Xavier University
MBA Program
Course Syllabus
MGMT 614 - Principles of Leadership

Instructor: Angie Kenworthy

Instructor Contact Information
E-mail: angiekenworthy@gmail.com
Phone: 513-829-1644 – Home Office
Office Hours: Available As requested

Course Location: West Chester Classroom
Course Meeting Dates: Class meets on Mondays – April 3 – June 5, 2017 5:30 – 9:15 pm
Required Course Materials: Crucial Conversations Book. Will provide other related materials as needed

Mission of the Williams College of Business:
- We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition
- Specific learning goals that support our mission, goals and student learning outcomes are indicated below

Course Description:
This course is designed to introduce students to the key Management responsibilities and capabilities that are expected of a senior executive in today's business environment. As such, it covers a broad array of topics, including practices related to managing individuals, teams and the organization as a whole. Since the management role of a senior executive is substantially different from that of a senior-level manager; the topics in this course will be presented with this transition in mind.

Course Learning Outcomes specific to the Goals/Student Learning Outcomes of the WCB MBA Strategic Thinking and Leadership

Learning Goal: WCB MBAs will be able to develop strategic initiatives for their organizations to meet the needs of their stakeholders with the objective of achieving superior organizational performance based upon three critical success factors for leadership... 1) Leading Self; 2) Leading the Organization; and 3) Leading Others

Corresponding Course Objectives – students will:
- Learn about internal organizational analysis and methods to enhance organizational engagement
- Learn how to assess the ability of the organization to execute their current strategies
- Learn how to take a holistic view of the organization in determining the appropriate strategic alternatives to enhance organizational performance via recognition, motivation, diversity, etc.
- Have an understanding of their own leadership styles and how they might become effective leaders at the senior management level of an organization
- Learn the importance of communication and how to utilize communication strategies to enhance relationships, leadership, decision making, and productivity.
Learning Goals – Williams College of Business - MBA

Strategic Thinking and Leadership

Learning Goal: WCB MBAs will be able to position organizations in chosen market areas, compete successfully, and satisfy stakeholders with the objective of achieving superior organizational performance.

Corresponding Objectives:

(1) MBA students will demonstrate the appropriate knowledge of accounting, finance, management, marketing, and strategic integration.

(2) MBA students will demonstrate the ability to articulate a vision and set and prioritize strategic objectives.

(3) MBA students will formulate business strategies utilizing their understanding of the key functional areas of business.

(4) MBA students will practice and assess their capacity to influence others, collaborate, and encourage cooperation toward organization goals.

Global Perspective and Cultural Diversity

Learning Goal: WCB MBAs will be able to work across cultural boundaries, whether these are geographical or societal, in that they possess a recognition and appreciation of the global environment of business and an understanding and appreciation of diversity.

Corresponding Objectives:

(1) MBA students will evaluate and integrate economic, political, technological, environmental and societal issues into their decision making and show competencies required to compete in the global environment in their analyses.

(2) MBA students will incorporate the concepts of global diversity and inclusiveness in their analyses and decision making.

Ethics and Social Responsibility

Learning Goal: Executive MBAs are able to foster an ethical climate in their roles and responsibilities in business and society.

Corresponding Objective:

Executive MBA students will recognize ethical issues and demonstrate the skills necessary to analyze information and make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.
Critical Thinking

*Learning Goal:* WCB MBAs are able to clarify problems, generate and evaluate alternatives using appropriate analytical and quantitative techniques, and draw conclusions.

*Corresponding Objective:*

MBA students will evaluate organizations and recommend optimal strategies and actions demonstrating their ability to understand context, frame problems and use appropriate analytical and quantitative techniques.

Effective Written and Oral Communication

*Learning Goal:* WCB MBAs are proficient in written and oral communication.

*Corresponding Objectives:*

1. MBA students will demonstrate their ability to clearly summarize issues and support decisions in writing.
2. MBA students deliver professional presentations accompanied by the appropriate technology.
3. MBA students demonstrate effective interpersonal communications skills in a team setting.
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<thead>
<tr>
<th>Dates</th>
<th>Key Learning</th>
<th>Critical Success Factors</th>
<th>Topics</th>
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</table>
| April 3 | Leading Self |                          | • Review and discuss syllabus and course goals  
• Your Leadership Legacy Discussion  
• Self Examination – Your Personal Brand - Your Professional and Personal goals and legacy. Steps to take to achieve  
• In Class - Complete Myers Briggs Assessment  
• Discuss Leadership Dilemma Assignments and sign up  
• Outside of class - Write Leadership Legacy Paper (due 4/10) |
| April 10| Leading Self | Leading Organization     | • Myers Briggs Assessment Review – Beth Zink  
• Learn about your personality and leadership style and how you can best apply and use this valuable information both professionally and personally to be effective leaders  
• Leadership Dilemma  
• Assign Crucial Conversations Individual Presentation Chapters  
• Outside of Class - Begin reading Crucial Conversations to prepare for Presentations |
| April 17| Leading Self | Leading Organization     | • The Seven Kinds of Smart – How to lead at your best  
  o How to successfully lead, develop, train, and communicate based upon the key ways people learn and process information.  
• Training & Delivery Tips & Hints  
• Crucial Conversations – Effective Communication and Coaching for Success - Chapter 1 – “What’s a Crucial Conversation?”  
• Discuss Crucial Conversations Presentations  
• Outside of class - Read Chilean Mine Rescue Case Study |
| April 24| Leading Self | Leading Organization     | • The Seven Kinds of Smart and Training Tips - Test  
• Discuss Chilean Mine Rescue Case Study in Class  
• Leadership Dilemma (2)  
• Outside of class - Write Chilean Mine Rescue Case Study Paper (Due May 1) |
| May 1   | Leading Self | Leading Organization     | • Guest Speaker  
• Generational Diversity – Learn about the five generations in the workplace today and how to effectively lead, retain and develop them  
• Developing a strategy to utilize generational diversity as a competitive business advantage  
• Leadership Dilemma  
• Outside of Class - Write Generational Diversity Paper (due 5/15)  
• Discuss Crucial Conversations Presentations |
| May 8   | Leading Self | Leading Organization     | • Crucial Conversations – 20 minutes each  
• Chapters 2 – 8  
• Important: Apply Seven Kinds of Smart methodology |
| May 15  | Leading Self | Leading Organization     | • Crucial Conversations – Practice Session – Practice Crucial Conversations  
• Leadership Dilemma  
• Discuss “Best Leader” Presentation for 6/5 – The best leader / manager you have ever had and why; what you learned from them; how it has impacted your career, etc.  
• Outside of Class - Prepare “Best Leader” Presentation to present in class on 6/5 |
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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Activities</th>
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<tbody>
<tr>
<td>May 22</td>
<td>Leading Self</td>
<td>Recognition &amp; Motivation – Ensuring employees feel valued and are productive through recognition and motivation</td>
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<td></td>
<td>Leading Organization</td>
<td>In Class Case Study Discussion - Karolyi</td>
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<td>Leading Others</td>
<td>Leadership Dilemma</td>
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<td>May 29</td>
<td>Leading Organization</td>
<td>Memorial Day – No Class</td>
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<td>Leading Others</td>
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<td>June 5</td>
<td>Leading Self</td>
<td>In-Class Presentations – “Best Leader”</td>
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<td>Leading Organization</td>
<td>Informal 5-7 minute discussion about the best leader you have had and why</td>
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<td>Leading Others</td>
<td>Leadership Dilemma</td>
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<td>Assignment</td>
<td>Assigned On</td>
<td>Due Date</td>
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<td><strong>Leadership Legacy</strong></td>
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<td><em>Written Paper</em></td>
<td>April 3</td>
<td>April 10</td>
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<td>Explain what you want your personal and professional legacy to be. Include specific personal and professional goals and actions steps along with a timeline to achieve each goal.</td>
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<td><strong>Crucial Conversations applying Seven Kinds of Smart techniques</strong></td>
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<td><em>Individual Presentation – 20 minutes (In Class)</em></td>
<td>April 17</td>
<td>May 8</td>
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<td><strong>The Seven Kinds of Smart &amp; Training and Delivery Techniques - Test</strong></td>
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<td><em>Test</em></td>
<td>April 17</td>
<td>April 24</td>
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<td><strong>Generational Diversity</strong></td>
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<td><em>Written Paper</em></td>
<td>May 1</td>
<td>May 15</td>
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<td>Based upon class discussion, write a paper on the changes that you will take or recommend on current processes, interactions, communications, etc. with the different generations that you currently work with on the job.</td>
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<td><strong>Chilean Mine Case Study – Paper</strong></td>
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<td><em>Written Paper</em></td>
<td>April 24</td>
<td>May 1</td>
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<td>Based upon this Case Study, what leadership lessons did you learn that you could apply to your job or share with your co-workers / team</td>
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<td><strong>The Best leader / manager you have ever had and why</strong></td>
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<td><em>Paper &amp; Presentation</em></td>
<td>May 15</td>
<td>June 5</td>
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<td>Individual Presentation – 5-7 minutes (In Class)</td>
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<td>Think about who the best manager or leader you have ever known or worked with and why. Describe them and how you are or could incorporate some of the best practices, characteristics, etc., that you learned from them.</td>
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<td><strong>Leadership Dilemma</strong></td>
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<td>Each student will share a leadership dilemma they have faced or are currently facing and the class will share and discuss solutions, options, ideas, experiences, etc. (Students will be scheduled in advance)</td>
<td>Delivered each class – see schedule</td>
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<td><strong>Total Points</strong></td>
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Grading Scale: Final course grades are assigned using the following cutoffs: 94%=A, 90%=A-, 87%=B+, 84%=B, 80%=B-, 77%=C+, 74%=C, Below 70%=F.

Xavier University Policies: Xavier University policies regarding privacy rights, incomplete work and attendance, and academic honesty will be strictly enforced. Please see the current University catalog for more on these policies.

Academic Honesty: Using any work that is not your own, giving permission to use your work, or using any unauthorized information throughout the course will result in a failing grade in the course and possible expulsion from Xavier University. All students are expected to adhere to Xavier’s Academic Honesty policy as set forth in the Catalog.

Students With Disabilities:

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me by sharing their Accommodation Letters with me at the beginning of the semester either during office hours or by appointment. Disability related information is confidential. If you have not previously contacted Disability Services, I encourage you to do so by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail to Cassandra Jones at jonesc20@xavier.edu, to coordinate reasonable accommodations as soon as possible as accommodations are not retroactive.

It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.