

## ETLS 550-02 Leveraging Leadership for a Lifetime - I

Fall Semester 2009

**Kathryn E. Story, MA, JD**

Instructor: Kathy Story  
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**Time:** Saturday, September 12 (8:30-12:30); Saturday, October 3 (8:30-12:30 pm),  
Saturday, October 10 (8:30—4:30 pm), Saturday, October 31 (8:30-4:30 pm)

**Location:** St. Paul Campus, OWS 274

**Required Text:** *The Extraordinary Leader -Turning Good Managers into Great Leaders* by  
John H. Zenger & Joseph Folkman

*Introduction to Type and Emotional Intelligence*, Roger Pearman

These texts will be provided at the first class.

**Suggested Readings:** Additional readings furnished by Instructor

**Course Description:** This course provides a comprehensive orientation to the newly accepted graduate student in Engineering as well as launching the learning process for the upcoming three to five years. The student will build a base-line assessment of his/her competencies, values, learning style, leadership aptitude and personal/professional talents; build understanding of the graduate program's mission, vision and values and its "fit" with student's values; identify key communication competencies that need strengthening; shape a learning plan that will serve as her/his contract for the next 3-5 years of professional life (graduate program, work, community, etc.); develop learning action steps that involve key stakeholders in their communities and be assigned to a peer group that will serve as a support vehicle for applications of the learning process.

Expectations for the learning process will be identified; tools for student evaluation of program outcomes selected; portfolio design/development will be outlined; and critical communications tools/methods will be examined.

Prerequisites:	None
Course Objectives:	<p>The course objectives are to increase the learner's ability to</p> <ol style="list-style-type: none"><li>1) assess his/her present capabilities and define a learning trajectory for his/her degree program;</li><li>2) think broadly like an executive;</li><li>3) demonstrate a personal understanding of the ideal leader in the 21<sup>st</sup> century;</li><li>4) build significant learning relationships;</li><li>5) communicate effectively and</li><li>6) work in a peer group setting to make learning applications.</li></ol>
Learning Outcomes:	<p>Learners will demonstrate:</p> <p>Self-awareness and understanding of personal values, learning and leading styles, personality characteristics, social/ethical responsibilities and apply those to his/her plans for leading and learning. (MS1, SE15, TM2, TM3, TM4, TM5, TM6, YE2, YE4)</p> <p>A recognition of the need for lifelong learning and an ability to function in multi-disciplinary teams, communicating effectively. (MS2, SE9, TM6)</p> <p>An ability to analyze and present information and formulate a presentation as well as effectively describe his/her leadership vision in writing. (MS1, MS2, MS4, MS7, MS9, SE9, SE13, SE14, SE16, TM2, TM6, YE4, YE5)</p> <p>The ability to develop a leading and learning plan that will shape his/her learning agenda for the next 3-5 years. (MS1, MS2, MS4, MS9, SE9, SE13, TM2, TM4, TM6, YE5)</p> <p>The ability to effectively identify and use resources for his/her advantage in achieving her/his vision for leadership. (MS1, SE9, TM2, TM4, TM6, TM7, YE4)</p>
Course Methodology:	<p>This course, taught over four Saturday sessions, will set the stage for a continued series (LLL2 and 3) on leadership and learning to be delivered throughout the graduate program. It will be conducted in a seminar format, using a variety of methods—small group discussion, group and individual presentations, writing assignments and selected readings. The learner will be expected to develop a portfolio of his/her learning progress as well as a learning plan that will guide his/her learning activity throughout the graduate program. Everyone will be expected to be in attendance and actively participate in <b>each</b> session.</p>
Major Assignments:	<ol style="list-style-type: none"><li>1. Write personal learning objectives, taking responsibility for their accomplishment.</li><li>2. Gather assessment data to describe initial assessment of personal</li></ol>

capabilities/competencies.

3. Identify and interview stakeholders for learner's leadership plan.
4. Work in a small learning group to share experiences and coach/support one another.
5. Develop a portfolio of learning.
6. Design a leading and learning action plan to be used throughout the Master's program.
7. Write a paper expressing one's vision for leadership.
8. Integrate material from readings and other courses into the class small group work and writing assignments.

Grading Policy:	Participation and contribution (Small group and Large group)	40%
	Final Paper	20%
	Class Presentation	10%
	Leading and Learning Plan	30%

Late papers and projects are not encouraged and will only be accepted with prior approval by the instructor. Grades will be affected by timeliness of the work.

Related Courses:	Program/Project/Team Management—ETLS 601
	Masterful Leaders and Leadership—ETLS 670
	Human Aspects of Technical Management—ETLS 671

**Academic Integrity:** All learners are expected to understand and follow the University of St. Thomas policies on Academic Integrity. These are described at:

<http://www.stthomas.edu/engineering/graduate/policies/>

**Exams:** Exams are one of the instruments used to evaluate the knowledge gained by an individual student of the class subject matter, and the progress towards meeting the outcomes of the class and the degree. To this end, all exams (in class or take home) are intended to represent the effort of the individual and not a group unless specifically stated otherwise.

**Students with Disabilities:** Qualified students with documented disabilities who may need classroom accommodations should make an appointment with the Enhancement Program – Disability Services office during the first two weeks of the semester. Appointments can be made by calling 651-962-6315 or in person in O'Shaughnessy Educational Center, room 119.

**Attendance Policy:** Students are expected to attend all class sessions. Circumstances which prevent attendance will be honored for one class session. Absences in

excess of one class may result in an incomplete grade for the course. Contact the instructor when a special situation arises. All absences require that the instructor be informed in advance.

**Bibliography:**

Bibliography furnished at first session of class.

**Instructor  
Biography:**

Kathryn E. Story, M.A, University of Nebraska-Lincoln; J.D., University of Memphis. Teacher, consultant, and facilitator with over 25 years experience in education, law, and counseling. She serves as adjunct graduate faculty at University of Memphis, where she has taught undergraduate, graduate, and law classes, and at Memphis Theological Seminary, where she teaches leadership. Kathy designs and delivers leadership programs for corporate executives, attorneys, judges, court administrators, and healthcare managers. Kathy has held professional positions at University of Wisconsin-Madison, University of Rochester, and University of Memphis in student affairs and academic services and has practiced law as a litigator with a law firm. For seven years, Kathy served as associate director of the Leadership Institute in Judicial Education, a national professional development program to provide court professionals with the theory and practice necessary to affect change within the court system. She is certified in the EQ in Action Profile and the Immunity to Change Four Column.