

**FA 376: Personal Mastery  
O'Hare Campus Fall 2006**

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**Course Description:**

Peter Senge says, "Personal mastery goes beyond competence and skills...it means approaching one's life as a creative work, living life from a creative, as opposed to a reactive, viewpoint." This course starts with an introspective look into managing oneself, secondly moves into using tools to provide data on oneself and lastly, integrating the information into one's personal and professional life. Topics include (not limited to) Personal Mastery (Senge), Emotional Intelligence (Goleman), and Strengths as well as tools including the Enneagram and Myers-Briggs Type Indicator. These theories and tools will be used to identify the gap between one's current reality and desired future goals along with building a Personal Development Plan to bridge the gap. This course is designed for those students who wish to engage in continual learning and self reflection. In addition, this course will provide students an opportunity to identify ways for improving personal effectiveness, both in life and at work through a focus on identifying and developing personal strengths.

Students will develop an understanding of:

- Current theories and models, including (but not limited to) Senge's concept of Personal Mastery, Emotional Intelligence and identifying and utilizing one's strengths.
- Personal values and how to clearly identify and use those values to create a clear vision for your future.
- How to take what is truly important to you and integrate your values into daily life.
- Models used to gain a clearer picture of one's current reality, including "filters" and "blind spots."
- Different tools that are used to provide personal data, including Myers Briggs Type Indicator and Enneagram; as well as, how to integrate and use this information for personal/professional development.
- How to create a Personal Development Plan, focused on strengths, for use in both personal and professional life, utilizing class learning's combined with personal goals.

**H-3-C:** Can use theories or models of adult growth and development to understand one's own experience.

**A-3-A:** Can interpret experience in relationship to the perspective of a thinker or tradition.

**H-2-D:** Can use two or more social science theories in the analysis of one's experiences in an organization.

**F-X:** Can integrate concepts of personal mastery into an organizational development approach that has as its goal helping individuals to be more effective.

**Text:**

The Essential Enneagram; Daniels, David and Price, Virginia. ISBN: 0062516760

**Additional Articles and Readings will be on E-Reserve**

**Course Requirements:**

**Weekly Assignments**

Weekly assignments will consist of journal entries or short (about 1-2pg) papers. These assignments will include self assessment work and reflection. Students will be expected to attend each class and arrive prepared, having read assigned material, completed assignments and ready to participate in class discussion.

Homeworks must be turned in either in person at the start of class or via email prior to the start of class. Late homeworks will be given feedback, but will NOT be graded.

**Class Participation**

We will discuss expectations in detail on the first day of the class regarding class participation, however, we understand that situations arise which may cause a student to miss a class. In such cases we request that you let us know as soon as possible in order to discuss next steps. If for some reason the student misses more than 2 classes, their grade will drop by one full grade letter. Additionally, the student may want to consider dropping the class if more than 2 classes will be missed.

### Personal Development Plan

Using the template given in class, students will create a personal development plan by combining class readings, models, tools (Myers Briggs Type Indicator and Enneagram) and personal awareness of strengths and goals. This development plan will be individually designed by each student as a plan to harness what Senge calls “creative tension” or bridge the gap between current reality and future goals. See personal development plan template handout for more information.

### Group Presentation

Students will work in a small group to create a presentation demonstrating knowledge of a topic to be chosen during the first class. Presentations will be delivered on the final night of class.

### **Evaluation/Grading:**

Class Participation	11%
Homework Assignments	30%
Personal Development Plan	30%
Group Presentation	29%

- Class participation 1 point per class plus a bonus point given on one day to be determined by instructors

### **Course Schedule and Agenda:**

#### **Session 1**

Topic: Introductions/Goals and Expectations

#### **Session 2**

Topic: Personal Mastery

#### **Session 3**

Topic: Values

#### **Session 4**

Topic: Mental Models

#### **Session 5**

Topic: Enneagram

#### **Session 6**

Topic: Myers Briggs Type Indicator

#### **Session 7**

Topic: Emotional Intelligence

#### **Session 8**

Topic: Identifying Your Strengths

#### **Session 9**

Topic: Vision/Goals

#### **Session 10**

Topic: Group Presentations