

Victoria Management School

MMBA 545 CREATIVE LEADERSHIP

Trimester Two 2010

COURSE OUTLINE

Names and Contact Details

COURSE COORDINATOR

Dr Paul McDonald

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SENIOR ADMINISTRATOR

Linda Walker

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Teaching Period: Monday 12 July to Friday 29 October 2010

Withdrawal from Courses:

Your fees will be refunded if you withdraw from this course on or before **23 July 2010**

The last date for withdrawal from this course (*assuming it has 12 weeks of lectures, otherwise modify accordingly*) is the three-quarter point of the teaching period, i.e. **Friday 24 September**. After that date, permission to withdraw requires the permission of the Associate Dean (Students) as set out in section 8 of the Personal Courses of Study Statute

<http://policy.vuw.ac.nz/Amphora!~~policy.vuw.ac.nz~POLICY~00000001743.pdf>

To apply for permission, fill in the Late Withdrawal form available from either of our Student Customer Service Desks.

Class Times and Room Numbers

Lectures: Thursdays – 17:40 to 19:30 – Rutherford House – GO2

See Annex A for further details on scheduling of lectures.

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 10 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.	7 % per discussion paper for total of 70%	Due by electronic submission – email – one week subsequent to the class discussion. There will be 12 conceptual / thinking discussion papers in all. You will need to choose 10.
2	PERSONAL LEADERSHIP CHALLENGE - PROPOSAL AND ACTION PLAN Presentation to the class of your proposed personal leadership challenge, including objectives, motivation, process, action plan and tangible outcomes. Your classmates and course coordinator will provide feedback.	5%	Verbal presentation (5 mins.) to the class due at the lecture immediately before mid-trimester break, plus a detailed written plan covering off the main headings submitted electronically to course coordinator.
3	PERSONAL LEADERSHIP CHALLENGE - FINAL REPORT AND PRESENTATION 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.	25%	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.
	TOTAL	100%	

1. WEEKLY DISCUSSION PAPERS - 10 @ 7% each

Marks: 70%

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

Discussion / Thinking Papers (7% each – choose ten out of twelve possibilities for a total of 70%) – 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 PROPOSAL

Marks: 5%

Due: Class Immediately before mid-trimester break (19 August 2010)

The purpose of this proposal is to ensure that you are on the ‘right’ track for a timely and meaningful conclusion to your Personal Leadership Challenge Project due at the end of the course.

Please prepare a 5 minute presentation for the class and course coordinator which outlines:

- What you want to do?
- Why you want to do it?
- How will it challenge you leadership as a leader?
- How far outside of your usual comfort zone is it?
- How will you go about executing the challenge (including timeline with milestones)
- What do you expect to come out of the challenge in terms of tangible results?
- What do you expect to learn from the challenge?

Please prepare a written document in parallel to the above presentation for electronic email submission to the course coordinator – due by 4 pm – 19 August 2010. This document - once finalised and approved by the course coordinator - will become the contract against which you will deliver (see Item 3).

3. PERSONAL LEADERSHIP CHALLENGE

Marks: 25%

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 from the course coordinator (see Item 2). 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.

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

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.

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 coordinator prior to the deadline date.

Victoria MBA Grading Standards are as follows:

Excellent Category

A- (75 – 79%) to A (80 – 85%) to A+ (85% and above): 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.victoria.ac.nz/library/research/reference/referencingguides.aspx>

Communication of Additional Information

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

For the following important information follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University Policies and Statutes

<http://www.victoria.ac.nz/home/about/policy/academic.aspx>

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/Contactus.aspx>

Manaaki Pihipihinga Programme

http://www.victoria.ac.nz/st_services/mentoring/

Course Content and Schedule

Annex A.

Lecture	Date	Topic	Readings
1.	15/7	Course - Introduction What is Leadership?	See web - blackboard
2.	22/7	Why, Who, When, Where Leadership? The Deconstruction of leadership	See web - blackboard
3.	29/7	The Leader as Visionary The power of imagination	See web - blackboard
4.	5/8	The Dark Side of Leadership The Psychodynamics of leadership	See web - blackboard
5.	12/8	The Leader as Teacher The power of information	See web - blackboard
6.	19/8	The Leader as Ambassador The power of interpersonal skills Student Presentations (5 min) Proposed PLC	See web - blackboard
Mid-Trimester Break – 23 August to 3 September 2010			
7.	9/9	The Leader as Judge The power of integrity	See web - blackboard
8.	16/9	Leadership Energy Leadership meets physics	See web - blackboard
9.	23/9	The Leader as Spirit Doctor The power of inspiration	See web - blackboard
10.	30/9	The Leader as Servant The power of introspection	See web - blackboard
11.	7/10	Followership The other side of leadership	See web - blackboard
12.	14/10	Course Debrief Leadership Learnings – Personal Challenges Student Presentations (5 min) PLC Learning	See web - blackboard