

EMBA 560 The Executive: Position and Process

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Credit Hours: 3

Course Description

This course employs foundational reading, case studies and student research to relate the experience of holding an executive position in the public or private sector. Concepts from prior EMBA coursework are applied to analysis of situations and organizational behavior, problem solving, decision making and business operations management. Practical exercises and case analysis are performed in both individual and discussion group settings. The primary emphasis of the course is on the development of knowledge, attitudes and behaviors required for successful executive performance.

Learning Objectives

- The learner is able to differentiate the nature and role of executive leadership.
- The learner demonstrates the ability to analyze complex business situations and evaluate alternative courses of action.
- The learner is able to distinguish the attitudes and behaviors characteristic of effective executive leadership.
- The learner gains practical experience in problem solving and decision making characteristic of the executive leadership environment.

Course Texts

Linda Henman, PhD. **Landing in the Executive Chair**, Pompton Plains, NJ: Career Press, 2011. ISBN: 978-1-60163-153-4. Also available as an ebook ISBN 978-1-60163-673-7. This book is available from Barnes & Noble.com or Amazon.com for approximately \$15.

Daniel Goleman, PhD et al. **HBR's 10 Must Reads On Leadership**. Boston, MA; Harvard Business School Publishing, 2011. ISBN978-1-42215797-8. This book is available from Barnes & Noble.com or Amazon.com for approximately \$18.

Course Requirements

The course consists of ten (10) modules and two (2) research activities. Each of the modules involves assigned reading of foundational material, reading a related case or viewing a video, conducting an individual exercise, participating in an on-line threaded group discussion and

reflecting on the module learning objectives via a personal journal entry. The module topics are identified below and described in greater detail in the module overview within the course.

1. The Executive: What Senior Leaders Must Be, Know and Do
2. Staffing a Leadership Team / Selecting the “right” people
3. Thinking Strategically & Globally
4. Setting Direction for the Organization / Inspiring a Shared Vision
5. Building Credibility & Executive Presence
6. Creating and Using Executive Power
7. Developing and Empowering People
8. Creating a Proactive and Adaptive Culture
9. Making Critical Decisions
10. Championing and Driving Change

The two research activities are 1) a term paper on a CEO and 2) a personal interview of a current executive. The term paper on a CEO involves a literature search to gather information on the executive and then writing an opinion essay on the critical factors that contributed to his/her performance as a senior executive. The personal interview of an executive involves gaining an appointment for an interview, developing an outline for a series of questions to ask the executive, conducting the interview, and writing a summary report on the activity. Detailed instructions for these research activities are contained within the eCollege course.

As you will discover in your study of executive attributes, most highly successful leaders are competent in what Rutgers Professor Daniel Goleman calls “emotional intelligence”. One aspect of this attribute is keen self-awareness and self-regulation. Often experts say this is a trait or element of innate personality, others firmly believe it is learned behavior. Your instructor believes it can be learned principally through reflection and practice. This course seeks to strengthen this attribute in students through the device of keeping a personal journal where reflections, affirmations and autosuggestions are recorded for practice. Detailed instructions for keeping the journal are contained within the eCollege course.

Grading

A total of 500 points are available from five activity types as indicated below:

<u>Points</u>	<u>Activity</u>
100	Weekly Exercise
100	Weekly Threaded Discussion
100	Research Paper on a CEO
100	Report on the Interview of an Executive
<u>100</u>	<u>Personal Journal</u>
500	

A = 450 - 500 Excellent

B = 400 - 449 Average

C = 350 - 399 Below Average

F = Below 350 Failure

Rubrics – how student work is evaluated and grades are assessed

The instructor's scoring philosophy and methodology is as follows for each activity type:

Rubric for Weekly Exercises

Each week a case is analyzed, strategic thinking is exercised, or a published article on the module topic is discussed. The weekly exercise is worth 10 points. There really are no right and wrong answers to most of the exercises. Some students will just be more thorough, articulate and analytical in their responses.

- For a case you may be presented a hypothetical business situation where you are the senior executive facing a decision. You will be asked to analyze the situation, choose a course of action and provide rationale defending your choice.
- For a case you may be asked to evaluate an actual business situation and actions taken by a noted senior executive.
- For a strategic thinking exercise you may be presented with a problem or concept and be asked for alternatives and analysis.
- For an article the requirement may be to summarize the author's main theme or central argument in the students own words.

1 – 5 points: the student provides some relevant response but misses the main point and does not demonstrate accomplishment of the objectives of the module.

6 – 8 points: the student provides a relevant response that communicates an understanding of the central themes of the module. Response lacks sufficient clarity, however, to communicate accomplishment of the module objectives.

9 – 10 points: the student provides a relevant and cogent response that communicates insight and accomplishment of the module objectives.

Rubric for Weekly Threaded Discussion

Each week five or more questions relating to the module topic are posed for class discussion. Students are expected to respond with analysis, elaboration, examples that characterize a point of view, informed opinions or relevant personal experiences. Students may respond directly to the question or may comment on responses posted by classmates. There are a maximum of 10 points available each week for class participation. The quality of the comments is what is being graded. Students may respond to the questions directly or may expand the dialogue by responding to postings from other students. Every comment posted is scored on a scale of 0 – 5 points. “Me too” and “I agree” responses that do not add anything new to the discussion are of no value and receive 0 points. Hollow responses that miss the point or express an uninformed opinion receive 1 point. Responses that merely echo what another student has already expressed receive 2 points. Responses that communicate an understanding of behavioral concepts, management principles, or the unique aspects of a business practice that underlies the discussion question receive 3 points. Responses that provide cogent analysis, evaluation or examples that characterize a point of view receive 4 points. Responses that demonstrate exceptional insight, cogent reflection, emblematic personal experiences or informed (expert) opinion receive 5 points.

Rubric for Research Paper on a CEO

The research paper on a CEO is worth 100 points. It must conform to the APA style guide and contain a title page, an abstract, a body of text, and a references list. An appendix may be

provided if the student wishes to augment the narrative with charts, graphs or figures. In scoring the paper the abstract is worth 10 points, the narrative is worth 80 points and the references section is worth 10 points. Scoring is assessed as follows:

Abstract : 0 points if abstract is missing. 1 – 5 points if superfluous, meaning it does not communicate the purpose and central argument of the paper. 6-8 points if the abstract communicates the purpose and central argument of the paper. 9-10 points if the abstract also makes a persuasive statement of how the reader might benefit from reading the paper.

Narrative: The narrative is scored based upon the quality of the research, clarity of expression & theme development, persuasiveness of the argument / position taken, and writing style (flow, grammar, spelling & punctuation). Each of these four dimensions is worth 20 points.

20 points. Quality of research is the instructor's assessment of the relevance of the works cited and the degree of diligence evident in the resources located.

20 points. Clarity of expression & theme development means how well the paper describes the CEO in terms of core values, leadership style, forward strategy, vision for the firm, ability to inspire followers, creation of an environment promoting innovation and risk taking, ability to attract and develop top talent, etc.

20 points. Persuasiveness of the argument / position taken means how well the paper makes its case that the performance of the firm is linked to the CEO's leadership.

20 points. Writing style means how well the narrative is organized and professionally presented. Style also means how well the paragraphs transition, connect to the themes and flow smoothly. Points will be deducted for typographical errors, improper grammar and "conversational" or "stream of consciousness" writing style.

References: 0 points if references are missing. 1 – 5 points if superfluous, meaning the works cited are entirely websites and blogs. 6-8 points if the references include relevant professional business books, journals and articles. Additionally, the references list is formatted correctly in accordance with the APA style guide. 9-10 points if the references also include peer-reviewed articles authored by academic researchers.

Rubric for Report on the Interview of an Executive

The report on the interview of an executive is worth 100 points. It must conform to the APA style guide and contain a title page, an abstract, a body of text, references list (if applicable) and an appendix. In scoring the paper the abstract is worth 10 points, the narrative is worth 70 points. The appendix (interviewer's notes) is worth 20 points. Scoring is assessed as follows:

Abstract : 0 points if abstract is missing. 1 – 5 points if superfluous, meaning it does not communicate the purpose, themes or central argument of the paper. 6-8 points if the abstract communicates the purpose, themes or central argument of the paper. 9-10 points if the abstract also makes a persuasive statement of how the reader might benefit from reading the paper.

Narrative: The narrative is scored based upon the clarity of expression & theme development, and writing style (flow, grammar, spelling & punctuation).

50 points. Clarity of expression & theme development means how well the paper describes the executive in terms of core values, leadership style, forward strategy, vision for the firm, insights and lessons for others, etc.

20 points. Writing style means how well the narrative is organized and professionally presented. Style also means how well the paragraphs transition, connect to the themes and flow smoothly. Points will be deducted for typographical errors, improper grammar and “conversational” or “stream of consciousness” writing style. The best papers identify the themes in the abstract, put these themes into context in the introduction, develop them fully within the narrative body, and summarize the “takeaways” in the conclusion.

References are optional.

Appendix: 20 points. The appendix is the interviewer’s notes developed in preparation for the interview. It should contain the questions and discussion topics the student would use to guide the discussion. What is being scored here is the quality of the preparation and how well the student incorporated explicit learning from the EMBA 560 course material.

Rubric for the Personal Journal

Ten (10)points are available each week for the weekly journal entries. There are no right or wrong answers to the weekly journal questions posed for the student. Some students will just be more thorough, articulate and analytical in their responses. The journal is a learning experience where the student takes stock of his/her leadership skills and reflects on current situations and aspirations. The weekly journal entries are scored as follows:

1 - 5 points: the learner provides relevant comments but misses the central point of the module and fails to demonstrate any competence in self-awareness or self-management.

6 – 8 points: the learner provides relevant comments that resonate with the central point of the module and demonstrates some level of self-awareness and self-management.

9 – 10 points: the learner provides insightful comments that resonate with the central point of the module and demonstrates competence in self-awareness and self-management.

Module Assignment Schedule - - - Due on Sunday Night By 11:59 PM

Module 1 19 Jan The Executive: What Senior Leaders Must Be, Know and Do

Module 2 26 Jan Staffing a Leadership Team / Selecting the “Right” People

Module 3 02 Feb Thinking Strategically and Globally

Module 4 09 Feb Setting Direction for the Organization / Inspiring a Shared Vision

Module 5 16 Feb Building Credibility and Executive Presence

Module 6 23 Feb Creating and Using Executive Power

Research Paper on a CEO is Due 23 Feb.

Module 7 02 Mar Developing and Empowering People

Module 8 09 Mar Creating a Proactive and Adaptive Culture

Module 9 16 Mar Making Critical Decisions

Research Paper from Interview of an Executive is Due 16 Mar.

Module 10 23 Mar Driving and Championing Change

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct Statement: “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” Students enrolled in on-line courses have the same rights and responsibilities as students in live-taught courses.

Refer to Student's Guide Book located at:

www.tamu-commerce.edu/studentlife/guidebook.htm

Comment on Academic Honesty

There seems to be a belief among many that anything found on the Internet is free to use as one wishes. The "cut and paste" option also makes it quite tempting. However, information on the web must be properly cited just as you would any "hard copy" periodicals or books. Keep the following in mind when creating your research paper:

1. It is generally not advisable to quote anything verbatim in a paper unless there is an overriding reason to do so, such as the use of a particular phrase or sentence that illustrates a point well and should not be changed. When you do quote directly, you must place the statement in quotes. Not placing the statement in quotes implies that the wording is your own. A citation should follow the quotation.
2. Simply changing a few words in a sentence (for example, "large" to "big") may alleviate the need for quotes (depending on how much you change), but it is not advisable. If you are not going to provide a direct quote, then the material should be stated in your own terms. **Lifting a couple of sentences and changing a few words is plagiarism in my book.** The proper approach is to paraphrase the material in your own words and cite the source.
3. Every idea you get from a source must be cited. Placing 50 citations in a paper does not imply that the work is not original, but that you did a proper job of giving credit where it was due.
4. The real danger in a "cut and paste" approach to report writing is that you end up including a lot of information that is related to the topic about which you are writing, but does not really address what you are trying to say. Putting things in your own words allows you to focus your comments more effectively.
5. Material that would be considered to be common knowledge (like Steve Jobs' reputation for innovation) would not likely require a citation.
6. All research papers will be assessed for authenticity using Turnitin.com software.

Any deviation from the guidelines concerning quotes and citations constitutes **plagiarism**, as it suggests that you are trying to submit someone else's work and creativity as your own. If you have any questions, please contact your instructor for clarification.

Plagiarism represents disregard for academic standards and is strictly against University policy. Plagiarized work will result in an **"F"** for the course and further administrative sanctions permitted under University policy. Guidelines for properly quoting someone else's writings and the proper citing of sources can be found in the APA Publication Manual.