



Leadership Immersion 2011

UNC Kenan-Flagler Business School

MBA 807C

Mod 4 2011

Lead: Mindy Storrie

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COURSE DESCRIPTION & OBJECTIVES:

The Leadership Immersion is a capstone course in the MBA student leadership experience at UNC Kenan-Flagler.

The objectives of the Leadership Immersion are to profoundly impact your knowledge, skills, and self-insight around leadership. The Leadership Immersion focuses on several core areas that have been consistently identified as key development areas by students, recruiters, and practicing leaders. These areas include: conflict management, power and influence, delegation, empowerment, and leading teams to achieve results. You have been exposed to these areas through your participation in core and elective courses (and leadership initiative activities) coupled with your work experience. This course offers you the dynamic framework to deepen your mastery of these core leadership skills through intensive application, experiential learning, individualized feedback, and reflection.

DELIVERABLES

This is a highly engaging class which will require your full participation, both in the individual and team sessions. It is expected you will prepare and participate in **all** class activities. The course will include:

- Action-plan development for the course and for your post-MBA career
- Constructive feedback to peers
- An individual presentation to the class and school leadership on your learning and personal development
- A weekly experiential activity, some of which will occur outside of McColl and a few out of the area
- Two, 1-on-1 meetings with executive coaches (time to be mutually agreed upon)
- Timely and thorough completion of class assignments, including readings, presentations, and surveys
- Commitment to participate in post-MBA surveys related to tracking your career progression



COURSE DESIGN:

- Intense team competitions
- Business simulation
- Outdoor challenges
- Individualized observation, coaching and feedback
- Leadership trek for Lessons of Experience with CEOs and executives from various industries
- Workshop to prepare for post-MBA career

COMPETENCY AND SKILL DESCRIPTORS:

Self-Awareness

1. Seeks feedback on own strengths and vulnerabilities
2. Open to hearing constructive feedback; does not become defensive
3. Shows awareness of others' feelings
4. Looks for opportunities to learn about impact on others

Communicating

1. Expresses thoughts clearly in writing
2. Looks for strengths and lets others know how they are valued
3. Able to summarize what the other person said accurately
4. Presents ideas or information persuasively
5. Waits until the other person finishes what they are saying

Results-Oriented:

1. Establishes goals and drives for results
2. Identifies specific action steps to achieve results
3. Anticipates problems and considers contingency plans
4. Willing to go the extra mile to complete an assignment
5. Continually looks for ways to improve processes

Managing Conflict

1. Addresses conflict in a timely manner
2. Provides constructive feedback to others that is specific and actionable
3. Seeks to understand other person's perspective rather than focusing on own agenda
4. Does not force opinion to "win" an argument
5. Brings conflict into the open for resolution



Maximizing Group/Team Effectiveness

1. Actively participates in meetings without dominating
2. Seeks feedback on assignment progress to ensure it is on track
3. Enthusiastic and energetic about what needs to be accomplished
4. Takes on fair share of work
5. Able to work well with diverse members of a group

Gaining Influence

1. Willing to take a leadership role when others need direction
2. Positively influences others when not in a position of authority
3. Seeks to continually learn and apply knowledge base
4. Establishes a network of relationships across various levels of an organization
5. Seeks challenging opportunities that enhance personal and professional development

Enhancing Emotional Climate:

1. Encourages members to be innovative and share new ideas
2. Instills a sense of pride in each member to be part of the team
3. Respects members as individuals; uniqueness is valued
4. Creates a climate in which members are honest with each other; comfortable sharing feedback
5. Encourages constructive feedback from team

Empowering and Delegating:

1. Leverages the strengths of others when assigning tasks
2. Gives up ownership and responsibility for a task when appropriate
3. Seeks input from others when key decisions need to be made
4. Expresses appreciation for a job that is done well
5. Provides frequent and timely feedback to others

COURSE CREDIT:

This class has been approved for **6.0 credits** and meets full-time status.

COURSE SCHEDULE:

3/16

Orientation of what to expect, desired outcomes, and introductions. Leadership development plan (led by Peter Romanella)

8 a.m. – 1 p.m., including lunch, Kenan Center 406



3/21-25 **Outward Bound in Morganton, NC**

9:30 a.m. arrival on 3/21 and departure mid-afternoon on 3/25

3/28 **Bridge Building Simulation** (led by Dave Hofmann), **Lessons of Experience** (facilitated by executive coaches), and **Trek Orientation** (led by Bill Grumbles & Mindy Storrie)

8 a.m. – 2 p.m., including lunch (12-1), Rizzo Center in Magnolia A/B
(Simulation 8 a.m.-11 a.m., Lessons 11-12, Lunch 12-1, Trek 1-2)

Recommend 1-on-1 coaching sessions this week.

3/29,
4/6, 4/7* **Challenge #1** (led by Alison Fragale)

9 a.m. – 12 p.m. on 3/29, Kenan Center 406

11 a.m. – 2 p.m. on 4/6 (to be announced)

9 a.m. – 12 p.m. on 4/7, Kenan Center Board Room (3rd floor)

4/11 & 4/14* **Challenge #2** (led by Alison Fragale)

9 a.m. – 12 p.m. on 4/11, Kenan Center 406,

9 a.m. – 12 p.m. on 4/14, Kenan Center Board Room (3rd floor)

4/15 **The First 90 Days** (led by Frank Morgan) and **Trek Presentations** (facilitated by Bill Grumbles & Mindy Storrie)

9 a.m. – 12 p.m., Kenan Center Boardroom

(First 90 Days 9-11 a.m., Treks 11-12)

4/18-20 **CEO Trek to Charlotte** (led by Bill Grumbles & Mindy Storrie). Announce final deliverable and distribute surveys.

Recommend 1-on-1 coaching sessions this week.

4/25 **Outward Bound in Umstead Park in Raleigh.** Surveys due by 5 p.m.

1:00 p.m. – 5:00 p.m.



4/27 Final Class Presentation

9:30 a.m. – 3:30 p.m., Rizzo Center, Magnolia A/B
Lunch from 12-1 in Meadowmont in McLean Hall

*These activities will be done over the course of a few days and will include a significant amount of time, in addition to the noted classroom time.

GRADES:

40% Class attendance and participation based upon observation by faculty, staff, and executive coaches, and feedback of team members.

20% Self-awareness, personal goal setting, and effort to improve personal development in all activities.

20% Openness to receiving constructive feedback from classmates, faculty, coaches, and staff and active participation in providing constructive feedback to others, especially assigned team members.

15% Final presentation representative of personal development and insight gained throughout the course, delivered in an effective manner.

5% Thoughtful and constructive surveys completed in a timely manner.

CORE VALUES IN THE CLASSROOM:

UNC Kenan-Flagler has five core values – Excellence, Leadership, Teamwork, Integrity, and Community – that provide a guiding framework for the norms and standards we uphold as a community. Although these values should govern our objectives and behavior across programs and contexts, below I outline the application of these values to conduct in this course.

UNC Kenan-Flagler Value	Our Responsibilities	Your Responsibilities
Excellence	<ul style="list-style-type: none"> To provide rigorous, meaningful, and relevant course content and deliverables. [Details on course content and deliverables are provided on p. 1 of this syllabus.] 	<ul style="list-style-type: none"> To prepare thoroughly for each class session. To participate actively and constructively in class sessions. [Details on what constitutes



	<ul style="list-style-type: none">• To adhere to UNC Kenan-Flagler grading standards for evaluating performance.• To seek out and incorporate feedback from students, faculty, staff, and executive coaches regarding course improvements.	constructive participation are provided on p. 1-3 of this syllabus.]
Leadership	<ul style="list-style-type: none">• To help you achieve not just technical mastery, but to use this mastery effectively in a position of responsibility.• To communicate the goals of the course and the relevance of these goals to your business education.• To call on students other than just volunteers to contribute to class discussions.• To challenge students to push themselves by thinking critically about the course content.	<ul style="list-style-type: none">• To challenge your peers during class discussions and study team meetings to think critically, question assumptions, and develop analytical thinking skills.• To assume accountability when assigned leadership roles and seek to demonstrate the desired competencies and skills provided on p. 2-3 of this syllabus at all times.
Teamwork	<ul style="list-style-type: none">• To set explicit standards for class attendance and consequences for absences.• To provide opportunities for team assignments, where appropriate.• To make ourselves available to you for questions or discussions outside of class time.	<ul style="list-style-type: none">• To attend each class session – if you're absent, you can neither teach, nor learn.• To self-police, rather than rely on faculty-policing, of attendance – if you're absent, inform Mindy Storrie.• To contribute constructively to all group assignments.• To contact Mindy Storrie if you have concerns or questions about the course material.
Integrity	<ul style="list-style-type: none">• To set clear expectations for you regarding what is and is not a violation of the Honor Code in this class. [Details on the honor code as it pertains to this course are provided on p. 8-9 of this syllabus.]• To enforce these expectations by reporting suspected violations of the Honor Code to the Honor Court.	<ul style="list-style-type: none">• To understand and uphold the behaviors mandated by the Honor Code in this class.• To report any suspected violations of the Honor Code by peers to Mindy Storrie.• To understand and uphold the behavioral standards for classroom and activity conduct.



	<ul style="list-style-type: none"> To set clear expectations for you regarding acceptable classroom and activity behavior, and to enforce these expectations by providing feedback to those who deviate from acceptable classroom and activity behavior. 	
Community	<ul style="list-style-type: none"> To develop, communicate, and enforce a policy regarding appropriate (and inappropriate) use of technology in the classroom. To start and end each class on time. To use a variety of pedagogical approaches to engage and involve you in the learning process. 	<ul style="list-style-type: none"> To understand and adhere to the policy regarding technology use in the classroom. To be on time for each class and activity. Once there, do not leave until the end of the session. Treat each class session and activity as a key work meeting. If your excuse wouldn't be legitimate for missing work, it's not legitimate for missing class.

HONOR CODE:

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the *Instrument of Student Judicial Governance*. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected.

For your information, I quote from selected provisions of the Honor Code:

- Plagiarism** in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.
- Falsification, fabrication, or misrepresentation** of data, other information, or citations in connection with an academic assignment whether graded or otherwise.
- Unauthorized assistance or unauthorized collaboration** in connection with academic work, whether or not for a grade.



4. **Cheating** on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following:
 - a. Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods);
 - b. Violating or subverting requirements governing administration of examinations or other electronic assignments;
 - c. Compromising the security of examinations or academic assignments;
 - d. Representing another's work as one's own; or
 - e. Engaging in other actions that compromise the integrity of the grading or evaluation process.

What is permitted

1. You may consult with your team on all activities, unless given specific instructions otherwise by the lead professor or facilitator for that class or activity.
2. You may ask for feedback from faculty, coaches, staff, and/or classmates on your final presentation. The final presentation must represent your thoughts and personal reflection.
3. You may consult with Mindy Storrie regarding any question you have with respect to whether a proposed action is permitted in any class or activity. Your failure to consult with Mindy Storrie regarding questionable or dubious behavior shall be considered should it be decided that you have violated the Honor Code.

What is not permitted

1. You may not use your executive coach as a consultant for direction during Challenges and other class activities. Your coach may answer clarifying questions from you and ask thought-provoking questions of you. Your coach will use their judgment to help you recognize the difference in these situations.