



Victoria Management School

MMBA 545 CREATIVE LEADERSHIP

Trimester Two 2008

COURSE OUTLINE

Contact Details

COURSE COORDINATOR

Dr Paul McDonald

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Programme Administrator

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Class Times and Room Numbers: Tuesday, 17:40 – 19:30, RH GO3

Trimester Dates: Monday 7 July to Saturday 8 November 2008

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 exercise 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.

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 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

The required textbook for this course is:

“A very short, fairly interesting and reasonably cheap book about studying leadership.”

By Brad Jackson and Ken Parry, Sage Publications, 2008 (ISBN: 978-1-4129-2846-5)

In addition to the textbook, 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.

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.

Assignment Types	Description	Weight	Date
1	WEEKLY DISCUSSION PAPERS ON LEADERSHIP Submission of 12 conceptual / thinking discussion papers – on the topic area of the previous week within the area of leadership. These papers will include experiential exercises designed to develop your leadership and self-awareness. Submission dates will be one week following the class discussion.	5 % per discussion paper for total of 60%	Due by electronic submission – email – one week subsequent to the class discussion.
2	PERSONAL LEADERSHIP CHALLENGE Explanation to class of your attempt at experiencing leadership outside your comfort zone, including a detailed written report and an informal verbal debrief to the class (5 minutes) of your experience.	20%	Verbal debrief (5 mins.) to the class due in the final lecture, detailed report due (via electronic submission) two weeks subsequent to the final lecture.
3	LEADERSHIP REFLECTIVE JOURNAL Completion of a detailed learning journal, developed over the duration of the course, on your leadership development, including thoughts, ideas, insights and new activities undertaken. Ultimately, this journal should chronicle learning and personal challenge, insight, reflection and growth. These journals will be due one week subsequent to the final lecture – either by hard copy or electronic submission.	20%	Due one week subsequent to the final lecture, to include the results of a least <u>one hour</u> of private reflection per week as to the meaning and personal implications of leadership, without redundancy / repetition of the discussion papers.
	TOTAL	100%	

1. WEEKLY DISCUSSION PAPERS - 12 @ 5% each

Marks: 60%

Date: due one week subsequent to classroom discussion by electronic submission.

Discussion / Thinking Papers (5% each – twelve required for a total of 60%) – At the end of each of the lecture a discussion topic(s) will be provided as an opportunity for students to reflect and write on a personal application relating to their leadership development. Students are invited to reflect on and write on the topic up to a maximum of 1500 words (typed, double-spaced).

Topics include:

- what does leadership mean to you (personally)?
- your personal obituary.
- the gift of my childhood.
- preliminary self-audit – the six faces of leadership.
- imagination – visionary leadership.
- self-analysis – the dark side of leadership.
- becoming a leader as teacher.
- speaking out on someone's behalf.

- what are your values?
- self-audit – leader as spirit doctor.
- the servant leader within.
- wildcard exercise.

The operative word here is to “reflect”. These papers should not be used to summarise other people’s theory as discussed in the course. They are an opportunity to delve into your own personal thoughts regarding the various discussion areas. Discussion papers will be due at the start of the following lecture (or one week after class for the final lecture.) They will be returned the following week. You are invited to discuss the nature of these assignments within your study groups, but the actual write up must be entirely your own work. These assignments constitute “individual work”.

2. PERSONAL LEADERSHIP CHALLENGE

Marks: 20%

Due: Class Presentation (5 mins) on last lecture, Written Report – two weeks subsequent to last lecture.

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. By the mid-point of the course you need to have designed a leadership challenge for your self that will “push you outside of your current comfort zone” with respect to your leadership behaviour.

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 – during the first half of the course give some thought to the nature of the challenge you plan to undertake. Develop a proposal and get sign off by the course coordinator. Then, in the second half of the course, engage in your challenge. Come to class on the final lecture prepared to debrief us (5 minutes per person) as to your challenge and, in particular, share key insights and leadership lessons learned. Afterwards, prepare a detailed report describing your challenge in detail – including rationale for the challenge, how it was enacted, and lessons learned during the event, including things that you might do differently in the future as a leader. Your debrief report document will be for course controller consideration and assessment only. It will remain private and confidential. However, as mentioned, I would like you to be able to give a 5 minute informal debrief to the entire class as to what you attempted, how it worked out, and what you learned from the experiment.

3. LEADERSHIP DEVELOPMENT REFLECTIVE JOURNAL

Marks: 20%

Due: One week after last lecture – MMBA 545

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.
- Avoid redundancy / repetition with the class discussion papers.
- 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.

Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- a. Submit assignments under each of three assessment methods; and
- b. Be an active member of class, including participation and listening to others.

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 and on Blackboard.

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 on the ground floor (EA005). This counter is the first point of contact for :

- 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.victoria.ac.nz/home/about/policy/students.aspx

For information on the following topics, go to the Faculty's website www.victoria.ac.nz/fca under Important Information for Students:

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

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: including the work of others will not be considered plagiarism as long as the work is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.victoria.ac.nz/home/studying/plagiarism.html

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 or phone (04) 463 6015. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.

Course Content and Schedule

Lecture	Date	Topic	Readings
1.	8/7	Course - Introduction What is Leadership?	See web - blackboard
2.	15/7	Why, Who, When, Where Leadership? The Deconstruction of leadership	See web - blackboard
3.	22/7	The Leader as Visionary The power of imagination	See web - blackboard
4.	29/7	The Dark Side of Leadership The Psychodynamics of leadership	See web - blackboard
5.	5/8	The Leader as Teacher The power of information	See web - blackboard
6.	12/8	The Leader as Ambassador The power of interpersonal skills	See web - blackboard
Mid-course Break – 18 August to 30 August			
7.	2/9	The Leader as Judge The power of integrity	See web - blackboard
8.	9/9	Leadership Energy Leadership meets physics	See web - blackboard
9.	16/9	The Leader as Spirit Doctor The power of inspiration	See web - blackboard
10.	23/9	The Leader as Servant The power of introspection	See web - blackboard
11.	30/9	Followership The other side of leadership	See web - blackboard
12.	7/10	Course Debrief Leadership Learnings – Personal Challenges	See web - blackboard