set of standards used in leading others, derived from your values. Principles are values translated into action.

Your leadership principles are an outgrowth of your values and the standards you use in leading others. Leadership principles can be thought of as values translated into action. They are the linch pin that links the True North of your values to the purpose of your leadership. In what ways do your values guide the principles with which you lead?

The leadership principles I will use in leading others are:

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<th>Rank Order</th>
<th>Principle</th>
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III. Ethical Boundaries:  

The limits placed on your actions, based on your standards of ethical behavior.

Your ethical boundaries set clear limits on what you will do when tempted or under pressure, or start rationalizing a series of marginal decisions.

A. The ethical boundaries that will guide my leadership are:

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<th>Boundary</th>
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B. Describe a situation in which you deviated from your values in order to achieve your goals. How will you handle this situation if you face it in the future? How can you sense “the slippery slope” of minor deviations leading to major ones later on?

*****
Week VII: Motivations and Motivated Capabilities
Individual Assignment for Week of November 5, 2008
065.2302.01 – Authentic Leadership Development

Individual Assignment “My Motivations and My Capabilities”

Readings: True North, Chapter 6

Leaders are motivated by many factors, both extrinsic (i.e., external) and intrinsic (i.e., internal). To remain grounded, it is important to understand clearly what motivates you and how you balance your motivations. This exercise provides you with the opportunity to understand your motivations and decide what is really important to you. In the exercise be candid with yourself about your intrinsic and extrinsic motivations, how they are often in conflict, and how you resolve these conflicts.

After completing the sections on your motivations, you will explore ways in which you can mesh your motivations with your capabilities to find your “sweet spot” – that zone where you are able to use your abilities to the fullest and where you are highly motivated. This sweet spot may lead you to valuable insights about your career and life choices.

You should refer back to this document during the course, and refine it as you gain greater insights into the issues raised by this exercise. In completing the exercise, please use the following definitions:

Extrinsic motivation: Originating from the outside. External. (Examples include money, title, status, power, recognition.)

Intrinsic motivation: Coming from within. Inherent. Relating to one’s essential nature. (Examples include inner satisfaction, self-esteem, finding meaning or significance, helping others.)

I. My Motivations
Definition: A passion to work for reasons that go beyond money or status; to pursue goals with energy and persistence.

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<tr>
<th>Rating (1-10)</th>
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<tbody>
<tr>
<td>1. How strong is my drive to achieve? How much energy do I devote to it?</td>
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<tr>
<td>______________</td>
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<tr>
<td>2. How much passion do I have to work for reasons that go beyond money or status?</td>
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<td>______________</td>
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<td>3. How strong is my commitment to the organizations with which I am associated, as opposed to my commitment to myself and my personal needs?</td>
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<td>______________</td>
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<td>Question</td>
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<td>4. To what extent do I remain motivated to achieve my objectives, even in the face of setbacks, failure, or defeat?</td>
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<td>5. Describe a situation in which I demonstrated a lack of motivation. Why did I?</td>
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<tr>
<td>6. What steps should I take to improve my motivation?</td>
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**Overall Assessment of My Motivation**

II. **What is motivating me to become a leader? What are the sources of my motivation?**


III. **Extrinsic Motivations: Originating from the outside. External.**

A. What are your extrinsic motivations? Please note them below with a check mark. After you have completed the list, rank order your greatest extrinsic motivations (from 1 to 5, with 1 being the greatest).

<table>
<thead>
<tr>
<th>Observed</th>
<th>Rank Order</th>
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<tbody>
<tr>
<td>1. Monetary compensation</td>
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<td>2. Having power</td>
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<td>3. Having a title</td>
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<td>4. Public recognition</td>
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<td>5. Social status</td>
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<tr>
<td>6. Winning over others</td>
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<td>7. Being associated with prestigious institutions</td>
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<td>8. Other __________________________</td>
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B. Avoiding Traps

What are the traps regarding your extrinsic motivations that you could foresee yourself falling into? What are you doing to avoid these traps?

IV. **Intrinsic Motivations: Coming from within. Inherent. Relating to one’s essential nature.**

What are your intrinsic motivations? Please note them below with a check mark. After you have completed the list, rank order your greatest intrinsic motivations.

<table>
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<tr>
<th>Observed</th>
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<tbody>
<tr>
<td>1. Personal growth and development</td>
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<td>2. Satisfaction of doing a good job</td>
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<td>3. Helping others</td>
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<td>4. Leading and organizing others</td>
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<td>5. Being associated with people I care about</td>
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<td>6. Finding meaning from my efforts</td>
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<td>7. Being true to my beliefs</td>
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<td>8. Making a difference in the world</td>
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<td>9. Having influence on others</td>
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<td>10. Other __________________________</td>
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</table>
V. Conflicts between Extrinsic and Intrinsic Motivations

A. Describe one or more instances in which your extrinsic motivations conflicted with your intrinsic motivations:

B. How did you go about resolving these conflicts?

C. What steps can you take to balance your extrinsic and intrinsic motivations?

VI. My Motivations (in Rank Order)

Review your lists of extrinsic and intrinsic motivations, and rank order those that most highly motivate you today from 1 to 5, with 1 being the greatest motivation. Put an asterisk next to those that are intrinsic motivations.

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<th>Motivations</th>
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VII. My Capabilities

Make a list of your capabilities. Then rank order your five strongest capabilities *today* from 1 to 5, with 1 being your greatest capability.

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<th>Capabilities</th>
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VIII. My Developmental Areas

Develop a list of your developmental needs, as you see them today. Then rank order them from 1 to 5, with 1 being your greatest developmental need.

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<tr>
<th>Developmental Areas</th>
<th>Rank Order</th>
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<td>1.</td>
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<td>9.</td>
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<td>10.</td>
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</table>

IX. My Motivated Capabilities

Effective leadership requires that you find leadership roles that both motivate you and utilize your capabilities. One without the other is insufficient. Being motivated by something you are not very good at will not enable you to succeed as a leader, nor will pursuing a leadership role that utilizes your capabilities but does not motivate you. When you find a role that meshes your motivations with your capabilities, you have found your "sweet spot" that will likely maximize your effectiveness as a leader.

Make a list of the significant leadership experiences you have had in your life, including those when you were very young. Assess each of them (from 1-5, with 1 being the highest) for the extent to which they utilized your strongest capabilities, and separately assess the extent to which you found these experiences motivating.
### Leadership Experiences

<table>
<thead>
<tr>
<th>Leadership Experiences</th>
<th>Assess Capability</th>
<th>Assess Motivation</th>
<th>Rank Order Motivated Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**Rank ordering:** Review the list of instances and put a “1” next to the one that was most satisfying in terms of using your motivated capabilities, “2” next to the one that was next most satisfying, and so on for all the instances.

### X. Using My Motivated Capabilities

Make a list of future situations that you can envision that would enable you to utilize your motivated capabilities, and then rank order them from 1 to 5, with 1 being the best use of your motivated capabilities.

<table>
<thead>
<tr>
<th>Future situations envisioned</th>
<th>Rank Order</th>
</tr>
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<tbody>
<tr>
<td>------------------------------</td>
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</table>

Note: The concept of integrating one’s motivations with one’s capabilities used in this exercise originated in the *System for Identifying Motivated Abilities®,* but the exercise itself is entirely that of the author.

*****
Individual Assignment  “Building Your Support Team”

Readings:  True North, Chapter 7

Building a support team is an important component of your leadership, as leaders do not succeed entirely on their own. Connected relationships hold the key to your leadership. Without relationships in your life to help you through difficult times, leadership can be very lonely. As you prepare for this exercise, think about the important relationships in your life today and the kind of support team you would like to build.

I. Current and Past Relationships
As you are thinking through your relationships, make a list of the most important relationships in your life, right now and in the past.

1. 
2. 
3. 
4. 
5. 

II. My Most Important Relationship
Who is the person you most look to in supporting your leadership? It could be your spouse, significant other, parent, mentor or your best friend. Why is this person important to you? In what ways do you look to him or her for support?

III. My Family
What role has family played in my life, and specifically in my development as a leader?
IV. Relationships with Teachers, Coaches, and/or Advisors
Have you had a particular teacher, coach, or advisor who has been influential in your interest in leadership and your development as a leader?

V. Mentors
A. The following people have helped mentor me in my leadership development over the years:

B. Select the mentor who has been most important to me in my development as a leader. In what ways has this person helped me develop? How does he/she interact with me?

VI. Friends
A. How important are your friends in helping you become a better leader? Do you have friends with whom you can share openly the challenges you face? Have you considered establishing a group of friends to serve as a mutual sounding board to advise each other on personal challenges?

B. Describe a relationship that has been mutually beneficial to you over an extended period of time. What qualities did you bring to the relationship that made it meaningful and enduring?
C. Describe a relationship that did not work out for you, for which you feel some degree of responsibility. If you had the opportunity to do it over, what would you do differently?

VII. Support Groups
A. Personal Support Group
Have you had a personal support group? If so, describe its value and meaning to you and your leadership. If you have never had such a group, would like to form one? If so, what kind of people would you like to have in your group?

B. Professional Support Network
Do you have a professional support network, or would you like to build one? Describe what such a network would look like for you. Who are some of the people you would like to have in your network?

C. Personal Board of Directors
Would you like to create a personal board of directors? If so, describe the types of people you would like to have on your board of directors.
Week IX: The Integrated Leader
Individual Assignment for Week of November 19, 2008
065.2302.01 – Authentic Leadership Development

Individual Assignment “The Integrated Leader”

Reading: True North, Chapter 8
Nash, L. and Stevenson, H., “Success that Lasts”,
Harvard Business Review, February, 2004
Hammonds, K. “Balance Is Bunk!” Fast Company October 2004

In this exercise you will examine how you can bring together all aspects of your life into an integrated whole in order to live your life with integrity. The underlying belief here is that by being able to bring together all aspects of your life into an integrated whole, you will be a more effective leader and have a more satisfying and fulfilling life.

In Part I you will examine each of the major aspects of your life in addition to your work life: personal life, family life, friendships and community, and professional life. In Part II you will examine each from the standpoint of the criteria used in the “Success that Lasts” article. Finally, in Part III you will focus on how you can integrate all aspects of your life to enable you to become a more effective leader. The emphasis here is on the challenges you envision facing in all of these areas, the tradeoffs you will inevitably have to make, and on finding the way that works best for you over time in order to become an integrated leader.

Part I: Aspects of an Integrated Life

I. Personal Life
   A. Describe what is most important to you in your personal life. How do you set time aside for yourself and for your personal development? In what ways do you nurture your inner life?
B. Optional: Religious and Spiritual Practices. In what ways do regular religious or spiritual practice contribute to having an integrated life for you?

II. Family Life
A. Describe the most important aspects of your family life. In what ways will your life and time commitments change as you take on additional family commitments? How do you, or will you, manage the time requirements and conflicts?

III. Friendships and Community
A. What role do your friendships play in your life? Do you look to your friends for regular counsel and advice on challenging issues you are facing? How much time do you devote to developing and nurturing your friendships?

B. Community Service
Is your community an integral part of your life? In what ways do you serve your community? How does community service help you become a better leader?
C. In what ways would you like to serve your community in the future?
   1. 
   2. 
   3. 

IV. Professional Life
   A. What things do you plan to do in your professional life to continue your professional development after receiving your MBA?

   B. What will you do to ensure that you stayed grounded professionally?

   C. In what ways does your family life, personal life, friendships and community life add to or detract from your professional life?
Part II: Measuring Success in Your Life

Examine three of the four components that Nash and Stevenson describe as “the irreducible components of enduring success”: happiness, achievement, and significance. (Legacy was covered in Week VIII.)

A. How do you measure success in your life right now?

B. At the end of your days how will you measure success in your life?

C. Happiness: Feelings of pleasure or contentment about your life
   What would bring you the greatest amount of happiness in your life?

D. Achievement: Accomplishments against goals that you have strived for.
   What are the long-term achievements you would like to realize in your life?
   1. 
   2. 
   3. 
   4. 
   5. 

E. Significance: The sense that you’ve made a positive impact on people you care about.
   How would you define significance in your life? What is the positive impact on others that you would like to have?
Part III: Integration of Your Life

A. Making Choices and Tradeoffs
   1. What is the most difficult choice or tradeoff between various aspects of your life that you have made in the past? What would you do differently in the future?

2. What is the most difficult tradeoff or choice that you are facing right now?

B. Integration
   Describe how you can integrate each of the areas of your life to become an integrated leader. How will you attempt to balance the time requirements of each area? Are you able to be the same authentic person in each environment, or do you behave differently at work than you do at home, with your friends, or in the community?

Week X: Leadership Purpose and Legacy  
Individual Assignment for Week of December 3, 2008  
065.2302.01 – Advanced Leadership Development

**Individual Assignment**  
“**The Purpose of My Leadership**”

**Readings:**  
*True North*, Chapter 9  
*Authentic Leadership*, Epilogue

One of the most difficult questions emerging leaders face is, “What is the purpose of my leadership?” Challenged since their teenage years by the demands of being admitted to excellent universities and graduate schools and gaining employment opportunities in highly competitive positions, they find it difficult to focus on what *they* want to do. That is the point of this assignment: to focus on what *you* want to do as a leader, and how it relates to your life story, your passions and your motivated capabilities.

This assignment enables you to examine the purpose of your leadership and the legacy that you would like to leave behind at the end of your days, and will also help you prepare for your course paper. Even if you are uncertain about the purpose of your leadership, the exercise will get you thinking about important issues associated with your leadership, especially at a time when you are weighing options for the next step in your career.

Before beginning this assignment, ask yourself what you are passionate about and how that influences your thinking about the purpose of your leadership. What kind of legacy would you like to leave behind at the end of your days? Even if you are uncertain about the purpose of your leadership, this exercise is intended to get you thinking about the important issues associated with your leadership.

**I. My Passion to Lead**

A. In thinking about my leadership, I am most passionate about

**II. My Leadership Purpose**

A. The long-term purpose of my leadership is:
B. For the near-term, my purpose in leading is:

3. Being a leader relates to the whole of my life because:

III. My Legacy

Legacy: *The on-going impact or influence that someone’s life has on others living today or in subsequent generations.*

A. I would like to leave a legacy of my leadership in each of these areas:

1. My family

2. My career

3. My friends

4. My community
B. At the end of my life, I would like to look back and be able to say:

*****
Week XI: Empowering Other Leaders  
Individual Assignment for Week of December 10, 2008  
065.2302.01 – Authentic Leadership Development

**Individual Assignment**  
“Empowering Other Leaders”

**Readings:**  
*True North*, Chapter 10

**I. Leadership Relationships**

Leadership relationships can take many forms. The following is a list of the roles leaders play in developing relationships with others in their organization. Please assess your effectiveness in each type of leadership relationship (from 1-10, with 10 as highest) and put a check next to those items you would like to focus on for improvement and an asterisk next to those items which are your strengths.

<table>
<thead>
<tr>
<th><strong>Rating (1-10)</strong></th>
<th><strong>Needs Improvement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Directing</td>
<td>Giving people directions about work to be done</td>
</tr>
<tr>
<td>Organizing</td>
<td>Organizing people to get things done</td>
</tr>
<tr>
<td>Delegating</td>
<td>Giving others authority and responsibility</td>
</tr>
<tr>
<td>Persuading</td>
<td>Convincing others of your point of view</td>
</tr>
<tr>
<td>Listening</td>
<td>Hearing clearly what others are saying</td>
</tr>
<tr>
<td>Motivating</td>
<td>Inspiring people to achieve the task</td>
</tr>
<tr>
<td>Empowering</td>
<td>Encouraging others to reach their potential</td>
</tr>
<tr>
<td>Discussing</td>
<td>Talking through different points of view</td>
</tr>
<tr>
<td>Learning</td>
<td>Gaining understanding through others</td>
</tr>
<tr>
<td>Teaching</td>
<td>Transmitting understanding to others</td>
</tr>
<tr>
<td>Advising</td>
<td>Counseling with others on their challenges</td>
</tr>
<tr>
<td>Coaching</td>
<td>Guiding others accomplishing their tasks</td>
</tr>
<tr>
<td>Mentoring</td>
<td>Helping others grow as leaders</td>
</tr>
<tr>
<td>Following</td>
<td>Following the leadership of others</td>
</tr>
</tbody>
</table>

A. What are your greatest strengths in establishing relationships?


1. How skillful are you in building lasting relationships?  

2. How well do you create networks of people with common interests?  

3. How effective are you at leading change within organizations?  

4. To what extent do others want to follow your lead voluntarily?  

5. How persuasive are you in convincing others of your mutual interests?  

6. How effective are you in leading teams?  

B. What areas do you intend to improve upon?  

1.  

2.  

3.  

II. Leadership Relationships in the Workplace  

Describe the kind of leadership relationships you plan to establish in the workplace with your superiors, peers, subordinates, and external constituencies.

A. Bosses and Superiors  

Describe the kind of relationship you would like to have with your boss or superior:
B. Peers
Describe the kind of relationship you would like to have with your peers at work:

C. Subordinates
Describe the kind of relationship you would like to have with your subordinates:

D. Organizational Networking
Describe how you plan to network in your organization:

III. Empowering Other Leaders
The key to your leadership is bringing people around a common purpose and values and empowering them to step and lead.

A. In the past have you been able to inspire other leaders around a common purpose and set of values? Describe an example where you have been effective in doing so.

B. How effective are you at empowering other people to lead? What are you doing to improve your effectiveness?
C. Describe a situation in which you faced a conflict between empowering other people and reaching your performance goals.

1. How did you resolve the conflict?

2. Were you better prepared to sacrifice your relationships or reaching your goals?

3. How would you act differently in the future when facing a conflict between relationships and performance?

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Individual Assignment “Optimizing My Effectiveness as a Leader”

Readings: True North, Chapter 11 and Epilogue

I. Introduction to Honing Your Leadership Effectiveness Exercise

In this exercise you will examine ways to improve your effectiveness as a leader, including your use of flexible leadership styles and the use of power in your relationships. In completing the exercise, you should reflect carefully on the following questions:

- In which ways is your leadership style consistent with your leadership principles and values? Is it ever inconsistent?
- How do you adapt your leadership style to the circumstances facing you?
- How do you adapt it to the readiness of your followers to accept your leadership style?
- How important is it to have a flexible style? Can you do so and still be authentic?
- What is role of power in your leadership? How do you use power effectively in leading others?
- Discuss situations in which you used your power over others inappropriately. How did they respond?
- How do you respond to powerful people that use their power over you? What is the most appropriate way to deal with very powerful people?
- In what do you want your leadership to change to improve your effectiveness?

A. Leadership Style and Power

Leadership style and the effective use of power are two of the most important and widely written about areas in the field of leadership. The three required readings for this week are by three of the leading scholars in the field. In his classic HBR article, the late Harvard Psychologist David McClelland finds that the leader’s need for power has the greatest impact on organizational morale if it is directed on behalf of their institutions rather than themselves. Daniel Goleman’s research studies six types of leadership styles and correlates them to organizational effectiveness. We will use Goleman’s categories in the exercise that follows.

In ALD we are addressing both of these areas in the same week based on the belief that leadership style and the leader’s use of power are inextricably linked to each other and to your effectiveness. Our premise is that leaders should use the style best suited to their personalities and capabilities, but have the flexibility to adapt their style to both the context of the situation and the needs of their followers. Their use of power should also be consistent with their leadership style, the context they are facing, and the needs and capabilities of their followers.
These two important topics have intentionally been deferred in ALD until you could assess your EQ, establish your leadership principles and values, and understand your motivations and capabilities. All of these are important to determine before examining your desired leadership style and the way in which you will utilize power as you accumulate it.

B. Use of Power in Leadership
Embedded in the leader’s style is the effective use of power to accomplish results. Many leaders significantly underestimate their power over others and the impact they have on others, for good or for ill. Frequently, the excessive use of power shuts down the contributions others have to make through the intimidating style of the leader, and the leader never realizes it. On the other hand, effective use of power in relationships is essential to achieving one’s goals. Without the ability to use power, leaders will find themselves at risk of being dominated by powerful people.

C. Leader’s Relationship with Followers
In considering the style and power that they want to utilize in a given situation, leaders should consider the needs of their followers and their readiness to accept greater power and/or authority. For example, with followers who are used to taking clear direction, are not ready to adapt to a leader with a democratic style; conversely, followers who are highly creative and independent will not respond positively to a coercive or directive style.

In determining the style you will use as a leader, you should think carefully about the kind of relationship you need to have with your followers, and what type of relationship will enable your organization to achieve its business imperatives. These relationships generally fit one of three types: dependent, independent, and interdependent.

D. Leadership Style and Power Grid

<table>
<thead>
<tr>
<th>Leader’s Style</th>
<th>Power Used</th>
<th>Leadership Skill</th>
<th>Follower’s Style</th>
<th>Relationship Established</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coercive (or “Directive”)</td>
<td>Dominating</td>
<td>Drive</td>
<td>Obedient</td>
<td>Dependent</td>
</tr>
<tr>
<td>Authoritative (or “Engaged”)</td>
<td>Influencing</td>
<td>Motivating</td>
<td>Empowered</td>
<td>Interdependent</td>
</tr>
<tr>
<td>Coaching</td>
<td>Counseling</td>
<td>Teaching</td>
<td>Receptive</td>
<td>Interdependent</td>
</tr>
<tr>
<td>Democratic</td>
<td>Consensus-Building</td>
<td>Collaborating</td>
<td>Equality</td>
<td>Interdependent or Independent</td>
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<tr>
<td>Affiliative</td>
<td>Supporting</td>
<td>Empathy</td>
<td>Team- Oriented</td>
<td>Interdependent</td>
</tr>
<tr>
<td>Pacesetting (or “Expert”)</td>
<td>Demanding</td>
<td>Knowledge</td>
<td>Autonomous</td>
<td>Independent</td>
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</table>
Definition of Terms

Leader’s Style:
Coercive (or Directive) leaders demand immediate compliance.
Authoritative (or Engaged) leaders mobilize people toward a vision.
Coaching leaders develop people for the future.
Democratic leaders build consensus through participation.
Affiliative leaders create emotional bonds and harmony.
Pacesetting (or Expert) leaders expect excellence and self-direction.

Relationship:
Dependent: the follower is dependent on the leader’s direction.
Independent: the follower acts independently from the leader’s direction.
Interdependent: followers and leaders establish a mutual dependency in which each is dependent on the other.

Note: The Leader’s Style categories and definitions are taken from Daniel Goleman’s Harvard Business Review article (March-April 2000) “Leadership that Gets Results.”

II. My Preferred Leadership Style

A. Your preferred leadership style is:

B. Why do you prefer this style?

C. Which of your skills does this style utilize?
   1.
   2.
   3.

D. Is your style consistent with your leadership principles and values? Is it ever inconsistent?
E. What skills are you developing in order to improve your preferred style?

1.
2.
3.

III. Backup Style

Your backup style is one you often revert to when you are under pressure, or when you find your preferred style is not working.

A. Your backup leadership style is:

B. In what situations do you use this style?

C. Which of your skills does it use?

1.
2.
3.

D. Compared to my primary style, what negative consequences does it have?

1.
2.
3.
IV. Flexible Leadership Styles
In recent years the thinking about leadership styles has evolved from a rather fixed style of the leader to a flexible style in which leaders adapt their style to the demands of the situation. The use of flexible styles is becoming increasingly important due to the complexity of the leader’s job and the different constituencies they work with.

A. What are your flexible leadership styles?
   1. 
   2. 

B. In what situations do you use these styles?
   1. 
   2. 
   3. 
   4. 

C. What skills do your flexible styles use?
   1. 
   2. 

D. In what ways do you adapt your leadership style to the readiness of your team to take on greater leadership?


E. Can you use flexible styles and still be authentic in your leadership? How?


V. Using Power

A. What is the role of power in your leadership?

B. How do you gain power or influence within a group?

C. How do you use power effectively in leading others?

D. Give an example where you used your power over others with negative consequences. What went wrong?

E. How do you respond to powerful people that use their power over you?
VI. Leadership Effectiveness

A. How do you plan to change your leadership in order to improve your effectiveness as a leader?

****
Introduction

The Personal Leadership Development Plan (PLDP) is the culmination of the course on Authentic Leadership Development. It is your plan that you will prepare to guide your development as a leader for many years to come. As such, it should be a dynamic plan that you refer to on a regular basis to reflect your leadership experiences and changes in your thinking about your development.

Take several hours to complete the plan, integrating the exercises you have done previously in this course as part of the document, with appropriate updating based upon your outlook today. Be sure to begin this exercise well in advance, so that you will have adequate time to think it through and make changes as appropriate. Be as thorough and complete as possible in developing your plan, even if this requires some speculation on your part about what lies ahead.

Your PLDP will be submitted to the professor on a confidential basis along with your course paper.
My Personal Leadership Development Plan

Name: ___________________________ Date ________________

I. Intellectual Development

• Areas to deepen my intellect 1. ___________________________
2. ___________________________
3. ___________________________

• Ways to broaden my intellect 1. ___________________________
2. ___________________________
3. ___________________________

• Reading in the following areas 1. ___________________________
2. ___________________________
3. ___________________________

• Places I would like to live or visit 1. ___________________________
2. ___________________________
3. ___________________________

II. Personal Discipline and Stress Management

• My healthy eating plan:

• My personal exercise plan:

• My sleep requirements:

To manage my stress, I would like to develop the following practices:

• Meditating or sitting quietly ___________________________
• Running, walking, or working out ___________________________
• Yoga or similar practice ___________________________
• Prayer or reflection ___________________________
• Talking to spouse, friend, or mentor ___________________________
• Listening to music ___________________________
• Watching TV or going to movies ___________________________
• Other ___________________________
III. Leadership Principles, Values and Ethical Boundaries

A. In order of importance, the values that are most important to me are:

(Mark those values that you consider inviolate with an asterisk *.)

B. The principles on which I base my leadership are:

C. The ethical boundaries that will guide my professional life are:

IV. My Motivations

A. My extrinsic motivations are:

<table>
<thead>
<tr>
<th>Importance (1-10)</th>
<th>Rank Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Monetary compensation</td>
<td></td>
</tr>
<tr>
<td>2. Having power</td>
<td></td>
</tr>
<tr>
<td>3. Having a title</td>
<td></td>
</tr>
<tr>
<td>4. Public recognition</td>
<td></td>
</tr>
<tr>
<td>5. Social status</td>
<td></td>
</tr>
<tr>
<td>6. Winning over others</td>
<td></td>
</tr>
<tr>
<td>7. Being associated with prestigious institutions</td>
<td></td>
</tr>
<tr>
<td>8. Other</td>
<td></td>
</tr>
</tbody>
</table>
B. My intrinsic motivations are:  

1. Personal growth  
2. Satisfaction of doing a good job  
3. Helping others  
4. Finding meaning from my efforts  
5. Being true to my beliefs  
6. Making a difference in the world  
7. Having influence on others  
8. Other  

C. My Overall Motivations (in rank order):  

1.  
2.  
3.  
4.  
5.  

V. My Motivated Capabilities  

A. My greatest capabilities are:  

1.  
2.  
3.  
4.  

B. My developmental needs are:  

1.  
2.  
3.  
4.  

C. My motivated capabilities that are the optimal combination of my motivations and my capabilities are:  

1.  
2.  
3.  
4.  

D. Using My Motivated Capabilities  

I can envision using my motivated capabilities in the following situations in the future:  

1.  
2.  
3.  
4.  
5.  
VI. Personal Reflections

A. To be reflective or introspective, I

B. (Optional) For my spiritual or religious practice, I

C. (Optional) If I do not believe in such practices, the way I confront the existential questions of life is

D. To strengthen these practices, I plan to

VII. Building Relationships

A. The most important person(s) in my life is (are)
B. The person(s) I feel I can be completely open with is (are)


C. When distressed, I turn to


D. As personal friends to whom I can look to for counsel and advice, I turn to


E. For professional advice and counsel, I turn to


F. My mentor(s) is (are)


G. Networking with professional colleagues


VIII. Leadership Style

A. My preferred leadership style is:

B. Under pressure, I often revert to the following leadership style:

C. My alternate leadership styles are:

D. When dealing directly with very powerful or intimidating people, I

E. In exerting power over others, I

IX. Leadership Development

A. The experiences I need to develop my leadership include:
X. The Integrated Leader

A. To integrate my personal life, family life, friendships and community life with my professional life to become a better leader, I plan to do the following:

B. To achieve my professional and personal goals, I am prepared to make the following sacrifices and tradeoffs:

XI. Leadership Purpose and Legacy

A. The purpose of my leadership is

B. Being a leader relates to the whole of my life because

C. I would like to leave the following legacy in terms of:
   1. My family
   2. My career
   3. My friends
   4. My community
D. At the end of my life, I would like to look back and be able to say: