

1. General Information

1a. Submitted by the College of: BUSINESS AND ECONOMICS

Date Submitted: 11/25/2013

1b. Department/Division: B&E Graduate Center

1c. Contact Person

Name: Steven Skinner

Email: steve.skinner@uky.edu

Phone: 257-1543

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: EMBA 613

2c. Full Title: Leading Organizations

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 2

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 40

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: In this course, you will discuss theories, empirical studies, and strategies for improving your effectiveness as a leader, all within a framework designed to enhance your learning experience. Experiential learning, projects, case discussion and critical analysis will be used to help you develop an entirely unique viewpoint on what leadership is, how to be a leader. It will help you begin the process of practicing new leadership skills and how to make them habitual. As a result, you will increase your positive impact now and in the future.

2k. Prerequisites, if any: Admission to the EMBA program.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? Yes

If YES, enter the off campus address: Possibly at the U. of Louisville

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 40

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Joint Executive MBA Program with the University of Louisville

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

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|ZNNIKO0|Roshan N Nikou|EMBA 613 NEW Graduate Council Review|20140107

SIGNATURE|MKT210|Steven J Skinner|EMBA 613 NEW College Review|20131125

EMBA 613

Leading Organizations

Professor:
Office:
Office Hours:
Phone:
E-mail:

Course Description

In this course we will discuss theories, empirical studies, and strategies for improving your effectiveness as a leader, all within a framework designed to enhance your learning experience. We will use experiential learning, projects, case discussion, and critical analysis to help you develop an entirely unique viewpoint on what leadership is, how to be a leader. I will also help you begin the process of practicing new leadership skills and learning how to make them habitual. As a result, you will increase your positive impact now and in the future.

Required Textbook

Quinn, Ryan W. & Quinn, Robert E. (2009). *Lift: Becoming a Positive Force in Any Situation*. San Francisco: Berrett-Koehler

Movie

The Pursuit of Happiness (2006)

Course pack

Can be purchased at Johnny Print across the street from the B&E building.

Learning Outcomes

After completing this module you will

1. Describe theories that undergird your leadership potential and abilities,
2. Differentiate between normal approaches to management and exceptional approaches to leadership,
3. Incorporate new knowledge and skills into your personal leadership practice, and
4. Develop a plan for enhancing that knowledge and skills as you continue to develop your leadership practice.

Grading Scale

A	90%-100%
B	80%-89.99%
C	70%-79.99%
E	<70%

Grading Scheme

Participation in the Learning Exchange	25%
Analysis of “The Pursuit of Happiness”	15%
Analysis of the Nicholas Gray Case	15%
Analysis of the Alvarez Case	15%
Final self-analysis and learning plan	30%

Schedule		
Week	Date	Preparation
		<p>Discussion Topics:</p> <ul style="list-style-type: none"> - Syllabus, assignments, grading, expectations - What is leadership? - How do you learn leadership? - Becoming Purpose-Centered <p>Required readings:</p> <ul style="list-style-type: none"> - <i>Lift</i>, chapters 1, 3, and 4 <p>Assignment: Begin your participation in the learning exchange by doing the following:</p> <ul style="list-style-type: none"> - Identify one situation which you would like to have a positive impact. This situation must occur <u>at least 25 hours before the first day of class.</u> - Prepare for the situation by asking yourself the four questions in the first chapter <i>Lift</i>. - Note how the thoughts, feelings, and actions you experience after asking the questions are different from before you ask the questions (if they are). - Engage in the situation and try to be a positive influence. - Write a description of what happened. Specifically, describe why you wanted to be a positive influence, what the situation was, what you learned from asking yourself the four questions, what you did in the situation, what the result was for you, and what the result was for others. Use pseudonyms if you would like to keep your situation anonymous. - Email this description to me at rwquin01@louisville.edu <u>at least 24 hours before class.</u>
		<p>Discussion Topic:</p> <ul style="list-style-type: none"> - Becoming Externally-Open <p>Required Readings:</p> <ul style="list-style-type: none"> - <i>Lift</i>, chapters 9 and 10 - <i>The Pursuit of Happiness</i> <p>Movie analysis assignment:</p> <ul style="list-style-type: none"> - Pick one scene from the movie in which you saw rich examples of the principles from chapters 9 and 10 of <i>Lift</i>. Use these principles to analyze this scene. Your analysis should be no more than one page long and can be turned in at the beginning of class. <p>Learning exchange assignment (this has changed slightly since the first</p>

	<p>day of class):</p> <ul style="list-style-type: none"> - <u>Do this early in the week to make sure you have enough time!</u> - Identify three situations which you would like to have a positive impact. - In the previous class, I will have given you copies of the ten stories from the previous learning exchange with which I was most impressed (names will be removed). Read them. - Consider each situation in which you would like to be a positive influence. For each of these situations, choose two of the stories that I gave you from last week. Identify ideas from each of those two stories that you would like to apply in one of your situations for this week. Do this for each of your three situations. - Prepare for each situation by asking yourself the four questions in the first chapter <i>Lift</i>. - Note how the thoughts, feelings, and actions you experience after asking the questions are different from before you ask the questions (if they are). - Engage in the situations and try to be a positive influence. - Select the situation (out of the three) in which you were the <i>MOST</i> positive influence. Write a description of what happened. Specifically, describe why you wanted to be a positive influence, what the situation was, what you learned from asking yourself the four questions, what you did in the situation, what the result was for you, and what the result was for others. Use pseudonyms if you would like to keep your situation anonymous. - Email this description to me at rwquin01@louisville.edu <i>at least 24 hours before class.</i>
	<p>Discussion Topic:</p> <ul style="list-style-type: none"> - Becoming Other-Focused <p>Required Readings:</p> <ul style="list-style-type: none"> - <i>Lift</i>, chapters 7 and 8 - Alvarez at Canalven (A) (UVA-OB-0746) <p>Assignments</p> <ul style="list-style-type: none"> - Participate in the learning exchange. Follow the same instructions as those listed for 9/05. - Write a 1-page analysis of the Alvarez case and hand it in at the beginning of class
	<p>Discussion Topic:</p> <ul style="list-style-type: none"> - Becoming Internally-Directed <p>Required Readings:</p> <ul style="list-style-type: none"> - <i>Lift</i>, chapters 5 and 6 - Nicholas Gray (A) (UVA-OB-0773) <p>Assignment</p> <ul style="list-style-type: none"> - Participate in the learning exchange using the instructions on 9/05 - Write a 1-page analysis of the Nicholas Gray case and hand it in at the beginning of class

		<p>Discussion Topic:</p> <ul style="list-style-type: none"> - Learning Leadership Through Action and Reflection <p>Required Readings:</p> <ul style="list-style-type: none"> - <i>Lift</i>, chapter 11 - Read the summary of Chip and Dan Heath's book, <i>Switch</i> at http://www.polarunlimited.com/2010/06/switch-summary/ <p>Assignment</p> <ul style="list-style-type: none"> - Participate in the learning exchange - Write your self-analysis and learning plan and turn it in <p>Please Complete On Line Course Assessment</p>
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Class Structure

Each session of class requires you to have participated in the learning exchange during the previous week. In class we will discuss your experiences and also dive more deeply into some of the individual components of leadership through exercises, case discussions, and so forth.

Learning Exchange

Descriptions for the learning exchange can be found above in the descriptions of August 29 and September 5. Each submission is worth five points

Case Analyses

You have been assigned to watch a movie for the second week of class and to read business cases in preparation for the third and fourth weeks of class. You are also expected to write a one-page analysis of each of these cases using the principles from the chapters of *Lift* that we read for that week. For the movie, you will be asked to do this for a single scene in the movie. For the written cases, you will be asked to provide a description of what you would do in addition to your analysis. For the case, Nicholas Gray, pretend that you are Nicholas Gray when you describe what you will do. For the case, Alvarez, pretend that you are Pinto.

Your grade for these analyses will be based on (a) how comprehensively you draw on concepts from the chapters from *Lift*, (b) how well you understand the application of these concepts, and (c) the insight and logical defensibility of the actions you propose (for the two written cases).

Self-analysis and Improvement Plan

Over the course of this term, through practice and reflection, you should have a number of insights into your personal leadership tendencies; both things you do well and things you do poorly. In this final assignment, I would like you to reflect on what you have learned and then to develop a plan for how you will continue to develop your ability to lead when this class is over. To help you make a plan, your reading assignment for the last day of class includes a summary of how to change when change is hard from a book entitled *Switch* by Chip Heath and Dan Heath. Please answer the following questions for this assignment:

1. What are your strengths as a leader?
 - Evidence (1 pt.)
 - Logic (1 pt.)
 - Depth of insight (2 pt.)
2. What are your weaknesses as a leader?
 - Evidence (1 pt.)
 - Logic (1 pt.)
 - Depth of insight (2 pt.)
3. How do you intend to continue to develop and improve yourself as a leader over the next three months?
 - Use of concepts from *Switch* (2 pt.)
 - Logic (2 pt.)
 - Depth of insight (2 pt.)
 - Practicability/contingency plans (3 pt.)
4. How do you intend to continue to develop and improve yourself as a leader throughout your career?
 - Use of concepts from *Switch* (2 pt.)
 - Logic (2 pt.)
 - Depth of insight (2 pt.)
 - Practicability/contingency plans (2 pt.)

Format:

- 4 pages total
- 12 pt font, double spaced

Ten points will be deducted for each day it is late.

Participation and Class Contribution

Welcomed, expected, solicited, encouraged, integrated, but not graded. You are adults and incurring significant costs (financial, personal, opportunity) to obtain an MBA. You decide whether or not you walk out of a class session with questions unanswered. You decide whether or not you want to increase your leadership potential.

Course Policies

Submission of Assignments

Explicit instructions will be given when each assignment is handed out.

Attendance Policy

Given the nature of this program, it is hard to imagine that anyone would ever miss class except for a very good reason.

Makeup Policy

Makeup work will only be allowed if there is an excused absence. If possible, you must notify me before the due date.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code

of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that 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 the question of plagiarism involving their own 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 acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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 of information, the student must carefully acknowledge exactly what, where and how he/she 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 (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.