

Victoria Management School

**MMBA 545 CREATIVE LEADERSHIP**

Trimester Two 2011

**COURSE OUTLINE**

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**Names and Contact Details**

**COURSE COORDINATOR**

**Dr Paul McDonald**

Room: RH 931, Rutherford House

Phone: 463 5506

Email: paul.mcdonald@vuw.ac.nz

Website: [www.victoria.ac.nz/vms](http://www.victoria.ac.nz/vms)

**SENIOR ADMINISTRATOR**

**Linda Walker**

Room: RH 1004, Rutherford House

Phone: 463 5367

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**Trimester Dates**

Teaching Period: Monday 11 July – Friday 14 October

Study Period: Monday 17 October – Thursday 20 October

Examination Period: Friday 21 October – Saturday 12 November (inclusive)

**Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before 22 July 2011.
2. The standard last date for withdrawal from this course is Friday 23 September. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation.

The application form is available from either of the Commerce Faculty's Student Customer Service Desks at Pipitea (Ground floor Rutherford House) and Kelburn (EA121).

**Class Times and Room Numbers**

Lectures: Thursdays – 17:40 to 19:30 – Old Government Building (GB) – G05

See Annex A for further details on scheduling of lectures.

## **Course Content**

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.

## **Course Learning Objectives**

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

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.

The assessment for this course comprises two elements: 1) creation and maintenance of a leadership blog (50%), and 2) planning and execution of a personal leadership challenge project (50%).

## **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, 2011 (Second Edition)

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	<p><b>LEADERSHIP BLOG</b> Your leadership blog will comprise an electronic online learning journal designed to help you achieve greater self-awareness as a leader and to share your learning and reflection. It is anticipated that some of your blog will be global, some accessible to your MMBA 545 classmates and some private to yourself and the course coordinator.</p> <p>The course coordinator will visit your blog and provide feedback comments during the trimester and a final mark upon completion.</p>	50%	See Annex B Key Dates MMBA 545 Leadership Blog
2 a	<p><b>PERSONAL LEADERSHIP CHALLENGE</b> - 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.</p>	10%	Verbal presentation (5 mins.) to the class due at the lecture to be advised by class consensus. The goal is to have had everyone present and receive feedback prior to the mid-trimester break.
2 b	<p><b>PERSONAL LEADERSHIP CHALLENGE</b> - LEARNING OBSERVATIONS Presentation to the class of your completed project, including results achieved and lessons learned from a leadership perspective.</p>	10%	Verbal presentation (5 mins.) to the class due at the final lecture to share the results of your project and share your learning as to leadership lessons.
2 c	<p><b>PERSONAL LEADERSHIP CHALLENGE</b> - FINAL REPORT Submission of a detailed written report outlining your leadership challenge project, including its results and leadership lessons learned.</p>	30%	Due by electronic submission by 5 pm, two weeks subsequent to final lecture. Maximum Length: 8,000 words
	<b>TOTAL</b>	<b>100%</b>	

## **1. LEADERSHIP BLOG**

**Marks: 50%**

Date: see Annex B for key milestone dates.

Your leadership blog will be of your own creation. There are two guiding assessment principles to follow: 1) it should be “creative” and 2) it should be about “leadership”. This is your opportunity to create something that has personal meaning of which there will be parts you will want to share and other parts that will remain private to yourself and the course coordinator, who will maintain your confidences. Each student is responsible to manage the access settings to their blog as necessary to maintain the confidentiality of their materials.

The leadership blog will be a mix of your own agenda (i.e., your learning journey in this course) and that of the course coordinator who will provide structured thinking exercises for your completion.

Structured Thinking / Reflection Exercises include: (see complete details on course blackboard)

- 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.

The operative word here is to “reflect”. Your response to these exercises 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. You are invited to discuss the nature of these exercise within your study groups, but the actual write up and presentation in your leadership blog must be entirely your own work.

## **2 a. PERSONAL LEADERSHIP CHALLENGE PROPOSAL**

**Marks: 10%**

Due: Date TBA (before mid-trimester break – dependent on class size)

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?

You will receive feedback on your challenge subsequent to presentation.

## **2 b. PERSONAL LEADERSHIP CHALLENGE / LEARNING OBSERVATION**

**Marks: 10%**

Due: Class Presentation (5 mins) on 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 completion of the course you need to have completed a leadership challenge for yourself that will have “pushed you outside of your current comfort zone” with respect to your leadership behaviour.

Key Considerations in this Exercise include:

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

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.

## **2 c. PERSONAL LEADERSHIP CHALLENGE – WRITTEN REPORT**

**Marks: 30%**

Due: Electronic submission to [paul.mcdonald@vuw.ac.nz](mailto:paul.mcdonald@vuw.ac.nz) two weeks after the final lecture (27/10, 5pm).

Prepare a comprehensive 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 debrief (item 3) to the entire class as to what you attempted, how it worked out, and what you learned from the experiment. The class presentation (item 3) is a public presentation and the written report is a private, reflective, introspective confidential presentation.

This document should be well-presented in Times New Roman font (12 pt) with 1.5 line spacing to a maximum of 8,000 words, not including appendices.

### **Quality Assurance Note**

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.

### **Examinations**

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period.

The final examination for this course will be scheduled at some time during the period from Friday 21 October – Saturday 12 November (inclusive).

### **Mandatory Course Requirements**

To meet Mandatory Course Requirements, students are required to:

- a. Create a Leadership Blog, designated parts of which will be accessible by the course coordinator and other parts by MMBA 545 class members;

- b. Complete a Personal Leadership Challenge Project; and
- c. 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. Exercises and 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>

### **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class

representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

### **Communication**

Information on course-related matters will be announced at class and posted on the **Blackboard** website at <http://blackboard.vuw.ac.nz/>. It will be crucial for you to regularly check Blackboard for messages, announcements and materials.

## **General University Policies and Statutes**

**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**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study)

Find out about academic progress and restricted enrolment at <http://www.victoria.ac.nz/home/study/academic-progress.aspx>

The University's statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the Calendar webpage at <http://www.victoria.ac.nz/home/study/calendar.aspx> (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at [www.victoria.ac.nz/home/about\\_victoria/avcacademic/default.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx)

### **AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support**

[http://www.victoria.ac.nz/home/about\\_victoria/avcacademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx)

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

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

### **Manaaki Pihipihinga Programme**

[http://www.victoria.ac.nz/st\\_services/mentoring/](http://www.victoria.ac.nz/st_services/mentoring/)



**Course Content and Schedule**

**Annex A.**

<b>Lecture</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>
1.	14/7	Course - Introduction What is Leadership?	See web - blackboard
2.	21/7	Why, Who, When, Where Leadership? The Deconstruction of leadership	See web - blackboard
3.	28/7	The Leader as Visionary The power of imagination	See web - blackboard
4.	4/8	The Dark Side of Leadership The Psychodynamics of leadership	See web - blackboard
5.	11/8	The Leader as Teacher The power of information	See web - blackboard
6.	18/8	The Leader as Ambassador The power of interpersonal skills	See web - blackboard
<b>Mid-Trimester Break – 22 August to 2 September 2011</b>			
7.	8/9	The Leader as Judge The power of integrity	See web - blackboard
8.	15/9	Leadership Energy Leadership meets physics	See web - blackboard
9.	22/9	The Leader as Spirit Doctor The power of inspiration	See web - blackboard
10.	29/9	The Leader as Servant The power of introspection	See web - blackboard
11.	6/10	Followership The other side of leadership	See web - blackboard
12.	13/10	Course Debrief Leadership Learnings – Personal Challenges Student Presentations (5 min) PLC Learning	See web - blackboard

**Key Milestone Dates – Leadership Blog****Annex B.**

<b>Milestone</b>	<b>Date</b>	<b>Submission Requirements – by 5 pm</b>
1.	18/7	Have Your Leadership Blog Set Up and Accessible Reflect on Exercise One: what does leadership mean to me (personally)?
2.	25/7	Develop Leadership Blog Further Reflect on Exercise Two: your personal obituary
3.	1/8	Develop Leadership Blog Further Reflect on Exercise Three: the gift of my childhood
4.	8/8	Develop Leadership Blog Further Reflect on Exercise Four: preliminary self-audit – the six faces of leadership
5.	15/8	Develop Leadership Blog Further Reflect on Exercise Five: visionary leadership – change in vantage point
6.	22/8	Develop Leadership Blog Further Reflect on Exercise Six: the dark side of leadership
7.	12/9	Develop Leadership Blog Further Reflect on Exercise Seven: becoming a leader as teacher
8.	19/9	Develop Leadership Blog Further Complete Exercise Eight: speak out on someone’s behalf
9.	26/9	Develop Leadership Blog Further Reflect on Exercise Nine: what are your values?
10.	3/10	Develop Leadership Blog Further Reflect on Exercise Ten: self-audit on leader as spirit doctor
11.	10/10	Develop Leadership Blog Further Reflect on Exercise Eleven: the servant leader within
12.	20/10	Finalise Leadership Blog for Assessment Purposes