

Faculty of Commerce and Administration

VICTORIA UNIVERSITY OF WELLINGTON

Te Whare Wānanga o te Ūpoko o te Ika a Māui



**VICTORIA
MANAGEMENT SCHOOL**

Te Kura Whakahaere

International MBA Programme

2012

IMBA 545

Creative Leadership

COURSE OUTLINE

Start Date: Saturday, 31 March 2012

Format: 17 sessions over two weekends.

Lecture Times: 31 March: 2:30 pm – 6:00 pm & 7:00 pm – 8:30 pm
1 April: 10:15 am – 1:00 pm & 2:00 pm – 6:15 pm
5 May: 2:30 pm – 6:00 pm & 7:00 pm – 8:30 pm
6 May: 10:15 am – 1:00 pm & 2:00 – 6:15 pm

Location: 804 William M.W. Mong Engineering Building, CUHK, Shatin, HK

Teaching Staff: Paul McDonald, Ph.D., MBA, B.Eng.

Office: RH 931, PO Box 600, Wellington, NZ

Email: paul.mcdonald@vuw.ac.nz

Telephone: 644-463-5506 Fax: 644-463-5084

Textbook:* There is no assigned textbook for this course. This course will rely on materials from a variety of sources, including practitioner and academic journals.

Course Objectives

The International Master of Business Administration Programme serves to produce professional managers capable of fulfilling strategic roles within corporate and government enterprises. Integral to this capability is an understanding of the dynamics of leadership in organisational settings. 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 a function of his or her focus and level of participation in conjunction with readings, discussions, and experiential exercises and classroom discussions.

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. This IMBA elective 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.

This course comprises two parts. The first half of the course will take a "Western" perspective on leadership. The second half of the course will take an "Eastern" perspective on leadership.

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.

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.

Assessment

Individual Assignment	20 %	due 18 April 2012 (11 pm HK Time)
Group Project Assignment	30%	due 4 May 2012 (11 pm HK Time)
Final Examination	50 %	27 May 2012

Individual Assignment (20%) – The individual hand-in assignment will be discussed during the first visit. See details at the end of the course outline. Written assignment reports (1500 to 2000 words) and associated PowerPoint Slides will be due by electronic submission by 11:00 pm (HK Time) on 18 April 2012.

Leadership Group Project (30%) – The Leadership group project will be discussed during the first visit. See details at the end of the course outline. Written Group Reports (4000 to 6000 words) and associated PowerPoint Slides will be due by electronic submission by 11:00 pm (HK Time) on 4 May 2012.

Important Note – Inclusion of others' work and research completed is welcome. However, such material (even if it is a single sentence) must be explicitly recognised with quotation marks in the project report, citing its origin in a footnote.

Final Examination (50%) - A final three-hour open-book examination will be held on 27 May 2012, (location and details to be advised by APIB), during which students will be expected to apply their knowledge to a business case study analysis. In accordance with University policy, students must obtain a minimum of forty percent of the marks available on the final examination in order to pass the course.

Course Terms of Reference

Late Assignments

Given the modular nature of the course delivery and relatively short time for marking and return, it is imperative that assignments are handed in on time. Late assignments will incur a 50% penalty on the assigned mark. Assignments more than two weeks late will not be accepted. In addition, late assignments will not be available by the agreed-to return date.

Obtaining Terms

To obtain terms to sit the final examination in this course, students are required to participate in both weekend modules and submit both written assignment reports.

Passing the Course

In order to pass this course, students are required to obtain at least forty percent of the final examination marks available, and obtain at least fifty percent of the overall course marks available.

Victoria IMBA Grading Standards

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.

Individual Work

While the Victoria IMBA programme has a tradition of study group collaboration, there are important elements in the assessment process that are strictly individual. Collaboration on individual assignments is not allowed. Please do not work together to formulate a response and do not loan out your completed assignments.

Plagiarism

The Victoria IMBA programme views plagiarism as a serious offence. Students who plagiarise put themselves at risk of expulsion from the programme. Plagiarism is defined as representing someone else's work as your own. It includes: cutting and pasting material from websites, typing in sentences and paragraphs from books and journals, copying from other assignments and materials, and taking quotes that others have used without recognising the originator. It also includes writing verbatim from a textbook in an open-book examination situation without recognising the source of your material. If you use other peoples' materials, then you must give them credit and recognise the source. This includes making the material explicit by putting it in quotations and placing a footnote at the bottom of the page or back of your document to indicate complete details of the author and source.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures contained in the statutes in the VUW website.

The University Statute on Student Conduct and Policy on Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the APIB Administration Office or on the website at:

www.vuw.ac.nz/policy/StudentConduct

The policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/StaffConduct

Academic Grievances

If you have any academic problems with your paper you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the IMBA Director. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Statute which is published on the VUW website: www.vuw.ac.nz/policy/AcademicGrievances

Plagiarism

Victoria University defines plagiarism as the copying of ideas, organisation, wording or anything else from another source without appropriate reference or acknowledgement so that it appears to be one's own work. This includes published and unpublished work, the Internet and the work of other students and staff. Plagiarism is an example of misconduct in the Statute of Student Conduct. Students who have plagiarised are subject to a range of penalties under the Statute. See the website: www.vuw.ac.nz/policy/StudentConduct

Reasonable Accommodation Policy

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible.

disability@vuw.ac.nz

The name of the Disability Liaison Person can be obtained from the IMBA Programme Director.

Appeals / Concerns / Statute on Conduct

If you have any concerns with your courses, you should first talk to the lecturer concerned and, if you are not satisfied with the result of that meeting, contact the Director of the IMBA – Ms Natalie Stevens. The University has developed independent procedures for dealing with academic grievances and complaints. These procedures are set out in the Statute on Academic Grievances in the University Calendar.

Session Schedule - IMBA 545 – 2012 PART ONE

Session	Date	Topic
---------	------	-------

PART ONE: PERSPECTIVES ON WESTERN LEADERSHIP

31 MARCH AND 1 APRIL

- | | | |
|----|----------|--|
| 1 | 31 March | - Course Introduction
2:30– 3:30 pm - Finding Leadership |
| 2 | 31 March | - The Deconstruction of Leadership
3:30 – 4:30 pm (The Six Faces of Leadership) |
| 3 | 31 March | - The Leader as Visionary
4:30 – 6:00 pm (Directional Leadership) |
| 4 | 31 March | - The Psychodynamics of Leadership
7:00 – 8:30 pm (The Dark Side of Leadership) |
| 5 | 1 April | - The Leader as Teacher
10:15 – 11:30 am (Developmental Leadership) |
| 6 | 1 April | - The Leader as Ambassador
11:30 am – 1:00 pm (Representational Leadership) |
| 7 | 1 April | - The Leader as Judge
2:00 – 3:00 pm (Ethical Leadership) |
| 8 | 1 April | - Quantum Leadership
3:00 – 4:00 pm (The Energy of Leadership) |
| 9 | 1 April | - The Leader as Spirit Doctor
4:00 – 5:00 pm (Inspirational Leadership) |
| 10 | 1 April | - The Leader as Servant
5:00 – 6:15 pm (Sustainable Leadership) |

Session Schedule - IMBA 545 – 2012 PART TWO

Session	Date	Topic
---------	------	-------

PART TWO: PERSPECTIVES ON EASTERN LEADERSHIP

5 AND 6 MAY

- | | | |
|----|-------|--|
| 11 | 5 May | - East versus West
2:30– 3:30 pm - Cross-Cultural Leadership |
| 12 | 5 May | - Leadership Paradoxes
3:30 – 4:30 pm (10 Paradoxes) |
| 13 | 5 May | - Maoist versus Confucianism
4:30 – 6:00 pm (Ideological Influences) |
| 14 | 5 May | - Case Study Discussion
7:00 – 8:30 pm (Leadership in Hong Kong) |
| 15 | 6 May | - Individual Presentations
10:15 am – 1:00 pm (Six Faces Analysis) |
| 16 | 6 May | - Group Project Presentations
2:00 – 4:00 pm (Asian Leadership Exemplars) |
| 17 | 6 May | - Final Examination Preparation
4:00 – 6:15 pm and Course Conclusion |

IMBA 545 – Session 1 – Teaching Objectives

In this opening lecture, we will consider what defines leadership and what leadership means to you personally?



Session One - Finding Leadership



Chapter One - The Drama of Leadership – Dr Paul McDonald
[Ch1.doc](#) (see blackboard for download)

[ALL CHAPTER REFERENCES REFER TO PAUL MCDONALD'S MANUSCRIPT ENTITLED – THE SIX FACES OF LEADERSHIP](#)



Chapter Two - Why Lead? – Dr Paul McDonald
[Ch2.doc](#) (47 Kb)



Chapter Three - The Alchemy of Leadership – Dr Paul McDonald
[Ch3.doc](#) (56 Kb)



HBR - Article - Retention Through Redemption

Retention Through Redemption (Hard Copy distributed in Class)

by D. Michael Abrashoff – Harvard Business Review – Feb 2001



Notes - Retention through Redemption
[Notes - HBR Retention through Redemption.doc](#) (27.5 Kb)
Here are my notes on the article discussed in Lecture One - Retention through Redemption by Michael Abrashoff - HBR - February 2001



Discussion - What does Leadership mean to You (personally)?

For the first discussion - I would like you to think about what "Leadership" means to you personally. By this I mean in your own head, within your own belief system. This is not a literature review about what other people think or how leadership has been defined in the literature. It's about your own speculations and propositions without regard to marching to any one else's drummer. I look forward to your thoughts.

IMBA 545 – Session 2 – Teaching Objectives

In this lecture, we will consider various facets of leadership in order to breakdown this intimidating concept into some useable parts.



Session Two - The Deconstruction of Leadership



Chapter Four - Enter the Six Faces – Dr Paul McDonald
[Ch4.doc](#) (63 Kb)



Chapter Five - Integration of the Six Faces – Dr Paul McDonald
[Ch5.doc](#) (28 Kb)



Discussion - The Gift of My Childhood

Many of us have, from our childhood, a psychological residue that defines us. In some cases, we view it as a problem, in other cases - it may be viewed as an opportunity. For example, Walt Disney had drawing and small farm animals - two "safe harbours" that meshed to form Disney's later life and leadership. Winston Churchill had determination and the ability to create believable fantasy. What do you have from your childhood that could be counted as a leadership gift? Something that you know is there, but have never really thought about it. It might be a negative that has given you resilience. It might be a safe harbour - that now presents an edge. It might be an opportunity that now makes you different. Please give this some thought.

IMBA 545 – Session 3 – Teaching Objectives

This lecture will look in-depth at the first facet of leadership, that of the visionary who creates a shared sense of future direction by leveraging the power of imagination.



Session Three - Visionary Leadership



Chapter Six - A Thinking Framework for Visionary Leadership

Dr Paul McDonald

[Ch6.doc](#) (46.5 Kb)



Chapter Seven - Visionary Leadership - Role Model - Walt Disney

Dr Paul McDonald

[Ch7.doc](#) (37 Kb)



Discussion - Visionary Leadership

We will discuss visionary leadership (the science of inner sight). The central lecture theme is that visionaries create future pictures from their imaginations to which other people commit. (For example - Walt Disney's vision for EPCOT centre - built after his death.) I will propose four tangible steps to enhance your future vision - 1) develop focus, 2) think about vantage point, 3) put objects in your frame into perspective, and 4) pay attention to the colour of your vision. For this discussion you want to think about yourself as a visionary leader, including strengths and weaknesses, and attempt to come up with a compelling vision for your classmates.

IMBA 545 – Session 4 – Teaching Objectives

In this lecture, we will discuss the psychodynamics of leadership. I will present from the work of Manfred Kets de Vries, an eminent scholar in this area. Please note the attached synopsis of Manfred Kets de Vries book entitled: Leaders, Fools and Impostors.



Session Four - Psychodynamics of Leadership



Synopsis - Leaders, Fools and Impostors by Manfred Kets de Vries
[MMBA 545 - Summary Notes - Dark Side of Leadership.doc](#) (74 Kb)
This book explores the dark side of leadership, including the leader as mirror, the leader as narcissist, the leader as obsolete, the leader as emotionally illiterate, the leader as hubris, the leader as impostor and the leader as tyrant.



Discussion - The Dark Side of Leadership

In this lecture, we will think about the psychodynamics of leadership, including a variety of negative leadership behaviours such as hubris, emotional illiteracy, narcissist, etc. I would like you to give some thought to the dark side of leadership and grapple with the degree to which you might be prone to some of these behaviours. Specifically, you need to think about two questions:

"The Dark Side of Leadership - Fact or Fiction?"

Including Personal Implications - Am I immune?"

I look forward to your thoughts.

IMBA 545 – Session 5 – Teaching Objectives

This lecture will look at the role of leader as one who enables and empowers others - as one who helps people grow - through the provision of information.



Session Five - Developmental Leadership



Chapter Eight - Thinking Framework for Developmental Leadership

Dr Paul McDonald

[Ch8.doc](#) (104 Kb)



Chapter Nine - Developmental Leadership - Role Model - Anne Sullivan

Dr Paul McDonald

[Ch9.doc](#) (105.5 Kb)



Steven Jobs - Stanford Commencement Address 2005

[Stanford Report - Steven Jobs' Commencement Address.doc](#) (38 Kb)

Attached is Steve Job's commencement address given at Stanford University in 2005.

IMBA 545 – Session 6 – Teaching Objectives

This lecture will consider the leader as ambassador - the individual who uses his or her interpersonal skills to represent a group to outsiders.



Session Six - Representational Leadership



Chapter Ten - Thinking Framework for Representational Leadership

Dr Paul McDonald

[Ch10.doc](#) (95.5 Kb)



Chapter Eleven - Representational Leadership - Role Model - Lech Walesa - Dr Paul McDonald

[Ch11.doc](#) (80.5 Kb)

IMBA 545 – Session 7 – Teaching Objectives

This lecture will look at values-based leadership. In this role the leader acts as judge. He or she uses a principle-centred approach to leadership.



Session Seven - Ethical Leadership



Chapter Twelve - Thinking Framework for Ethical Leadership

Dr Paul McDonald

[Ch12.doc](#) (81.5 Kb)



Chapter Thirteen - Ethical Leadership - Role Model - Nelson Mandela

Dr Paul McDonald

[Ch13.doc](#) (80 Kb)



Developing a Personal Code of Ethics [Personal Code of Ethics.doc](#) (27 Kb)

Please find attached a download from www.allaboutphilosophy.org which provides valuable guidelines for the development of a personal code of ethics. I have revised it slightly for the purposes of IMBA 545.



Poem - Invictus by William Ernest Henley [Invictus.doc](#) (64.5 Kb)



Discussion - What are your Values?

Most of us grapple with our personal values - in some cases we espouse (talk about) values that we think are socially acceptable - in other cases we have never really thought about what we believe in - in other cases - we have notions about what we believe in, but these notions have never been tested (in that we have never had to stand up in the face of opposition and defend those values). For your discussion in this lecture - I would like you to think about what you stand for as a person (and leader) in terms of values and beliefs. Don't treat this lightly - you will need to introspect here. Think in terms of things that you would die for in order to protect and defend. Also, be honest with yourself as to the degree which you have already been tested in any one or all of the values and beliefs you mention. Look at your behaviour as a test of the degree to which the values you have identified are operative. Principle-centred leaders have a strong personal values foundation (operative values that are reflected in their behaviour). This helps them lead and make the difficult decisions that all leaders will have to face. This exercise will get you started.

IMBA 545 – Session 8 – Teaching Objectives

This lecture is based on Margaret Wheatley's Book - Leadership and the New Science - which builds on the foundations of quantum physics, systems theory and chaos theory to discuss leadership in an indeterminate world comprising energy and connectivity.



Session Eight - Leadership Energy



Lecture Slides - Leadership Energy - Dr Paul McDonald

[LeadershipEnergy.ppt](#) (638.5 Kb)



Interview with Physicist David Bohm (By David Peat)

[interview_david_bohm.doc](#) (26.104 Kb)
Please note this interview with renown Physicist Dr David Bohm (conducted by David Peat) who is the author of the Wholeness and the Implicate Order.



The Universe as a Hologram - by Michael Talbot

[The Universe as a Hologram.doc](#) (48.5 Kb)



Video - Double Slit Experiment

Here is a "You Tube" video that demonstrates the nature of the double slit experiment and reinforces Heisenberg's Uncertainty Principle (there is an interconnection between the observed matter and the observer).

Please visit the following website: www.youtube.com/watch?v=DfPeprQ7oGc



Dr William Tiller - Psychoenergetic Science

This website might be of interest. Dr William Tiller - is a blue-chip scientist who researcher in the area of "Psychoenergetic Science". Please visit: www.tiller.org for more information.

IMBA 545 – Session 9 – Teaching Objectives

In this lecture, we will look at the Leader as Spirit Doctor, the person who tends to the human spirit of his or her group and creates shared meaning.



Session Nine - Inspirational Leadership



Chapter Fourteen - Thinking Framework for Inspirational Leadership

Dr Paul McDonald

[Ch14.doc](#) (104 Kb)



Chapter Fifteen - Inspirational Leadership - Role Model - Mahatma Gandhi - Dr Paul McDonald

[Ch15.doc](#) (95.5 Kb)



Discussion - Self-Audit Spirit Doctor
Using the conceptual framework outlined in Chapter 14, conduct an audit of yourself in your capacity as an inspirational / motivational leader (a.k.a. spirit doctor). Substantiate your conclusions with behavioural examples. Identify gaps and come up with ideas for future personal development in the role of inspirational leader.

IMBA 545 – Session 10 – Teaching Objectives

In this lecture, we will look at the last of the six faces of leadership, that of the face of the servant. We will explore the relationship between service and leadership, and understand how each leader sustains his or her energy and commitment to the cause.



Session Ten - Sustainable Leadership



Chapter Sixteen - Thinking Framework for Sustainable Leadership

Dr Paul McDonald

[Ch16.doc](#) (112.5 Kb)



Chapter Seventeen - Sustainable Leadership - Role Model - Mother Teresa -

Dr Paul McDonald

[Ch17.doc](#) (95.5 Kb)

IMBA 545 – Session 11 – Teaching Objectives

At this stage in the course, we consider “Eastern” perspectives on Leadership, starting with a look at cross-cultural differences.



Session Eleven: Cross-Cultural Leadership Differences



Slides – Cross-Cultural Perspectives

PowerPoint – DrPaul McDonald – Cross-Cultural Leadership Differences

(see Blackboard)

IMBA 545 – Session 12 – Teaching Objectives

In this session, we will consider ten leadership paradoxes. In keeping with Eastern (Daoist) philosophy, the opposites (ying – yang) often hang in a careful balance. We will identify critical dynamics in leadership and discuss how you can keep them in an effective tension.



Session Twelve: Leadership Paradoxes



Academic article reading

Marianne Lewis

[Exploring Paradox \(see Blackboard\)](#)



Ten Leadership Paradoxes

To be discussed in class. Please think in advance of possible leadership paradoxes (e.g., hard autocratic leadership versus soft participative leadership)

IMBA 545 – Session 13 – Teaching Objectives

In this session, we will explore the ideological foundations of Chinese Leadership practices with particular attention to modern day Maoism and ancient Confucianism.



Session Thirteen: Ideological Influences on Chinese Leadership



Article 1 – Dr Paul McDonald

Please read the attached academic article (see Blackboard) which discusses Maoism and Confucianism as competing influences on Mainland Chinese business leaders.



Article 2 – Dr Paul McDonald

This article – forthcoming in *Asia-Pacific Business Review* (2012) – looks at Confucianism as a source of ideological influence for Chinese business leaders across Greater China and South-East Asia. (see Blackboard) You need to use this article in order to complete your Group Project Assignment.



PowerPoint Slides – Maoism versus Confucianism

We will refer to these slides during the course of the lecture.

IMBA 545 – Session 14 – Teaching Objectives

In this session, we will discuss a Hong Kong based business case study which will give you some ideas as to how to approach the IMBA 545 Group Project Assignment.



Session Fourteen: Leadership in Hong Kong – C.K. Yeung



Case study: C.K. Yeung

Please read the attached case study (see Blackboard) and come to class prepared to answer the following questions:

1. Does C.K. Yeung's leadership style have a distinctive Asian leadership approach? If so, describe that approach and discuss underlying ideological influences.

2. Analyse C.K. Yeung's leadership style against the Six Faces Model of Leadership – as discussed in IMBA 545 Part One.

IMBA 545 – Session 15 – Teaching Objectives

In this session, you will have an opportunity to present the findings of your personal analysis (Individual Assignment) of your leadership style using the Six Faces of Leadership Model and gain constructive comments and feedback from the class.



Session Fifteen: Individual Presentations – Six Faces Analysis



Using the set of PowerPoint Slides which you submitted as part of the IMBA 545 Individual Assignment, present to the class an analysis of your personal leadership style using the Six Faces of Leadership model. Please plan for a 10 minute presentation followed by open discussion, including questions and answers.



Remainder of the Class

As the audience to these presentations, could you please listen carefully and make note of constructive comments that you can offer at the end of the presentation.

IMBA 545 – Session 16 – Teaching Objectives

In this session, each study group will have an opportunity to teach the rest of us about a valuable Asian leadership role model (Group Project Report) from whom we can learn valuable leadership lessons.



Session Sixteen: Group Presentations – Asian Leadership Exemplar



Using the set of PowerPoint Slides which you submitted as part of the IMBA 545 Group Assignment, present to the class an analysis of your Asian Leadership Exemplar. Please plan for a 20 - 30 minute presentation followed by open discussion, including questions and answers. All members of your study group should play a part in the presentation.



Remainder of the Class

As the audience to these presentations, could you please listen carefully and learn the lessons manifested by these Asian leadership role models. Also, formulate questions and comments which will make for valuable discussion at the end of the presentation.

IMBA 545 – Session 17 – Teaching Objectives

In this final session, we will briefly summarise the course and focus in on your preparation of the final examination. In order to help you prepare for the final examination, we will look at the past 2010 examination and a previous practice examination (see Blackboard under 'course information').



Final Session: Course Conclusion - Reflections on Creative Leadership



Summary and Integration - The Six Faces of Leadership

Dr Paul McDonald

[Ch18.doc](#) (61 Kb)



Leadership = Making a Difference

Final Thought – We all have the ability to make a difference...

The Starfish Story - by Loren Eiseley (1907-1977)

Once upon a time, there was a wise man who used to go to the ocean to do his writing. He had a habit of walking on the beach before he began his work.

One day, as he was walking along the shore, he looked down the beach and saw a human figure moving like a dancer. He smiled to himself at the thought of someone who would dance to the day, and so, he walked faster to catch up.

As he got closer, he noticed that the figure was that of a young man, and that what he was doing was not dancing at all. The young man was reaching down to the shore, picking up small objects, and throwing them into the ocean.

He came closer still and called out "Good morning! May I ask what it is that you are doing?"

The young man paused, looked up, and replied "Throwing starfish into the ocean."

"I must ask, then, why are you throwing starfish into the ocean?" asked the somewhat startled wise man.

To this, the young man replied, "The sun is up and the tide is going out. If I don't throw them in, they'll die."

Upon hearing this, the wise man commented, "But, young man, do you not realize that there are miles and miles of beach and there are starfish all along every mile? You can't possibly make a difference!"

At this, the young man bent down, picked up yet another starfish, and threw it into the ocean. As it met the water, he said, "I made a difference to that one!"

Individual Assignment (20%) – due by electronic submission on 18 April 2012

Personal Self-Audit and Action Plan - The Six Faces of Leadership

We will deconstruct "leadership" this evening into a series of facets. Each facet will have a critical human driver (skill, ability, attribute) which enables it (look for the "i" words - imagination, information, interpersonal skills, integrity, inspirational appeal, and introspection).

Visionary Leadership – Imagination

Developmental Leadership – Information

Relational Leadership – Interpersonal Skills

Ethical Leadership – Integrity

Motivational Leadership – Inspirational Appeal

Servant Leadership - Introspection

I would like you to conduct a personal self-audit on yourself in terms of each leadership facet. For example, how do you view yourself as a visionary leader? Provide examples from your past to support and substantiate your position. Include specific reference to the key driver. For example, for visionary leadership, you will want to consider the power of your imagination? How well do you use your imagination?

And second, I would like you to develop accompanying action plan ideas as to how you might enhance each attribute. For example, what might I do to enhance my potential as a visionary leader and increase the power of my imagination?

Please do this for each of the six facets.

Be prepared to present your findings in class (10 minute presentation using PowerPoint Slides) during Part Two of the Course (6 May 2012). This will provide us with the opportunity to provide constructive feedback and to learn from each other.

Format: Your written analysis should be between 1500 and 2000 words, using Times-New Roman font, 12 point, 1.5 line spacing and standard margins. Please include a title paper on your submission, including name and student number. As a second document, please include the set of PowerPoint Slides which you intend to present in class. Please plan for a 10 minute presentation followed by open discussion, including questions and answers.

This assignment is "individual work". You should not compare notes or share your assignment with anyone else in the course.

Group Project Assignment (30%) – due by electronic submission on 4 May 2012

Identification and Analysis of an Asian Leadership Exemplar

For this group project, your group has to identify, analyse and report back on an outstanding example of good business leadership within the context of Asian business. This individual must be a current practicing leader at senior levels (i.e., ceo) in business.

In order to carry out this project, the following steps are recommended:

1. Use the internet and business press to identify the set of current outstanding Asian business leaders.
2. Create a list of possible candidates for your project.
3. Conduct further background checks and choose the leader you most want to study. State your reasons for choosing this particular individual. In other words, what attracted your group to this individual? Was he or she unique in some way? At this point, please confirm your choice with the course coordinator by email: paul.mcdonald@vuw.ac.nz
4. Please ensure that you have not picked the same leader as another IMBA 545 study group.
5. Carry out in-depth research on this individual, including: origins, education, key life events, business successes and failures, strengths and weaknesses as a leader, and personal philosophy about life and leadership. You want to dig deep here and get below the level of public relations hype. Get as much data as possible and where you can 'triangulate' the validity of information across sources.
6. Analyse your chosen leader against the Six Faces Model of Leadership. Discuss the degree to which the leader shows evidence in support or against each of the faces – visionary, teacher, ambassador, judge, spirit doctor and servant. Back up your discussion with specific examples from the leader's behaviour.
7. Analyse your chosen leader against Confucian ideology and discuss the degree to which the leader shows evidence in support or against the principles of Confucian ideology (see McDonald, 2012). Again, back up your discussion with specific examples from the leader's behaviour.
8. Write a summary section which summarises the leadership lessons you have learned from studying this individual, including ideas of things you might try at work to enhance your own personal leadership style.

Format: Your written report should be between 4000 and 6000 words, using Times-New Roman font, 12 point, 1.5 line spacing and standard margins. Please include a title paper on your submission, including names and student numbers. Use headings to organise your report and to show the various topics you have covered. As a second document, please include the set of PowerPoint Slides which you intend to present in class. Please plan for a 20 - 30 minute presentation on 6 May followed by open discussion, including questions and answers.

Submit by electronic submission to: paul.mcdonald@vuw.ac.nz
