

Course Information

Date Submitted: 12/3/2012

Current Prefix and Number: MBA - Master of Business Admin, MBA 602 - RAPID IMMERSION IN LEADERSHIP

Other Course:

Proposed Prefix and Number: MBA 602

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: College of Business and Economics

b. Department/Division: Business and Economics

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Harvie Wilkinson

Email: harviewilkinson@uky.edu

Phone: 257-1924

Responsible Faculty ID (if different from Contact)

Name: Steve Skinner

Email: steve.skinner@uky.edu

Phone: 257-1543

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: RAPID IMMERSION IN LEADERSHIP

Proposed Title: Leadership

c. Current Transcript Title: RAPID IMMERSION IN LEADERSHIP

Proposed Transcript Title: Leadership

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 2

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 2

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: An immersive, largely experiential four-week course designed to help build students team work, communication and leadership skills. Open only to students in the daytime MBA track.

Proposed Course Description for Bulletin: This course focuses on helping students develop leadership, communication and team building skills. The course is taught throughout the one-year accelerated MBA program and is open only to students in the program.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rational:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|MKT210|Steven J Skinner|College approval for ZCOURSE_CHANGE MBA 602|20121005

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_CHANGE MBA 602|20121029

SIGNATURE|MKT210|Steven J Skinner|Approval resent to college for ZCOURSE_CHANGE MBA 602|20121113

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_CHANGE MBA 602|20121120

MBA 602 – LEADERSHIP

Gordon F. Holbein, Ph.D.
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257-6455 (Office)
257-3080 (Secretary)
619-3387 (Cell)

g.holbein@uky.edu (NOTE: Be sure to put “MBA 602” in the subject line of all e-mails.)

Office Hours:

Tues. 11:30 – 12:45
Thrs. 11:30 – 12:45
and by appointment.

COURSE OBJECTIVES

This course is designed to help you to develop and apply the most vital and relevant skills required in today’s competitive and demanding world of work. Your employers, colleagues, subordinates and customers expect you to use interpersonal, leadership, communication, team-building, and decision-making skills with professionalism, expertise and integrity. They look to you to not only show competence in delivering results, but also to deliver those results while coping with ambiguity, adversity and conflict. They expect complete integrity.

The distinctive feature of this course is that it is predominantly designed to allow you to actually work on your self. Your own personal change, development, and improvement are our objective. “Book” knowledge is not our sole emphasis, although you certainly will be offered key actionable principles that will empower you to become a better leader, manager and worker. You will learn about your self. You will come to improve your self. You will then be able to work with others in helping them optimize their own personal effectiveness.

In order to help you work toward the above, we will maximize your interaction with both the instructor and your fellow students. We will learn from real world managers and leaders, and will apply the things we learn to real tasks and real world companies.

REQUIRED READINGS

Analyze the readings listed for each day prior to class. Be prepared to discuss: 1) the theme implied through the day’s readings, 2) the main point of each article/handout, 3) key passages that you highlighted, and 4) your own questions and comments about the topic.

SCHEDULE OF CLASSES

Tuesday	6/12	<u>Introduction To The Course</u> <u>The Currency Of Capitalism</u>
Wednesday	6/13	<u>Clarifying Team Vision, Mission, Priorities, And Objectives</u> Shared Leadership. Voss W Graham. <i>SuperVision</i> . Burlington: Sep 2007. Vol. 68, Iss. 9; p. 3. Don't Just Talk Business. Lynda Gratton. <i>China Staff</i> . Hong Kong: Mar 2009. Vol. 15, Iss. 3; p. 20.
Thursday	6/14	<u>Establishing Accountability and Responsibility</u> Dissolve Dysfunction. Patrick Lencioni. <i>Leadership Excellence</i> . Provo: Oct 2009. Vol. 26, Iss. 10; p. 20.

Friday	6/15	<p><u>Balancing “Team” & “I” In The Pursuit Of Excellence</u></p> <p><u>Working Through Conflict</u></p> <p>Constructive Conflict. Bill McCarthy. <i>Leadership Excellence</i>. Provo: Feb 2007. Vol. 24, Iss. 2; p. 6.</p>
Wednesday	8/1	<p><u>Core Leadership Skills</u></p> <p>QUIZ #1</p> <p>The Happiest Man in Detroit. Keith Naughton. <i>Business Week</i>. New York:Feb 7, 2011.</p> <p>Meet The CEO Of The Biggest Company On Earth. Brian O’Keefe. <i>Fortune</i>. New York: Sep 27, 2010. Vol. 162, Iss. 5; p. 80.</p>
Wednesday	8/29	<p><u>Authentic Leadership & Personal Development</u></p> <p>Discovering Your Authentic Leadership. Bill George, Peter Sims, Andrew N McLean, Diana Mayer. <i>Harvard Business Review</i>. Boston: Feb 2007. Vol. 85, Iss. 2; p. 129.</p> <p>MOVIE: “Remember The Titans”</p>
Wednesday	9/12	<p><u>Motivating & Empowering Others</u></p> <p>QUIZ #2</p> <p>Communication Is the Key To Motivation. Suzanne Bates. <i>Employment Relations Today</i>. Hoboken: Summer 2009. Vol. 36, Iss. 2; p. 53.</p> <p>Purpose, Direction, And Motivation. Michael Summers. <i>SuperVision</i>. Burlington: Jun 2010. Vol. 71, Iss. 6; pg. 18.</p> <p>MOVIE: “Patton”</p>
Wednesday	10/10	<p><u>Communication Skills</u></p> <p>QUIZ #3</p> <p>20 Ways To Become A Better Communicator. Robert D. Ramsey. <i>SuperVision</i>. Burlington: Feb 2009. Vol. 70, Iss. 2; p. 16.</p> <p>MOVIE: “12 Angry Men”</p>

Wednesday 11/14

Decision-making

QUIZ #4

Making Judgment Calls: The Ultimate Act Of Leadership. Noel M Tichy, Warren G Bennis. *Harvard Business Review*. Boston: Oct 2007. Vol. 85, Iss. 10; p. 94.

MOVIE: “Flight Of The Phoenix”

Monday 12/17

Leading For Creativity & Innovation

QUIZ #5

The Innovator's DNA. Jeffrey H. Dyer, Hal B. Gregersen, Clayton M. Christensen. *Harvard Business Review*. Boston: Dec 2009. Vol. 87, Iss. 12.

Review -- How to Be Creative. Jonah Lehrer. *Wall Street Journal*. (Eastern edition). New York, N.Y.: Mar 10, 2012. pg. C.1.

Understanding Creativity: The Manager As Artist. Jörg Reckhenrich, Martin Kupp, Jamie Anderson. *Business Strategy Review*. Oxford: Summer 2009. Vol. 20, Iss. 2; p. 68.

Tuesday 12/18

Leading For Creativity & Innovation

How P&G Tripled Its Innovation Success Rate; Bruce Brown, Scott D. Anthony. *Harvard Business Review*. Boston: Jun 2011. Vol. 89, Iss. 6.

The 5 Myths Of Innovation; Julian Birkinshaw, Cyril Bouquet, Jean-Louis Barsoux. *MIT Sloan Management Review*. Cambridge: Winter 2011. Vol. 52, Iss. 2; p. 43.

Building the Co-Creative Enterprise; Venkat Ramaswamy, Francis Guillard. *Harvard Business Review*. Boston: Oct 2010. Vol. 88, Iss. 10.

Wednesday 12/19

Leading For Creativity & Innovation

MOVIE: “Apollo 13”

MOVIE: “Sister Act”

Thursday 12/20

Leading For Creativity & Innovation

EXERCISE

Friday 12/21 **Leading For Creativity & Innovation**

SUMMARY & DISCUSSION

Wednesday 2/13 **Integrity & Ethics In Leadership**

QUIZ #6

Ethical Breakdowns. Max H. Bazerman, Ann E. Tenbrunsel.
Harvard Business Review. Boston: Apr 2011. Vol. 89, Iss. 4.

Absolute Integrity Is The Basis Of Heroic Leadership. William A Cohen. *Leader to Leader*. San Francisco: Winter 2011. Vol. 2011, Iss. 59; p. 46.

MOVIE: "To Kill A Mockingbird"

Wednesday 3/13 **Organizational Power And Politics**

QUIZ #7

Influencing Others – A Key Skill For All. Graham Yemm.
Management Services. Enfield: Summer 2008. Vol. 52, Iss. 2; p. 21.

MOVIE: "Lord Of The Flies"

Wednesday 4/10 **Becoming A Global Leader**

QUIZ #8

Managing Yourself: Making It Overseas. Mansour Javidan, Mary Teagarden, David Bowen. *Harvard Business Review*. Boston: Apr 2010. Vol. 88, Iss. 4.

Mine The Potential Of Multicultural Teams. Sangeeta Gupta.
HRMagazine. Alexandria: Oct 2008. Vol. 53, Iss. 10; pg. 79.

MOVIE: "Outsourced"

SELECTED RULES OF THE UNIVERSITY SENATE
GOVERNING ACADEMIC RELATIONSHIPS

Complete Rules of the University Senate are available at:
http://www.uky.edu/USC/New/rules_regulations/index.htm

6.3.0 ACADEMIC OFFENSES AND PROCEDURES

Students shall not plagiarize, cheat, or falsify or misuse academic records. [US: 3/7/88; 3/20/89]

6.3.1 Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

6.3.2 Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/05]

NOTE: Sharing information about the content and format of exams with students in another section of your class is cheating.

GRADING

As a course designed to prepare you for significant contributions in management and leadership, this class is rigorous. A high level of effort and solid results are required to do well both in this course, and in the world of professional management. Thus, I assume you will display a great deal of commitment to scholarship in general, and personal development in particular.

In our system of grading, numeric scores are assigned as follows:

Clearly Outstanding – 100

Your work is unique, very unusual, and nearly perfect. I learned a lot from what you presented. Throughout your work you use sound logic and reasoning, correctly apply course principles, tools and terminology, think beyond what you were given in class and in our readings, and significantly generate new independent insights.

Excellent – 95

Your work stands out above most others. It is distinctively above the average in more than one respect. Throughout your work you use sound logic and reasoning, correctly apply course principles, tools and terminology, and clearly think beyond what you were given in class and in our readings. However, you do not generate significant new independent insights.

Very Good – 90

Your work meets all major requirements, but do not add too much beyond that. Throughout your work you use sound logic and reasoning, and you fully and correctly apply course principles, tools and terminology. However, you do not clearly think beyond what you were given in class and in our readings, and you do not generate significant new independent insights.

Adequate – 85

Your work is ordinary, commonplace, or average. There is nothing extra-mile about it. Throughout your work you do use sound logic and reasoning. However, you do not fully and correctly apply course principles, tools and terminology; you may not clearly think beyond what you were given in class and in our readings, and you do not generate significant new independent insights.

Fair – 80

There are no fatal flaws in your work, but your logic and reasoning are unclear, incomplete and/or wrong. Any use of course principles, tools and terminology is mainly elementary or unsophisticated. You do not clearly think beyond what you were given in class and in our readings, and you do not generate significant new independent insights.

Mediocre – 75

One or two small aspects may meet our standards, but it is mostly inadequate. You do not apply course principles, tools and terminology, or do so haphazardly.

Poor – 70

Virtually every aspect of your work is insufficient and/or off-track. If you do apply course principles, tools and terminology, you do so incorrectly.

All written work will be graded based on its:

Thoroughness, meaning that you completed all parts of the assignment without omission. Also, this means that you brought in *a variety of readings and examples* that clearly indicate your breadth of learning. A high score in this dimension indicates that you have covered *a broad range* of issues, ideas and applications.

Insight, meaning that you clearly and logically added value that extends and enhances class principles. This is an indication of whether you have thought *beyond what was given to you*, and of your ability to generate understanding that extends our work in class. A high score in this dimension indicates that *I have learned something new and significant* from your work.

Professionalism, meaning complete proof reading, and professional-level (i.e., corporate) quality. All written work for this class must be typed in Arial 11 font, with one-inch margins, section headings and sub-headings, and page numbers. Typos, grammatical and spelling errors, hand writing, messy printing, etc. will be penalized. *Late submissions* will result in a 3 point deduction if submitted within 24 hours, and a 5 point deduction for each day later than 24 hours.

The Learning Contract

Your semester grade will be based on a learning contract. You will be able to select (within the indicated ranges) the degree of weighting that each grading component receives in the calculation of your final semester average. Your weightings are due **Friday June 15th**.

Attendance & Participation

As in the real world of work, **attendance is required**. This is especially important given the dominant role that discussion plays in building your understanding. **Each unexcused absence or partial attendance beyond one will lower your course average by 5 points.**

As per UK policy, the following are **valid excused absences**:

1. Significant illness of the student or serious illness of a member of the student's household or immediate family;
2. The death of a member of the student's household or immediate family;
3. Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports, and
4. Major religious holidays.

According to University policy, **work and legal concerns are not excused absences**.

Students who **regularly initiate** without being called upon to contribute in class will have their course average rounded up to the next highest grade level if their average is within 2 points of a higher grade.

Students who are **not prepared when called upon** in class discussions will have their next quiz score reduced by 2 points for each instance.

Quizzes (5 – 15%)

There will be eight quizzes consisting of short answer open-response questions based on assigned readings, movies, class discussions, and exercises.

Movie Reviews (25 – 35%)

Each student will connect the movie of the day to the readings assigned for that topic in a one-page, single spaced paper. This is **NOT** primarily a summary of the plot. It is to illustrate leadership principles in action. Consider the following prompts:

1. What is similar and different between the movie and our readings?
2. How do different characters demonstrate different forms of leadership?
3. How do you see “Good,” “Successful,” and “Effective” leadership?
4. What does the movie teach us that we would not understand otherwise?
5. What questions about leadership come to your mind as you reflect on the movie?

Your papers are due at the beginning of the class where the movie(s) is/are indicated.

Team Charter (10 – 20%)

As a team, you are to produce a 5 page, single-spaced Team Charter. Your team charter is to establish your individual and shared commitment to the five pillars of team effectiveness. It should address:

1. A candid and searching evaluation of the strengths and weaknesses of your team.
2. How you intend to build relationships of trust and become willing to be vulnerable within the team.
3. Your team’s vision, mission, priorities, objectives and plans.
4. Your shared thoughts about accepting full accountability and responsibility to strive for high standards, and to call peers on counterproductive behaviors.
5. How you will balance a focus on team success along with personal needs in the pursuit of excellence.
6. How you will work through conflict and balance team harmony with constructive, passionate debate.

Your approach must extensively incorporate our class readings and teachings to frame your charter. Your deliverables are:

1. The charter itself, due at my office by **8:30 a.m. on Monday June 18th**.
2. An individual 1-page single-spaced summary reflection on each team member’s contribution, and what you personally learned about teamwork through this process. It too is due at my office by **8:30 a.m. on Monday June 18th**.

Your score on this project will be distributed as follows: The Team Charter document = 60%, and the individual Summary Reflection = 40%.

Team Charter Review (10 – 20%)

As a team, you are to re-visit your team charter and update it, addressing the following questions:

1. What would you change in your charter, and why?
2. What have you learned and experienced since June that has enhanced your views about teamwork?
3. What have you learned and experienced since June that has enhanced your views about how you work as a team? What are the roles each member fulfills?

Individual Development Plan (25 – 35%)

This is a 3-page, single-spaced reflection addressing the following questions:

1. What challenge(s) in your life have shown you what matters most/least in your life? How and why did this shape your priorities?
2. What are your personal (ranked and weighted) priorities in life? Why?
3. What is your mission/purpose in life and work?
4. Who are the key players on your life/career team? Why are they included? What will you bring to them, and what will they bring to you?
5. What is your personal development plan for the next 3 – 5 years? Be specific.

Be sure to incorporate principles from **Discovering Your Authentic Leadership** (*Harvard Business Review*, Feb. 2007) to examine and enhance your personal leadership development.

The more thoroughly and explicitly you draw from that article, and from our other readings and class notes, the more deeply and broadly you delve into your self, and the more thorough and balanced your examination of self, the more you will learn and grow, and the better your score will be.

The first draft of your report is due in my office by **8:30 a.m. on Tuesday September 4th**.

The final draft of your report is due in my office by **8:30 a.m. on Wednesday April 17th**.

The final draft should show a maturation of your understanding of yourself and our readings, teachings, and principles.

NOTE 1: I will be more than happy to discuss your work with you before you submit it for final grading. You must approach me, but I will give you tips and advice for improving your work. Please feel free to take advantage of my input at any time.

NOTE 2: If you have any questions or concerns about our schedule, assignments, academic integrity, grading, or other matters, please contact me **sooner rather than later** as that may afford us more flexibility in working through any problems.