

MBA 6002 Leadership for Managers

Workflow Curriculum Modification - Course Change

Please verify your answers to the previous questions before clicking **Submit Request at the bottom of the page.**

1. Proposed course prefix and number:

MBA 6002

2. Proposed credit hours:

3

3. Proposed course title:

Leadership for Managers

4. Proposed course prerequisites:

None

5. Proposed course corequisites:

None

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

None

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

None

8. Major and/or minor restrictions:

Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

ACTM, MBAM, MBBM, MBFM, MBGM, MBHM, MBIM, MBKM, MBSM

10. Classification restrictions:

Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:

none

12. Level restriction:

Include

13. List the level (undergraduate, graduate) that is to be included or excluded.

GR

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?

Not Applicable

15. Is this a multi-topic course?

No

16. Proposed course title to be entered in Banner:

Leadership for Managers

17. Is this course repeatable for credit?

No

18. Is this course mandatory credit/no credit?

No

19. Select class type:

Lecture/Lab/Discussion

20. How many contact hours per week for this course?

3

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Graduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.

No

D. Explain briefly and clearly the proposed improvement.

Re-engineer the MBA curriculum at Western Michigan University to provide entry and middle

level managers skills and knowledge that advance their careers through (1) credit for life experiences, (2) skill-based curricula, i.e. every course provides skills that can be immediately applied in professional life, and (3) hybrid/hyflex/online courses that maintain benefits of live relationships and interaction, but reduce the time required to be on-campus.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

Popularity of the traditional MBA is shrinking. Between 2014 and 2018, the number of accredited full-time M.B.A. programs in the U.S. shrank 9% to 1,189, with schools reporting 119 fewer two-year degrees in the most recent survey by the Association to Advance Collegiate Schools of Business. For the second consecutive year, even the highest ranked business schools in the U.S. are beginning to report significant declines in M.B.A. applications and the worse is yet to come, with many M.B.A. programs experiencing double-digit declines. About 10% to 20% of the top 100 M.B.A. programs in the U.S. will likely close in the next few years, with even greater fallout among second- and third-tier schools. On-line and specialized skills (credentials) are increasing. Shorter and more-flexible graduate business degrees have proliferated. Specialized subjects like data analytics are growing at 16%, on-line MBA programs have doubled in the last six years. Enrollment in the MBA program at WMU overall has declined 31% from its peak in fall 2010 to fall 2018. Main campus enrollment was down 30.9% and enrollment at regional sites was down 42.1%.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

MBA 6002 is a course designed to provide our MBA students with an understanding and foundation skill set to take leadership actions in businesses. In this course, students will explore various leadership practices combining both contemporary and traditional ideas and discover actual actions for their individual leadership style. Essentially, the course aims to enhance students' insights into some of the key leadership challenges facing managers in their pursuit of the effective management and leadership and is structured more as a leadership development course.

Specific learning objectives for this course are:

- To appreciate the role, purpose of and power of business and capitalism in society
- To analyze leadership issues and develop the ability to think about the tradeoffs involved in leadership issues
- To appreciate the interdependencies among people, teams, organizations and those who lead them
- To demonstrate how leadership supports the firm's business success and sometimes influences the choices in a firm

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This curriculum change is a result of research into market trends and the needs of business professionals and hiring organizations. Specific Learning Goals that will be assessed in the new

program includes: 1. Students will be knowledgeable about and be able to put into practice effective Leadership Skills 2. Students will be knowledgeable about and be able to put into practice effective Communication Skills 3. Students will gain knowledge and be proficient in Strategic Decision Making by gaining an understanding of data analysis, functional business areas and the ability to develop strategic plans for business.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

N/A

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This course allows students to meet the requirements of the new MBA core.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

There will be no effect on students meeting the graduation requirements.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Our anticipated audience are our current Haworth College of Business graduate students as well as other graduate students at WMU. In the short-term, we do not anticipate any significant change in demand for this course.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

There is no expected change in departmental or university resources.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects

transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Not applicable

O. Current catalog copy:

N/A - this is a new course.

P. Proposed catalog copy:

MBA 6002 – Leadership for Managers

Leadership for Managers is a course designed to promote an understanding and foundation skillset to take leadership actions in business. You will explore various leadership practices combining both contemporary and traditional ideas, and discover actual actions for your individual leadership style. Essentially, the course aims to enhance your insights into some of the key leadership challenges facing managers in their pursuit of the effective management and leadership. This course is structured more as a leadership development course.

Prerequisites/Corequisites: None.

Credits: 3 hours

Restrictions: Enrollment in HCOB graduate business courses requires admission to the MBA or MSA program or the approval of the Director of Graduate Business Programs.

Notes: Open to Graduate students only.

When Offered: Fall, Spring, Summer 1, Summer 2

MBA 6002: Leadership for Managers

Example Syllabus

COURSE: The purpose of this course is to provide our MBA students with an understanding and foundation skill set to take leadership actions in businesses. In this course, we will explore various leadership practices combining both contemporary and traditional ideas and discover actual actions for your individual leadership style. Essentially, the course aims to enhance our insights into some of the key leadership challenges facing managers in their pursuit of the effective management and leadership and is structured more as a leadership development course.

OBJECTIVES:

- Ø To appreciate the role, purpose of and power of business and capitalism in society
- Ø To analyze leadership issues and develop the ability to think about the tradeoffs involved in leadership issues
- Ø To appreciate the interdependencies among people, teams, organizations and those who lead them
- Ø To demonstrate how leadership supports the firm's business success and sometimes influences the choices in a firm

READINGS: All readings are listed in the course schedule. Additional material will **be provided or uploaded to eLearning** as the topic warrants. Information from these additional materials can appear on examinations and you are required to understand this material. This material is intended to extend, reinforce or illustrate concepts discussed in class.

VIDEOS: If videos and transcripts are uploaded they can appear on examinations.

TESTS: There will be one (1) final exam. The final will be short answer questions related to course materials. It will underscore your need to commit yourself to attend class, do the readings, and be prepared to participate in and gain from the class activities.

ASSIGNMENTS:

Leadership Book Presentation

You will be required to select a leadership book of your choice and present an overview of the book to the class. Any book can be selected as long as it is related to business leadership. A formal presentation will be recorded and shared with other students. In the presentation students must connect or discuss how their selected book relates to, contrast, and challenges all of the course readings.

Leadership Topic Presentations

You will be required to select **1** of the leadership topics and present your own **primary or secondary** research on the topic. Depending on the topic this will be either. Presentations will be ~30 minutes in length and students must connect or discuss how their research connects to the class readings and topics. To be specific.

- Spontaneous order, Free Market, and the purpose of business leadership
- Leading and Learning from Failure when things fall apart
- Creative destruction and leading innovation
- Courage- Leading when you don't know where you are going
- Taking care of people, products and profits
- Leading people – Virtue vs. Talent
- Leading Teams – The small SWAT unit
- Motivation in business
- Roles, responsibly, and Expectations
- Culture and Knowledge Sharing- Leading in the 21st century
- Prosperity and authority- Incentives and Decision rights

Leadership Mission Deck:

You will be required to take each of the topics and create a leadership mission for yourself. How will you lead, how will you deal with innovation, uncertainty, knowledge sharing, hiring? How will you define and empower roles, responsibilities and expectations? How will you plan to manage decision rights and incentives? Lay this out in a leadership plan for yourself. Put it in a leadership deck

Peer Evaluation:

Each member will be required to fill out a **confidential peer evaluation**. This requires students to evaluate the contribution of each member in his/her team. Yes, you will be grading your teammates. Any student that receives below a 'C' on the peer evaluation will earn a **0** on the peer evaluation and will have a **MINIMUM** of **20pts** deducted from their final paper grade.

COURSE GRADING

Requirements	<i>Percentage</i>
Final	25%
Peer evaluation	10%
Topic Presentation	15%
Book Presentation	15%
Leadership Mission Deck	20%
Social Leadership Challenge	15%
<i>TOTAL MAXIMUM POINTS</i>	100%

The following final grading scale will be used to compute the final letter grade:

A	92 - 100%
BA	88 – 91.9%
B	82 - 87.9%
CB	78 - 81.9%
C	72 - 77.9%
DC	68 - 71.9%
D	60 - 67.9%
E	0 - 59.9%

ACADEMIC SCHEDULE: Dates are tentative, but no changes are anticipated at this time.

Date	Topic/Deliverables	Readings/ Assignments
Mod 1	Introduction What is Leadership and its evolution?	
Mod 2	Spontaneous order, Free Market, and the purpose of business leadership	
Mod 3	Leading and Learning from Failure when things fall apart	
Mod 4	Creative destruction and leading innovation	
Mod 5	Courage- Leading when you don't know where you are going	
Mod 6	Taking care of people, products and profits	
Mod 7	Leading people – Virtue vs. Talent	
Mod 8	Leading Teams	
Mod 9	Employment relationship and engagement	

Mod 10	Motivation in Business	
Mod 11	Roles, responsibly, and Expectations (RR&Es)	
Mod 12	Culture and Knowledge Sharing- Leading in the 21 st century	
Mod 13	Prosperity and authority- Incentives and Decision rights	
Final	Final/ Projects Due	Final/ Projects Due