

Syllabus - Psychology 358

Leadership Development

Spring Term 2017

Mon & Wed -- 9:00 - 11:30

1145 SWKT

Instructor: Terry R. Seamons, Ph.D.

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Cell Phone: 801-550-6588

My Office Hours: 1093 SWKT; Mondays & Wednesdays, 7 - 9 am; 12 - 2 pm

Tyler's Office Hours: Tuesdays, 10 am - 12 pm

Text: **Leadership: Theory & Practice (7th Ed.)** - (Recommended) by Peter

Northouse; **Book of HBR Readings** (BYU Bookstore - Required)

Course Objectives

The ultimate goal of this course is to help you choose how you can be a better leader. Most psychology majors do not end up being professional psychologists. Rather, they become business executives, medical professionals, civic or religious leaders, parents, etc. - all positions which require good leadership skills. This course will not only discuss various theories of leadership and those characteristics that make good leaders, but it will also allow you to explore your own leadership qualities and learn how to more effectively leverage them in whatever venue you choose. With respect to this last point, I have come to firmly believe that leadership development only occurs when 2 factors are present - self-insight and motivation. I will help you develop the first but you are responsible for the second. The greatest value you will receive from this course will be directly related to how much ownership you take for your own leadership and growth during the course of this term. The issues and concepts we will discuss will come directly from first hand experiences in the workplace over a 40 year period and will include lessons learned and lessons yet to be learned. The recommended text (Northouse)

will provide the theoretical backdrop. The required HBR Book of Readings and the required articles/papers in Learning Suites will provide current views and research in the area of Leadership Development consistent with the units we will be covering in class.

Both Tyler and I are available as mentors for this course or for any other consultation that would be helpful to you. We would encourage you to approach either of us for a confidential mentoring session as often as you would like. Please try to make these appointments during our office hours as outlined in this syllabus but we recognize that your schedules may not always match with ours and we will try to be flexible in meeting your needs. This is a course where frequent meetings with either Tyler or me will be almost mandatory to integrate your learnings and to get a decent grade. The course will be truncated to just 7 weeks so scheduling these meetings will be a trick and meeting at the designated times will not just be a matter of convenience, it will be absolutely necessary. I can only forewarn you, **do not try to meet the class requirements on your own.**

The learning objectives for this course can best be described as follows:

- You will become familiar with those theoretical models that you will find in the workplace that describe how leaders develop.
- You will be able to identify and behaviorally define those leadership characteristics that you consider to be most important for effective leaders.
- You will become familiar with the psychological research in a given area of leadership that holds interest for you.
- You will be able to articulate your own personal theory of leadership development describing how people grow and develop.
- Most of all, you will do a very thorough analysis of your own leadership style; gather input from others, from instruments and from your own insights. You will be able to accurately describe your strengths and weaknesses as a leader and will design a leadership development plan that will stimulate your ongoing growth and development both now and for the years to come.

- You will also become familiar with those leadership processes (e.g., use of power, communication, ethics, influence, conflict resolution, etc.) that contribute to one's leadership effectiveness.

Course Description

This course is based heavily on classroom discussion and processing learning from written assignments. Therefore, it is important that you come to class prepared to discuss the topics. We will entertain those relevant discussions which will have specific interest for you. Attendance will be recorded and you will find it very difficult to get a good grade if you do not attend regularly. More importantly, you won't learn as much and will miss valuable opportunities to further develop your leadership qualities. So, please, if you aren't willing to throw yourself totally into this development process, **DROP THE COURSE NOW!!**

Description of Assignments

1. Write a paper developing the following: a) a list of what you consider to be the 10 Key Leadership Characteristics for any effective leader; b) behaviorally anchor each of the 10 characteristics; and c) explain why you chose each of the 10 characteristics (**50 pts.**). This paper will likely be 10-12 pages long (double spaced). Rubrics for this and all other assignments are attached to this syllabus.
2. Write a Research Paper (APA format) on a specific aspect of leadership/leadership development that is of particular interest to you. This paper should be 6 - 10 pages of double-spaced typing and should address what the current research has to say about the topic (at least 4 or more current references - within the past 5-6 years), and what your conclusion is as to why you believe it is a critical aspect of leadership/leadership development today (**50 pts.**).

3. You will choose one of the theories of leadership and prepare a paper describing the essence of that theory: its central theme, basic assumptions and key tenets. You should also discuss why the theory should or should not be considered in today's workplace. Describe where this particular leadership theory might be used and where the gaps are that the theory does not adequately explain. You will also make a 15- minute presentation to the class as well as provide all other members of the class with a copy of your written paper and powerpoint slides (50 pts.).
4. You will keep a journal/notebook of those insights you gain about your own leadership style and will include your analysis as a section of your LDP. You will write up a formal **Leadership Development Plan**. This is a written report based on your extensive analysis of your strengths and developmental needs, including at least 2 developmental recommendations that are behaviorally anchored, describing what you will do differently in the future to continue to grow in certain identified areas and how you will know when you have achieved your objectives. This analysis will include the results of 4 commercial inventories (to be provided in class - the FIRO-B, the Thomas-Kilmann Conflict Mode Instrument, the Stress Map and the Myers-Briggs Type Indicator), a journal of your personal insights obtained throughout the semester about your leadership style, and an analysis of 360 interviews conducted with at least 6 people that know you (not just friends or family). The format for your personal report is described in the attached rubric. Suggestions for conducting the 360 interviews will be discussed in class. You will need to set up a minimum of two individual appointments with me or Tyler; once, during the week of May 15th (to review your test results) and the other times during the term to integrate your findings with the 360 data. On June 7th, you need to turn in your **whole journal (a 3-ring binder)** (100 pts.). **They will not be accepted after that date!**
5. Write a paper describing your own **Personal Theory of Leadership** - what are your theoretical influences, central theme, key tenets and basic assumptions describing how people learn and develop. You also need to

describe how this theory explains events in your own life, what are its limitations, emphasize what you believe it takes to make a good leader including how you measure up against the 10 Characteristics you identified in your first paper (50 pts.).

6. There will be 2 exams during the semester, a midterm on May 24th (in class) and the final exam on June 21st at 5:45 pm in 1145 SWKT **(50 pts. each)**.

Grading

Grades will be based on your performance on the following assignments:

1. 10 key leadership characteristics	50 pts.
2. Research paper on topic of your choice	50 pts.
3. Theory presentation on leadership model	50 pts.
4. Personal Leadership Development Plan	100 pts.
5. Personal Theory of Leadership	50 pts.
6. 2 Exams	50 pts. each
TOTAL POSSIBLE POINTS	400

Grades

A	= 373-400	C+	= 308-319
A-	= 360-372	C	= 293-307
B+	= 348-359	C-	= 280-292
B	= 333-347	D	= 240-279
B-	= 320-332	E	= 200-239

Late Work

Assignments submitted late will be subject to a 10% penalty per day. I would suggest that you don't test this. Midnight of the day an assignment is due is the deadline. Anything submitted at 12:01 am or later, regardless of the reason, will result in the penalty.

Make-up Work

Assignment due dates and exam dates are strictly adhered to. If you know of a potential future conflict, please inform me as soon as you find out about it. Any make-up exams will be different and more difficult.

Extra Credit Opportunities

There will be no extra credit opportunities. You will have plenty to do.

University Policies

Learning Outcomes

Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in the psychology department and college, go to <http://learningoutcomes.byu.edu> and click on the College of family, Home and Social Sciences and then the psychology department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to FHSS@byu.edu.

BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must, in fact, be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-biased discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 422-2847

Preventing Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at titleix.byu.edu.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If

you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that "character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing. The substitution of another person's work for the student's own or the inclusion of another's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because

of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harcourt Brace College Handbook, the MLA Handbook, and James D. Lester's, *Writing Research Papers*.

Spring 2017 Class Schedule -- Psych 358

Date	Topics for Class Discussion	Handouts	Assignments Due
May 3 Wed - Unit 1	Introduction & Overview; Leadership Lessons Learned; Ulrich; Leadership Traits; Behavioral Anchoring; Assessing the Intangible	Unit 1; 4 Ldshp. Tests; Assessing Intangible Characteristics	Assignment - Take & Score all 4 Tests
May 8 Mon - Unit 2	Analysis of 4 Leadership Inventories; Leadership Theories Overview; Leadership Theory Selection	Unit 2; Interp. Guidelines for Tests	Assignment - Bring Scored Tests & Summary Notes for Each Inventory
May 10 Wed - Unit 3	Elements of How Leaders Develop (Personality, Emotions, Motivation, Learning); Techniques Addressing Behaviors Resistant to Change	Unit 3; Examples of Behaviorally Anchored 360 Questions	Assignment #1: Key Leadership Characteristics; Appts w/ Terry/Ty
May 15 Mon - Unit 4	Review Behavioral Anchoring (again); Self-Directed Development; The LDP	Unit 4; Marie Mack's & Other Sample LDP's	Assignment - Conduct 360 Interviews; Appts. w/ Terry/Ty
May 17 Wed - Unit 5	Exploring Critical Leadership Values I: Authenticity, Humility, Forgiveness, Gratitude; Empathy	Unit 5	Assignment #2: Research Paper
May 22 Mon - Unit 6	Exploring Critical Leadership Values II: Uses and Abuses of Power & Influence, Creativity, Leadership Ethics	Unit 6	Assignment - Review all Handouts & Notes for the Exam
May 24 Wed - Unit 7	Women in Leadership; MID-TERM EXAM	Unit 7	
May 29 Mon	HOLIDAY - NO CLASS		

May 31 Wed - Unit 8	Introduction & Overview of General Leadership Theories; Review those theories not covered in presentations	Unit 8	<u>Assignment #3 - Leadership Theory Papers</u>
Jun 5 Mon - Unit 9	Leadership Theories I: Presentations	Unit 9; Synopsis of 19 Key Leadership Theories	<u>Assignment</u> - Bring to Class Your Behavioral Objectives and Desired Outcomes for Each Objective
Jun 7 Wed - Unit 10	Leadership Theories II; Presentations	Unit 10: Theory Reports from Class Members	<u>Assignment #4 - Leadership Development Plan - due in class</u>
Jun 12 Mon - Unit 11	Leading and Developing Work Teams	Unit 11	
Jun 14 Wed - Unit 12	Effective Communication, Active Listening, Giving and Receiving Feedback; Managing Conflict	Unit 12	<u>Assignment #5 - Personal Theory of Leadership</u>
Jun 19 Mon - Units 13-14	Managing Stress in the Workplace; Succession Planning; Career Options (& Educational Opportunities)	Units 13-14; TDR Model & Diagram; Stress Materials	<u>Assignment</u> - Review all handouts since the MID-TERM (Units 8-14)
Jun 21 Wed	<u>FINAL EXAM</u> - in Classroom		

Rubrics for Assignments #1-5 Psych 358

Assignment #1 (50pts.)

Due: May 10th

10 Key Leadership Characteristics

- Develop a list of what you consider to be the 10 most important characteristics for leader effectiveness. There is no right answer, but it is helpful to consider what characteristics others have found to be most important, and why. Read through the materials found in Learning Suites, and do your own research on the web to identify what you consider to be the most important.
- Identify a minimum of at least 4 **behavioral anchors** for each of the 10 characteristics. The concept of behavioral anchoring is key to success in many of the projects you will do in this class. You will struggle if you don't thoroughly understand it. To behaviorally anchor something is to define the characteristic in terms of the behaviors one would **see**, not what you think or what you want to do. The goal is to show what the characteristic looks like when it is demonstrated. It helps to think: what would I observe someone doing who is exhibiting that particular characteristic (**e.g., wisdom, integrity, humility, etc.**)? The answer is a behavioral anchor.
- Example: **Wisdom**
 - Admits when they are wrong; acknowledges the limits of their understanding;
 - Speaks up and offers counsel when tough decisions need to be made;
 - Makes a decision (or provides counsel to someone) taking into account how they learned a particular principle through past experience; how they are able to integrate their past experience with the current situation; and predict what might happen in a similar situation in the future;
 - Actively listens and asks pertinent questions to get a complete picture before offering an opinion;
 - Sorts through intellectual clutter and pinpoints central components of an issue;
 - Controls emotions; does not get defensive or riled up; projects calmness and intellectual control;
 - Differentiates between significant and insignificant details in discussions.

- In addition to defining and behaviorally anchoring each characteristic, you will be expected to explain why you chose each of the 10 characteristics.
- Take care in choosing characteristics you truly believe are most important. Eventually, you will be analyzing yourself in terms of your leadership strengths and weaknesses. Part of that analysis will include the degree to which you do/do not possess these characteristics. You will also be writing a paper on your own leadership theory (assignment #5) including assessing yourself on each of these 10 characteristics. That said, throughout the term, be open to changing your mind as to which characteristics are most important for an effective leader and be sure you know what you and others would see if they were looking at it..
- **Email assignment to Dr. Seamons and Tyler (tseamons@live.com) by 12:00 am on Wednesday, May 10th.** Please do not hesitate to contact Tyler or me with any questions.

Assignment #2 (50pts.)

Due: May 17th

Research Paper

- Write a research paper on a particular aspect/theory of leadership/leadership development that is of interest to you.
- 6-10 double-spaced pages, APA formatted
- Include at least 4 bibliographic references from within the past 5-6 years
- You will need to address the following questions in clearly defined sections:
 - Why did you select this particular topic?
 - What is the essence of this theory or issue?
 - How is it related to leadership development?
 - What assumptions does it make about behavior, etc.?
 - What does the current research have to say about it? How do you resolve the apparent contradictions that current research discusses?
 - Why do you believe it is a critical aspect of leadership development?
- What do you think needs yet to be done to make this issue or theory more relevant to today's workplace?
- Email to Dr. Seamons and Tyler by 12:00 am on Wednesday, May 17th.

Assignment #3 (50pts.)

Due: May 31st

Leadership Theory Paper & Presentation

This project is designed for you to explore an important leadership theory in depth, and share your knowledge for the benefit of the class. Refer to the handouts in class for books, articles and websites you can go to for information.

Theories from which to choose:

- | | |
|---|-------------------|
| • 7 Habits of Successful People - | Covey |
| • Emotional Intelligence (EQ) - | Goleman |
| • Entrepreneurial Leadership - | Miller |
| • Leadership Challenge - | Kouzes & Posner |
| • Positive Organizational Scholarship - | Cameron |
| • Quiet Leadership - | Rock, Collins |
| • Servant Leadership - | Greenleaf, Sipe |
| • Situational Leadership - | Hersey, Blanchard |
| • Transformational Leadership - | Bass, Ulrich |

Paper:

- Describe the central theme of the theory; its assumptions, etc.
- Explain the basic tenets of the theory; how did this theory come to be?
- Why should or should not this theory be considered in today's workplace?
- Describe where this particular theory might be useful
- Examples of companies/situations that employed it - successfully?
- Where are the gaps in this theory; where does it not adequately explain leadership?
- Create **both** a narrative paper of the theory **and** a summary power point presentation
- Format: The narrative paper needs to be simple but readable and thorough with distinct and definable categories. The power point presentation should outline the basic ebb and flow and key tenets of the theory.

- Bring (or email) copies of the narrative paper for all class members on the day of your presentation. Be sure that Dr. Seamons and Tyler get both a written and an electronic copy of your presentation and any ppt. slides **by Wednesday, May 31st @ 12:00 am.**

Presentation:

- Cover previously mentioned requirements of the paper
- Dress professionally
- Use Powerpoint - allow time for questions & discussion
- Duration not to exceed 15 minutes

Assignment #4 (100pts.)

Due: Jun 7th

Leadership Development Plan

(Analysis of your leadership style)

- This LDP will be the fruit of much exploration and introspection. The key will be to understand and incorporate all the information you can about yourself. Create a notebook of the relevant information (outlined in this rubric) for use in creating this LDP. If you need any help or advice as you go through the resources you've gathered, don't hesitate to ask me or Tyler. At a minimum, you need to make 2 appointments with one of us to go over your test results and your 360 interview data. Obviously, do not wait until the last minute. In fact, the first session needs to be during the week of May 15th (after you have taken and scored the 4 instruments handed out in class). Additional assistance (the 2nd appt.) might be helpful in the areas of connecting the dots with the various feedback/insights, creating behavioral objectives and/or designing specific action plans (Hint - those who chose not to do this all wished they had).
- Sample LDP's will be provided in both paper and electronic format. Follow their format (exactly). It will include:
 - Description of your Key Strengths and Developmental Needs (formulated from extensive analysis of your 360 interviews, personal insights, and commercial inventories)
 - From your Developmental Needs, you will choose two Behavioral Objectives for further analysis. For both Objectives, you will create a plan of improvement (action plan)
 - Each Developmental Objective should be succinct as well as directional and must outline several steps (further clarified below). Make sure you are honest with yourself; only you know how much you are willing to do and what kinds of activities will actually help you. Think outside the box.
 - We will go over the sample in class to further clarify these sections.
- The following descriptions are intended to clarify each of the sub-sections for each Developmental Objective.

- Desired Outcomes: **behaviorally anchored** targeted outcomes ;
 - Additional Feedback: what additional feedback do you need to obtain as you continue to work on implementing your developmental plans;
 - Actions and Coaching: what specific steps do you need to take and, if necessary, what should be the sequence of these actions; this plan should take you from where you are now to where you want to be;
 - Other Assignments: nothing is needed in this category;
 - Training or Education: what readings, seminars or other courses would help you reach your desired objectives;
 - Measurement and Follow-Up: how will you know when you have achieved your objective; what intermediate mileposts or steps will help you to know you are on the right track
-
- Your LDP Notebook will be **due in class** on Wednesday, June 7th. Notebooks will not be accepted after that date for any reason.

Instructions for Your LDP Journal

This journal (1.5" binder with 8 tabs) will eventually include all the information and resources needed to write an analysis of your leadership style (Leadership Development Plan).

TABS 1-4: Instruments and Analysis

- Each of the first 4 tabs will include one of the four commercial inventories provided in class (e.g., MBTI, FIRO-B, Thomas Kilmann, Stress Map). For each: include your completed test and a one-page summary analysis of the results. Do not describe the test - **INTERPRET THE RESULTS!** Even if you disagree with what the test results suggest, you **must** provide an analysis as to how it plays out in your life. If you struggle with this, then come and see **Andi** or me. You cannot simply ignore it.

TAB 5: 360 Interview Results and Analysis

- Include (1) all of the honest feedback of the people you have interviewed (lists of strengths/weaknesses, etc.) and (2) a comprehensive summary analysis of all the data, explaining how any apparent contradictions are actually demonstrated in your life as others see you.
- Refer to the instructions given in class on how to best go about gathering the information you need from these interviews.

TAB 6: Personal Insights

- Throughout the semester, take the opportunity to deepen your self-insights by journaling - relating what you are learning about yourself and your leadership, paying attention to what your growing awareness of your leadership tendencies are. This section is for writing down these insights and observations, whenever they come to you. Make your notations each week as they occur, **not** at the last moment. This is not to chronicle your day-to-day activities, rather to capture your fleeting or developing insights. **This whole class is not about theories, it's about you and your developing leadership (in any context)**

TAB 7: Leadership Development Plan

- This complete compilation of hard work is what this class is all about! It can be as insightful and inspiring as you allow it to be, so put forth your best effort and don't hold back! Honesty is crucial. The scoring key I will use is included in this section.

TAB 8: Sample LDPs

- You will receive 3-4 sample LDP's which will give you an idea of what yours should look like.

Leadership Development Plan (LDP) Scoresheet

Student: _____

Elements	Potential Score	Actual Score
MBTI	6	
FIRO-B	6	
TKI	6	
Stress Map	6	
360 Data / Summary	10	
Personal Insights	10	
Strengths / Developmental Needs	10	
Developmental Objectives	6	
Desired Outcomes	10	
Action Plan	20	
Training and Development	10	
TOTAL SCORE	100	

Comments:

Assignment #5 (50pts.)

Due: Jun 14th

Personal Leadership Theory Paper

(Analysis of your own Theory of Leadership)

- After all you have learned about yourself and leadership in general, it's time to create and defend your own theory.
- 8-12 double-spaced pages, APA formatted
- Thoroughly describe/explain the following points:
 - **Assumptions & Beliefs**: according to you, how do people learn and develop, etc.
 - Basic Tenets - What are the **Key Cornerstones** of your theory
 - What is the **Central Theme** of your theory
 - What you now consider to be the **10 Critical Leader Characteristics**
You will need to describe examples of how each of these characteristics are observed in your life (these 10 could be different from those you identified with assignment #1).
 - **Key Theoretical Influences**
 - **Effectiveness**: How does it work? Why? In what situations?
 - **Potential Limitations**: Where are the gaps?
 - **Personal Reflection**: How does this theory explain events in your own life? How do you measure up against this theory?
 - Each of these categories is to form the narrative of your paper.
 - The scoring template I will use is attached to this syllabus.
- **Email to Dr. Seamons by 12:00 am on Wednesday. Jun 14th.**

Personal Theory of Leadership Scoresheet

Student: _____

Section	Potential Score	Actual Score
Assumptions and Beliefs	10	
Key Cornerstones	5	
Central Theme	5	
10 Critical Leader Characteristics	5	
Key Theoretical Influences	10	
Potential Effectiveness	5	
Potential Limitations / Gaps	5	
Personal Reflections	5	
TOTAL SCORE	50	

Comments: