

Victoria Management School

**MMBA 545 CREATIVE LEADERSHIP**

Trimester Two 2007

**COURSE OUTLINE**

**Contact Details**

**COURSE COORDINATOR**

**Dr. Paul McDonald**

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**Class Times and Room Numbers**

Day: Monday

Time: 17:40 – 19:30

Venue: RWW129

There will be no final examination in this course.

**Introduction**

The Master of Business Administration Programme serves to educate professional managers, thereby enabling the fulfilment of strategic roles within corporate and government enterprises, including the exercise of leadership capability. The primary objective of this course is to enhance students' leadership potential by informing and challenging current cognitive, emotive and behavioural patterns.

There is a lot of talk about “Leadership”, but what does the concept really mean? More importantly, how can you as an individual enhance your leadership potential in a manner consistent with your personality, values and beliefs? This course will be an amalgam of theoretical insights, experiential exercises and introspective reflection. It is designed to allay constraining beliefs and barriers and enhance your confidence, understanding and ability to lead others. Each student will experience an individual journey the outcome of which will be function of his or her focus and level of participation in conjunction with readings, discussions, and experiential exercises assignments.

While theory will inform and guide our thinking in this course, its focus will be on the practical pursuit of leadership excellence from an individual point-of-view as manifested in the modern commercial context. It will attract students who want to take a “hands-on” approach to their leadership development, including involvement in activities designed to challenge beyond the realm of one’s comfort zone.

As a first-time offering within the Victoria MBA, this course will be a “work in progress”. Various curricula, exercises and events will be discussed and debriefed along the way – as to value and relevance. The pedagogical philosophy will be founded on each member of the course bringing a contribution of relevance to share at lectures. These contributions will take a variety of forms: an interesting academic article worthy of general consideration, insightful feedback from having practiced an experiential task, illumination from having uncovered a valuable leadership role model, etc.

## **Programme and Course-related Learning Objectives**

This course will provide students opportunity:

- to develop oral and written communication skills
  - through active participation in class discussion
  - through the development and presentation of oral and written papers
  - through formal and informal classroom debate
- to develop critical and creative thinking skills
  - through exercises and assignments requiring analysis, evaluation, interpretation and synthesis
  - through debate and classroom discussion
- to develop leadership skills
  - through challenging current cognitions, emotions and behaviours,
  - through gaining insights from the academic literature, and
  - through engaging in participative exercises designed to model leadership best-practice.

## **Overall Course Objectives**

By the end of this course, you should:

1. Have an understanding of your personal leadership style, including strengths and weaknesses,
2. Have a more in-depth conceptual appreciation for the complexities of leadership,
3. Have a set of skills designed to facilitate effective leadership behaviour, and
4. Be more confident, intellectually and emotionally, in taking a leadership stance.

## **Course-related Student Learning Objectives**

On successful completion of the course, students should be able:

- to demonstrate an understanding of some major theoretical concepts and frameworks relevant to leadership,
- to apply such concepts and frameworks to their own leadership thinking and behaviour,
- to develop greater leadership ability to use imagination, information, inspiration, interpersonal skills with integrity and with self-awareness gained through introspection,
- to recognise the importance of leadership within the modern business context.

## **Workload**

Workload expectations for this course are 10 hours per week for the 12 teaching weeks and 30 hrs during the mid-trimester break.

## **Readings**

There is no required textbook for this course. Readings will comprise current and classic articles from quality academic and practitioner journals, including Academy of Management Review and Harvard Business Review, and on occasion book chapters. In addition, the Course Coordinator will introduce a number of his own discussion papers for class consideration.

Prescribed readings will reflect themes and patterns of discussion as the course evolves. Given that this course has never been taught before – a pre-defined set of readings at this stage would constrain the natural evolution of the curricula in terms of relevance and value. Therefore, readings will be distributed within one to two weeks of discussion. Students will also have the opportunity to contribute to this set based on their own explorations of the literature.

## Assessment Requirements

Assessment Philosophy – The central proposition in the assessment design is that students need to participate in and practice leadership thinking and behaviours in order to identify, internalise, and ultimately, grow personally. The assessment design will encourage and reinforce this proposition.

Assessment Design - Assessments in this course will coincide with lectures and will contribute to lectures, either in the form of an article, an experience or a role model. Assessments will be 100% in-term and 100% individual. Each lecture, save the first introductory lecture, will have elements of assessment due under the various types (see below). Students will have to choose 5 assessments out of range of possibilities and submission / lecture dates, which will be detailed at the end of each lecture. Students will be required to complete one element from each of the five categories detailed below. Discussion will take place in order to ensure that each student sequences his or her contributions and assessments in a timely manner over the course of lectures. For example, each student should expect to complete one assessment (20% course weight) about every 2 – 3 weeks.

Assignment Types	Description	Weight	Date
1	ACADEMIC / PRACTITIONER ARTICLE Contribution to class of one meaningful academic or practitioner article (hard / soft copy) on any aspect of leadership, including a written article review and a 10 minute class presentation. These contributions will be scheduled over weeks 2 – 11 in consultation with students.	20%	to be negotiated on an individual basis.
2	PERSONAL LEADERSHIP CHALLENGE Explanation to class of one attempt at experiencing leadership outside your comfort zone, including a written report and an informal verbal debrief to the class (2-3 minutes) of your experience. These contributions will be scheduled over weeks 2 – 11 in consultation with students.	20%	to be negotiated on an individual basis.
3	LEADERSHIP ROLE MODEL Introduction to Class of one leadership role model (person), including written explanation as to the biography and why this person is worthy of consideration, and how he or she helped you become a better leader, including a 5 minute presentation. These contributions will be scheduled over weeks 2 – 11 in consultation with students.	20%	to be negotiated on an individual basis.
4	THINKING PAPER ON LEADERSHIP Submission of one conceptual / thinking paper – on a topic area of your choice within the area of leadership. These papers will include academic references and evidence of critical thinking. A list of possible topics will be distributed at the end of each lecture. Submission dates to be set between weeks 2 and 11.	20%	to be negotiated on an individual basis.
5	LEADERSHIP LEARNING JOURNAL Completion of a detailed learning journal, developed over the duration of the course, on your leadership development over the course of lectures, including thoughts, ideas, insights and new activities undertaking. Ultimately, this journal should chronicle learning and personal growth. These journals will be due at the final lecture. We will collectively debrief as to various leadership insights, ideas and learning.	20%	Due at the start of the final lecture, to include class discussion – as to ideas, insights and learning.
	<b>TOTAL</b>	<b>100%</b>	

## 1. ACADEMIC or PRACTITIONER ARTICLE REVIEW

Date: 2-3 presentations @ 10 minutes each per lecture (Lecture 2 – 11)

Marks: 20%

The academic literature (referred journal articles) and the practitioner literature (i.e. Academy of Management Executive, and Harvard Business Review) are full of articles on leadership. I currently have a wide array in front of me which I am working through and will introduce the very best from this set during the duration of the course.

Your contribution in this regard is to find one excellent article that has personal meaning to you – an article that helped you to understand leadership and, ultimately, to become a better leader. I already have my personal favourite and will introduce it on the first night of class.

How to go about this assignment: You need to start with a literature search online. Start with abstracts and then work into a smaller set of articles. Pick the one that you find the most valuable and insightful. It should be an article that you want to share with the rest of us to help us grow.

Once you have the article – log it in with me via email – I will keep a first-come, first-served log. If someone has already logged in your first choice, then you will have to revert to your second choice. More than one student cannot present the same article.

Please read the article and think about it. Contact me and we will schedule it into an appropriate lecture slot. We will cover about 2 – 3 articles each week. Send me a copy – either hardcopy or electronic; and I will arrange copies to be made for the entire class. The result will be a folder of about 20 – 30 excellent leadership articles by the end of the course.

Finally, you need to prepare a written review of the article (max. 10 pages – double-spaced) and an accompanying 5 – 10 minute (max.) presentation for the class. Please include the following headings (in order):

Title Page: Name of Article:

Source:

Authors:

Year of Publication:

Type of Publication: Academic Journal or Practitioner Journal

Number of Pages:

Course Number and Title: MMBA 545 – Creative Leadership

Your Name and Student Number:

Submission Date:

Content: Part 1: Synopsis of the Article:

- introduction
- structure
- main ideas
- supporting evidence
- key message

Part 2: Why you chose this article?:

- personal meaning
- applicability / practicality
- ways in which you applied the article
- why was it your first choice?

Part 3: Critical Thinking

- strengths of the article
- weaknesses of the article
- critical thinking as to its validity and applicability

## **2. PERSONAL LEADERSHIP CHALLENGE**

Due: 2 – 3 debriefs per lecture – Lectures 2 – 11

Marks: 20%

The goal of this course is to be much more than an abstract conceptualisation and intellectual discussion of leadership. Its goal is to be practical and hands-on. During each lecture, a series of ideas / challenges will be put forward as to how you might personally experiment (“push out your current comfort zone”) with a leadership behaviour. You can take on one or more of these challenges – and engage in an activity to extend your leadership potential. Alternatively, you can develop and propose a personal leadership challenge of your own, keeping within the spirit of the course, and propose it to the course coordinator for approval.

Key Considerations in this Exercise include:

- the degree of personal courage in the challenge,
- the potential for personal growth and change,
- the amount of effort put into the challenge,
- the quality of reflection – post engaging in the challenge, and
- the insights gained from the experience.

How to go about this assessment – listen to various challenges presented during the lectures – when one (or more) strikes a chord – email me and discuss what you plan to do. Then, engage in your challenge. Afterwards, prepare a debrief report – (5 – 10 pages max. – double-spaced). Your debrief document will be for course controller consideration and assessment only. It will remain private and confidential. However, I would like you to be able to give a 2 -3 minute informal debrief to the entire class as to what you attempted, how it worked out, and what you learned from the experiment.

## **3. PRESENTATION OF A LEADERSHIP ROLE MODEL**

Due: 2 – 3 presentations per lecture – Lectures 2 – 11

Marks: 20%

Modelling is an important part of learning to be a leader. There is a variety of valuable leadership role models in New Zealand and abroad. Find a leadership role model – and do some research on this person. They may be currently alive (you might even have the opportunity to interview them) or they might be a historical figure. Your chosen role model should be someone who you can learn from, someone who has inspired you and given you the insight and courage to lead.

Once you have found your role model – please prepare a report on this person, as follows:

- Title Page – with Name, Title, Timeline of the Person, including “type of leader,” if possible, followed by your name and details.
- Biographical Summary of the Person’s Life.
- Evidence of Leadership Excellence.
- Leadership lessons they can teach us.
- Your rationale for choosing this person.

Your paper will not be distributed to the class, but we will ask you to make a 5 minute maximum – presentation to the class – as to your chosen leadership model and what can be learned from the life of this individual.

Presentations will be scheduled through-out lectures 2 to 11.

## **4. ACADEMIC THINKING PAPER ON LEADERSHIP**

Due: over the course of lectures – 2 – 11

Marks: 20%

This element of assessment will be an opportunity to do some series thinking about leadership, including a review of the academic literature. During the course of lectures a variety of questions will be put forward. For example, is it possible to develop leaders or is it a natural ability? Or, do great times make great leaders?

Or, what defines a servant leader? You can respond to one of these questions – by preparing a thinking paper including references and citations from the academic literature. Alternatively, you can propose your own question under the rubric of leadership and seek approval to write an academic discussion paper.

Academic Discussion Papers (10 – 15 pages max. – double spaced), should contain the following:

- Title Page – including the Question and your personal details,
- Presentation of the Question in detail and why it is worthy of discussion.
- Academic literature review – who has said what relative to the subject.
- Your thoughts and insights having reviewed the literature.
- Your personal conclusion regarding the question under consideration.

This is a chance to do your own personal research and “think piece”. Your paper will not be distributed to the class, nor will there be a presentation requirement. These papers will typically be due during the later half of the course – Lectures 7 to 11. You can negotiate your due date on an individual basis.

## **5. LEADERSHIP DEVELOPMENT LEARNING JOURNAL**

Due: start of last lecture – MMBA 545

Marks: 20%

Personal reflection has been shown to be an important part of leadership development. In addition to attending lectures, reading and completing assignments, I would like you to engage in 1 – 2 hours each week of quiet, personal reflection as to who you are (self-awareness) and your development as a leader. You can capture your reflections, thoughts and ideas in a personal diary or learning journal. The actual structure of this document will be open to your own design. However, design considerations should include the following:

- a chronological set of notes dated over the entire duration of the course, including thoughts, ideas, personal insights, personal action plans regarding your development as a leader,
- evidence of thought / reflection and action, this journal should be a balance of thinking and doing, and learning from thinking and doing.
- It needs not be convergent, in that the loop of every thought, musing, or idea is closed, but it should manifest positive momentum towards personal growth.
- Length and formatting will be to your own comfort and style requirements.
- These documents will be treated as personal and confidential. They will not be shared with other class members.
- Students will be required to bring their learning journals to class – each lecture – and the course coordinator reserves the right to review “work in progress” on an ad-hoc basis during lectures.

The final lecture will be given over to an informal, collective debrief as to leadership development. You do not need to prepare anything formal (other than to hand in your learning journal). This will be an opportunity to share ideas and insights – discuss things that worked and didn’t – and help each other learn to lead.

### **Mandatory Course Requirements**

To meet Mandatory Course Requirements, students are required to:

- a. Submit one assignment under each of five assignment types;
- b. Be an active member of class, including participation and listening to others; and
- c. Negotiate a submission schedule for assignments that is timely and staggers the work-load in a balanced manner across the duration of the course.

Students who fail to satisfy the mandatory requirements for this course but who obtain 50% or more overall, will be awarded a "K" grade.

Standard fail grades (D or E) will be awarded when the student’s overall course mark falls below the minimum pass mark, regardless of whether the mandatory course requirements have been satisfied or not.

Notice of Failure to meet Mandatory Course Requirements will be posted on Blackboard or on the Mezzanine Floor Notice-board.

### **Penalties**

In fairness to other students, work submitted after the deadline will be subject to a penalty of 5% of the total marks available per day of lateness. Assignments more than one week late will not be accepted. A “zero” mark will be applied. In the event of unusual, unforeseen circumstances (e.g., serious illness, family bereavement), students should discuss waiver of the penalty with the course controller prior to the deadline date.

### **Victoria MBA Grading Standards are as follows:**

#### Excellent Category

A- (75 – 79%) to A (80 – 85%) to A+ (above 85%): The learning is demonstrated to a very high level of proficiency, i.e. it is at a standard that makes it exceptional at Master’s level.

#### Very Good Category

B+ (70 – 74%): The learning is demonstrated at a high standard. Students have reached a level that clearly exceeds “competency”.

#### Good Category

B (65 – 69%): The learning is clearly demonstrated without being exceptional in any way. Students can be thought of as fully competent.

#### Satisfactory Category

B- (60 – 64%): The learning is demonstrated without being exceptional in any way. Students can be thought of as competent.

#### Marginal Category

C (50 – 54%) to C+ (55 – 59%): The learning is demonstrated to a minimally acceptable level. There may be flaws but these are not serious enough to “fail” the student.

#### Unsatisfactory / Failure Category

E (0 – 39%) to D (40 – 49%): The learning is absent or performed to a very low level, or the performance is seriously flawed.

### **Referencing**

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site (<http://www.vuw.ac.nz/library/resources/virtualref.shtml#style>).

### **Communication of Additional Information**

Additional information and information will be conveyed to students via class announcements.

## **Faculty of Commerce and Administration Offices**

### Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

### Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

## **General University Policies and Statutes**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to [www.vuw.ac.nz/policy](http://www.vuw.ac.nz/policy).

For information on the following topics, go to the Faculty's website [www.vuw.ac.nz/fca](http://www.vuw.ac.nz/fca) under Important Information for Students:

- Academic Grievances
- Academic Integrity and Plagiarism
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

## **Manaaki Pihipihinga Programme**

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email [manaaki-pihipihinga-programme@vuw.ac.nz](mailto:manaaki-pihipihinga-programme@vuw.ac.nz) or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email [pacific-support-coord@vuw.ac.nz](mailto:pacific-support-coord@vuw.ac.nz) or phone (04) 463 5842.



### Course Content and Schedule

<b>Lecture</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>
1.	9/7	Course - Introduction What is Leadership?	t.b.a.
2.	16/7	Why, Who, When, Where Leadership?	t.b.a.
3.	23/7	The Leader as Visionary The power of imagination	t.b.a.
4.	30/7	Consolidation / Overflow Class – Role Models	t.b.a.
5.	6/8	The Leader as Teacher The power of information	t.b.a.
6.	13/8	The Leader as Ambassador The power of interpersonal skills	t.b.a.
<b>Mid-course Break</b>			
7.	3/9	The Leader as Judge The power of integrity	t.b.a.
8.	10/9	Consolidation / Overflow Class – Role Models	t.b.a.
9.	17/9	The Leader as Spirit Doctor The power of inspiration	t.b.a.
10.	24/9	The Leader as Servant The power of introspection	t.b.a.
11.	1/10	Consolidation / Overflow Class – Role Models	t.b.a.
12.	8/10	Course Debrief Leadership Learnings	t.b.a.