

Cultivate Your Leadership

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Classroom: Live at the University of North Texas or Virtual

Duration: Friday/Saturday delivery once per month for 4 months (eligible for up to 3 credit hours)

Introduction

Cultivate Your Leadership (CYL) is a highly interactive foundational Leadership Development Program designed to help students build important leadership skills to successfully improve themselves as well as for leading others in leadership roles. Based on learnings from several business books such as *Tipping Point*, *Good to Great*, *Monday Morning Leadership*, *Getting to Yes*, etc. and summarized in the form of a book *Cultivate Your Leader*, this fundamental leadership course allows students to identify their core strengths, values and beliefs to identify and define their leadership journey while building long lasting habits to achieve success. Key concepts are synthesized through the integration of a Process Excellence Leadership Project.

Materials

Required Texts:

- *Cultivate Your Leader*

Course Evaluation

10 Assignments	100 Points (10 assignments @ 10 points each)
Class Participation	50 Points (10 classes @ 5 points each)
Exam	100 Points
Individual Project	200 Points

Total points possible 450 points

90% and above	A (405-450 points)
80-89%	B (360-404 points)
70-79%	C (315-359 points)
60-69%	D (270-314 points)
59% and below	F (0-269 points)

Learning Outcomes: *Upon completion of the course, the student will be able to...*

1. Recognize what it means to be a leader along with the responsibility that comes with leadership;
2. Develop the values that define you as a leader by understanding the values of inspirational leaders from all walks of life and applying them to your values
3. Define your definition of knowledge and then develop your personal mission, vision, and annual goals to comply with your definition of success.
4. Formulate better relationships with others for improved productivity by understanding your personality styles, recognizing the styles of others to contrast differences to meet them halfway
5. Recognize the principles of negotiations to develop win-win situations
6. Be able to apply process excellence principles to address problems which affect current work environment and career growth
7. Formulate the framework for lifelong learning and development

Course Format

Cultivating Leadership Skills will use the book Cultivate Your Leader to cover 8 chapters by exploring what corporations do as well as personal habits to create a leadership development journey for each member of the class. These modules are:

- Start at the Top - Focused on developing leadership skills
- Easier Said than Done - Discussion is based on understanding individual habits and converting bad habits into good habits.
- Don't Fall for Everything - Allows you to explore your own personal values to develop an individual Personal Development Plan.
- Know Thyself – Compares different personality profile models and explores DiSC personality profile technique to gain additional insights on self as well as learn techniques to be able to recognize the personality profiles of others
- Begin with End in Mind, Eat the Frog and It's All about Relationships will be taught by exploring the principles of 6 Sigma methodology and then personal preferences to solve a real business need at work as well create new habits in order to build leadership skills.

In Cultivating Leadership Skills, we will also use the following tools:

- Assessment – DiSC Workplace Assessment
- Videos – DiSC and other videos on youtube
- Project – Develop your Leadership Plan with a real example from work for final presentation and paper.

Attendance and Participation Policy

Cultivate Your Leadership (CLS) is a class in which class attendance and participation is essential and will be taken in with attendance taken in each class. This is also the time where you get to work on your mini or major class project by focusing on exercises. Regular attendance in this class will allow you to learn and practice leadership skills, applying those skills every week with projects, working as a team, listening and writing skills.

A portion of the final grade points will be allocated to attendance and participation as listed in the section on grading section of this document. The rubric for each class session's attendance and participation is summarized below:

Student Name: _____ Class Session _____

Class Participation/Preparation Rubric: Consistent participation, preparation and a positive attitude are a vital part of learning. You can earn up to 20 points in each category (100 points total) per quarter!

Category	Excellent 1 point	Good 0.85 points	Satisfactory 0.75 points	Needs Improvement 0.60 points
Attendance	Attended Class Session = 1 pt. Did not Attend = 0 points for all session components			
Contributions	Routinely provides useful ideas when participating in the classroom. A definite leader who contributes a lot of effort and who makes class discussions better.	Usually provides useful ideas when participating in classroom discussion. A strong student who tries hard.	Sometimes provide useful ideas when participating in classroom discussion. A satisfactory student who does what is required.	Rarely provides useful ideas when participating in classroom discussion. May refuse to participate or is frequently absent from class.
Attitude	Student is always respectful of his or her self, others, and teacher, has a positive attitude, and does not criticize anyone else's ideas or work. Students feel safe participating in her presence.	Rarely is critical of ideas or work of others. Often has a positive attitude about the task(s). Usually treats others and self with respect.	Often or occasionally has a positive attitude about the task(s) and behaves in a respectful manner.	Often is critical of the work or ideas of others. Rarely behaves in a respectful manner.
Preparedness & Focus	Always comes to class on time, follows all classroom procedures, brings needed materials to class and is always in her seat ready to work before the bell rings. Consistently stays focused on in-class work and what needs to be done. Self-directed and highly motivated.	Very rarely late, usually brings needed material to class, usually follows classroom procedures and is ready to work by the bell. Focuses on in-class work and what needs to be done most of the time.	Sometimes late to class, often brings materials but sometimes needs to borrow. Usually follows procedures and is usually in her seat ready to work by the bell. Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done.	Frequently late to class, rarely brings needed materials and/or is rarely ready to get to work by the start of class. Has difficulty focusing on class work and procedures.
Behavior	Student is awake and engaged in class on a daily basis. Student shows no disruptive behavior.	Student is awake and engaged in class nearly every day, and shows no disruptive behavior.	Student is awake most of the time but has fallen asleep or has been distracting for a few classes.	Student frequently sleeps and/or disrupts class.

Instructor Observations & Comments:

Absent* every class session. Tard* one session. Frequently* seven times or more per session. Often* 3-4 per session. Sometimes* 1-2 per session. Rare* 1 or less per session.

Course Schedule

	Session 1		Session 2		Session 3		Session 4
	Day 1 Friday	Day 2 Saturday	Day 3 Friday	Day 4 Saturday	Day 5 Friday	Day 6 Saturday	Day 7 Saturday
A M		<ul style="list-style-type: none"> • Creatures of Habit • Broken Window Syndrome • SMART Goals • Values of Leaders • Exercise – SMART Goals 		<ul style="list-style-type: none"> • Different Personality Styles • Understanding Self • Recognizing others • Working with other personality profiles • Building Trust • Recognizing the needs of each personality profile 		<ul style="list-style-type: none"> • Steering Committee to make Program Delivery Model Successful • Stakeholder Analysis techniques • Creation of Personal Advisory Board 	<ul style="list-style-type: none"> • Final Presentations for the Project Charter on BWS
P M	<ul style="list-style-type: none"> • Problem Solving Attitude & 5 Leadership Levels • Why do companies fail or succeed? • Responsibility of Leadership • List of Leaders 	<ul style="list-style-type: none"> • 5 CORE values? • Create a Value Development Plan • Exercise – Sharing your values 	<ul style="list-style-type: none"> • Program Delivery Model– Strategy, Definition & Delivery • Six Sigma Project Charter • Agile Delivery 	<ul style="list-style-type: none"> • VOC • Efficient Meetings • Listening Skills 	<ul style="list-style-type: none"> • Review of Project Charters • Refine Project Charter 	<ul style="list-style-type: none"> • Project Leadership Exam • Project Presentation Preparation and Coaching 	<ul style="list-style-type: none"> • Final Presentations for the Project Charter on BWS
H W	1 - PSA, Leadership Levels and Traits 2 - SMART Goals & Broken Windows 3 - MM, FL & Value Development Plan		4 - SIPOC Summary 5 - Root Cause Analysis & Pareto 6 - Draft Project Charter 7 - Stakeholder & RACI Analysis 8 - Personal Advisory Board		09 - DiSC & Social Styles Summary 10 - DiSC Adaptation Plan		

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum. Students engaging in unacceptable behavior will be directed to leave the classroom.

Retake Policy

There will be no retakes nor redos for assignments, exams, and projects.

Academic Dishonesty

Academic dishonesty includes, but is not limited to, the use of any unauthorized assistance in taking quizzes, tests, or exams; dependence upon the aid of sources beyond those authorized by the instructor, the acquisition of tests or other material belonging to a faculty member, dual submission of a paper or project, resubmission of a paper or project to a different class without express permission from the instructors, or any other act designed to give a student an unfair advantage. Plagiarism includes the paraphrase or direct quotation of published or unpublished works without full and clear acknowledgment of the author/source. Academic dishonesty will bring about disciplinary action which may include expulsion from the program. There is zero-tolerance for plagiarism and cheating. Any student caught deliberating plagiarizing will be subject to a zero on that assignment. Cheating includes the assistance of any aid (electronic or otherwise) on an exam. There will be no sharing of previous exams with students. Note: Students

must sign First Day Contract the first week of class acknowledging they understand the academic dishonesty policy in this course.

ADA Compliance

The Americans with Disabilities Act (1990) is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life including jobs, schools, transportation, and all public and private places that are open to the general public. The Professional Development Institute is no exception and, therefore, its facilities and resources are accessible to all students.

Zain Ali reserves the right to edit and revise all content of this syllabus. Students will be notified of any changes to the syllabus in class and via LMS.