

BLHV 424-40 | PURPOSE AND PERSONAL MISSION

SUMMER SEMESTER 2017 COURSE SYLLABUS

Instructor: Nan Ellen Nelson - nm245@georgetown.edu

Offered: Every Wednesday from 5:15pm-8:15pm starting on May 24

COURSE CONTENT

Overview: Personal development is at the core of leadership development. This course will provide an introduction to cura personalis, the care for the person, as the central framework for understanding and meeting the challenges of personal development. As part of the personal development, the student will be introduced to the process of Examen, which can be useful in discerning one's unique human purpose. This unique human purpose will become the organizing principle for understanding and developing a personal mission statement and the application of that mission to leadership roles.

Learning Objectives: After completing this course, students should be able to:

1. Target their leadership strengths and weaknesses through self-reflection and feedback from others;
2. Describe what symbolizes their passion;
3. Tap into their unique talents and abilities, in order to operate out of their leadership skill set;
4. Identify what drives and directs them as a leader;
5. Get clarity on their beliefs and core values, personally and in their leadership roles;
6. Create a leadership vision for themselves;
7. Identify their calling;
8. Carry out their personal mission after creating their mission statement;
9. Focus their impact in order to make a difference in their sphere of influence;
10. Formulate their goals for the next 5 years: personally, professionally, and relationally;
11. Lead with a long-term perspective instead of a here and now mindset;
12. Become the leader that they are called to be through personal development and leadership development;
13. Lead a life of great significance (heart and mind congruency);
14. Define success at home, at work, and in their community;
15. Live their dream, following their personalized action plan;
16. Lead a balanced and purpose-filled life by planning their work around their life; and

17. Carry out their leadership legacy, by charting a course that others will want to follow.

Required Reading:

Palmer, Parker (2004). *Let Your Life Speak: Listening for the Voice of Vocation*. San Francisco: Jossey Bass. (ISBN 978-0-7879-4735-4)

Quinn, Robert E. (2004). *Building the Bridge as You Walk on it: A Guide for Leading Change*. San Francisco: Jossey Bass. (ISBN 978-0-7879-7112-0)

Maxwell, John (1998). *The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You*. Nashville: Thomas Nelson Publishers. (ISBN 978-0-7852-8935-7/IE)

GRADING SCALE

Undergraduate course grades include A, A-, B+, B, B-, C+, C, C-, D+, D & F.

A 93-100

A- 90-92.99

B+ 88-89.99

B 83-87.99

B- 80-82.99

C+ 78-79.99

C 73-77.99

C- 70-72.99

D+ 68-69.99 D 60-67.99

F Under 60

COURSE GRADE

2 Journal Entries 15%

Integrative Vision and Reflection Paper 35%

Group Project 35%

Class Participation 15%

Total 100%

Journal Entries:

The first journal entry will be a minimum of two pages and a maximum of four pages, based on the following questions:

What are your three greatest leadership strengths and weaknesses?

What is your double-edged sword? In other words, what is one of your strengths that if taken to the extreme, can become a potential weakness or double-edged sword? (If you don't know the potential weakness to a strength, it's going to get you in trouble. You want to identify the flip side, so you can guard against it and function in your strength.)

The second journal entry will be a minimum of two pages and a maximum of four pages, based on the below:

Go to five people you are close to and get their feedback on your three greatest strengths and weaknesses. Before you collect the data from those that know you well and that you trust, I encourage you to go to them with an open mind and be willing to hear what they have to say. After hearing honestly from your friends and/or family, process the information and write a journal entry on your strengths and weaknesses.

Integrative Vision and Reflection Paper:

Your research paper should be at least ten pages in length. A minimum of three sources should be used (different from your class books), and a Works Cited page must be included. The following questions should be answered:

What symbolizes your passion?

What are your unique talents and abilities, and what do you do naturally that you absolutely love?

What is your vision of yourself as a leader moving forward?

What types of situations do you see yourself in for the future?

What is your calling, and how is this emerging?

What are your goals for the next five years (personally, professionally, relationally, etc.)?

What is your personal mission statement?

What is your purpose?

Group Project:

For your group project (your group will be assigned), you will choose a purpose-driven leader. Present the leader's mission and purpose in a creative way (skit, power point presentation, etc.). The group presentation should be thirty minutes and should include visual aids.

Class Participation:

Class participation is a very important part of the learning process in this course. You will be evaluated on your contributions as part of that participation. Quality, not quantity will be rewarded. A contribution is a comment or reflection from you that possesses one or more of the following properties:

- Offers a different and unique but relevant insight to the issue;
- Moves the discussion forward to generate a deeper appreciation of the concept; and
- Includes references to the readings.

Late Work Policy:

If you don't have your assignment printed out by the start of the class meeting, you will receive half of a grade lower than the actual grade of your work. If your work is a day late, you will receive a grade lower than the actual grade of your work. If your work is one week late or more, you will receive two grades lower than the actual grade of your work.

Attendance Policy:

Your attendance will affect your participation grade and overall learning. Students with more than two absences may receive a failing grade. Additionally, there will be consequences for students arriving late to class or leaving early.

CLASS CALENDAR

Every Wednesday from 5:15pm-8:15pm starting on May 24

May 24/Class #1- Personal Development; Defining Purpose; Defining Cura Personalis and Examen

Let Your Life Speak: Listening for the Voice of Vocation, Chapter 2

May 31/Class #2- Looking at Your Competencies and Strengths; Self Assessment: Potential Weaknesses or Developmental Areas

First Journal Entry Due (On Paper) at the Start of the Class Period

June 7/Class #3- Exploring the Call to Leadership; What is the Leadership to Which You are Called; What is the Future to Which You are Called

Let Your Life Speak: Listening for the Voice of Vocation, Chapter 5

June 14/Class #4- What Motivates You; What Symbolizes Your Passion; Tapping Into Your Personal Calling

Second Journal Entry Due (On Paper) at the Start of the Class Period

June 21/Class #5- Strategic Direction: Career Vision

The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You, Chapter 3

June 28/Class #6- Personal Mission

Building the Bridge as You Walk on it: A Guide for Leading Change, Chapter 12

July 5/Class #7- Your Life's Work: Desire, Abilities, Temperament, and Assets

Let Your Life Speak: Listening for the Voice of Vocation, Chapter 6

July 12/Class #8- Visionary Thinking: Creating Your Leadership Vision; Creating Your Personal Mission Statement

The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You, Chapter 18

July 19/Class #9- Group Projects

July 26/Class #10- Group Projects

August 2/Class #11- Writing Measurable Goals and Objectives: Personal, Professional, and Relational; The Goal-Setting Process, Performance, and Monitoring

The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You,
Chapter 11

August 9/Class #12- Prepare to Move Forward in an Influential Way

Building the Bridge as You Walk on it: A Guide for Leading Change, Chapter 11

August 16/Class #13- A Meaningful Life: Putting it all Together to Catapult You into a
Purpose- driven Life

Building the Bridge as You Walk on it: A Guide for Leading Change, Chapter 16

Integrative Vision and Reflection Paper Due (On Paper) at the Start of the Class

Students with Disabilities Policy:

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note taker, books on tape, extended time on tests, and interpreting services among others. Students must present Nan Ellen Nelson with an official letter from the Academic Resource Center listing the exact accommodations needed.

Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; 202-687-8354) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Georgetown Honor System:

We expect all students within SCS to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred.

All students are held to the Honor Code. The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System; to be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Classroom Etiquette:

Students should turn off all cell phones, pagers, or other communication devices while in class. No communicating via computer with others: no e-mailing, chatting, instant messaging, etc. Class discussions should be respectful and considerate of others' views and opinions.

Policy Accommodating Students' Religious Observances:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes. The Office of the Provost, in consultation with Campus Ministry and the Registrar, will publish, before classes begin for a given term, a list of major religious holidays likely to affect Georgetown students. The Provost and the Main Campus Executive Faculty encourage faculty to accommodate students whose bona fide religious observances in other ways impede normal participation in a course. Students who cannot be accommodated should discuss the matter with the Associate Dean for the B.A.L.S. program.

University Resources:

Georgetown University Writing Center (Lauinger Library, 217A; 202-687-4246)
Academic Resource Center (Leavey Center, Suite 335; 202-687-8354)
Counseling and Psychiatric Services (One Darnall Hall; 202-687-6985)

Extreme weather, Emergencies, Instructional Continuity:

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university's website or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this

class will meet through distance means such as online videoconferencing; check your email for a message from me on how we will proceed in that situation. Due dates for written assignments will not be changed due to campus closings. The university has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

Plagiarism:

The sources for all information and ideas in your assignments must be documented, following the style rules of the American Psychological Association. In addition, all quotations must be identified as quotations, using quotation marks and indicating the source of the quotation, as mandated by APA style. Anything less than these standards is plagiarism.

APA style is not taught in this course; a summary of APA style is available at <http://owl.english.purdue.edu/owl/resource/560/01/>

In accord with university policy, all incidents of suspected plagiarism or other Honor Code violations will be reported to the Honor Council without fail.

If the Honor Council finds that a student has plagiarized or has violated the Honor Code in any other way, the student will receive a grade of F for the course.

*This document is subject to revision.