

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:

- Designing a Leadership Development Plan for the course and for your post-MBA career
- Using a journal as a tool for enhancing self-awareness
- Constructive feedback to peers throughout the course activities
- An individual presentation to the class and school leadership on your learning and personal development
- Full participation in 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 your executive coach (time to be mutually agreed upon)

We expect timely and thorough completion of class assignments, including readings, presentations, and surveys. We would like a 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--awareness of strengths and vulnerabilities; seeks and is open to feedback, even when it is tough to hear. Sensitive to the feelings of others and is aware of own impact; wants to know and learn how to modify or change behavior to add value for others.

MANAGING CONFLICT--handles difficult situations in a timely manner and seeks to find "win-win" solutions. Demonstrates a willingness to understand others' views and provide constructive feedback that is timely and actionable. Identifies conflict that needs to be resolved.

COMMUNICATION--active listener, seeks to understand before responding. Persuasive and gains listeners attention, ensures others are valued while doing so. Effective at delivering messages both verbally and in writing and welcomes sharing of information.

MAXIMIZING GROUP/TEAM EFFECTIVENESS--active and enthusiastic participation; committed to getting things done and seeks feedback to ensure they are on track. Knows what is expected and works to develop relationships within the group, values diversity.

RESULTS-ORIENTED--high drive to meet objectives and sets challenging goals. Defines action steps and anticipates problems to reach objectives. Will do whatever it takes to complete a goal and looks for ways to improve processes to enhance success.

GAINING INFLUENCE--starts with having confidence and believing one can make a difference, even when not in a position of authority. Builds a knowledge base through continuous learning and seeking new challenges, can set the stage for developing and enhancing one's network across an organization, as well as being in a position to be identified for potential career opportunities.

ENHANCING EMOTIONAL CLIMATE--contributes toward creating an environment in which members feel safe to be honest and share feedback, take risks and suggest new and innovative ideas, and feel valued and respected as a member--there is a sense of pride and camaraderie.

EMPOWERING AND DELEGATING – leverages strengths to bring out the best in others and provides feedback and recognition to enhance development. Seeks input that takes advantage of the knowledge and experience of others and knows when to “let go” to maximize talent and foster ownership.



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
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- 3/21-25** **Outward Bound in Morganton, NC**
- 9:30 a.m. arrival on 3/21 and departure mid-afternoon on 3/25
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- 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.
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- 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)
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- 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)
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- 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 as demonstrated in your actions and observed by executive coaches, faculty, staff, and feedback of team members.

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 responses to surveys and 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.] 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. 	<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 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 	<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



	<p>appropriate.</p> <ul style="list-style-type: none"> To make ourselves available to you for questions or discussions outside of class time. 	<p>you're absent, inform Mindy Storrie.</p> <ul style="list-style-type: none"> 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. 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. 	<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.
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:

1. **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.
2. **Falsification, fabrication, or misrepresentation** of data, other information, or citations in connection with an academic assignment whether graded or otherwise.
3. **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.

*Course required
for all student
leaders -
as a direct report*