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**MEMORANDUM**

**To:** Donna E. Shalala, President

**From:** Richard L. Williamson  
Chair, Faculty Senate

**Date:** November 21, 2013

**Subject:** Faculty Senate Legislation #2013-17(B) – Establish a Master of Science in Management Studies with a specialization in Leadership, School of Business Administration

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The Faculty Senate, at its November 20, 2013 meeting, voted unanimously to approve the proposal from the School of Business Administration to establish a Master of Science in Management Studies with a specialization in Leadership.

The Master of Science in Management with a Specialization in Leadership aims to address the growing demand for masters-level business degrees by providing focused graduate level education. The program is aimed toward young professionals who are interested in a more focused study over a shorter period of time within a particular field rather than the general functional breadth provided by an MBA. The program objectives are to provide current and future managers from interdisciplinary fields with the skills necessary to become leaders in a complex global environment.

The proposal of the School of Business Administration is enclosed for your reference.

This legislation is now forwarded to you for your action.

RLW/rh

Enclosure

cc: Thomas LeBlanc, Executive Vice President and Provost  
Eugene Anderson, Dean, School of Business Administration  
Anuj Mehrotra, Vice Dean, Graduate Business Programs  
Chet Schriesheim, Professor, Department of Management

**CAPSULE:** Faculty Senate Legislation #2013-17(B) – Establish a Master of Science in Management Studies with a specialization in Leadership, School of Business Administration

APPROVED:  DATE: 12/9/13  
(President's Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: DEAN ANDERSON

EFFECTIVE DATE OF LEGISLATION: IMMEDIATELY  
(if other than June 1 next following)

NOT APPROVED AND REFERRED TO: \_\_\_\_\_

REMARKS (IF NOT APPROVED): \_\_\_\_\_

UNIVERSITY OF MIAMI  
SCHOOL of BUSINESS  
ADMINISTRATION



MEMORANDUM

TO: General Welfare Committee  
Faculty Senate

FROM: Anuj Mehrotra, Vice Dean Graduate Business Programs

CC: Eugene Anderson, Dean

Subject: Master of Science in Management Studies

Date: October 28, 2013

A handwritten signature in black ink, appearing to read 'Anuj Mehrotra'.

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In its effort to continuously strengthen its portfolio of programs, the School of Business Administration is proposing the creation of the Master of Science in Management Studies with a Specialization in Leadership. The Office of Planning, Institutional Research and Assessment (PIRA) has advised that we provide relevant information on this Specialized Master of Science in Management with a Specialization in Leadership Program in order to comply with appropriate SACS accreditation procedures. We are therefore submitting this information to PIRA as well.

The proposal for this new degree was discussed the School of Business Administration's School Council and unanimously approved on October 4, 2013. The proposal will be discussed at the School of Business Faculty Meeting on November 15, 2013.

Please find attached the letters of support from the Dean of the School, as well as the Chairs of the Academic Departments of the School of Business Administration, an Executive Summary including the Curriculum, the General Description and the Syllabi of the new proposed courses. These items are on the Graduate Council Agenda for its November 19, 2013 meeting.

The Master of Science in Management Studies will not require the hiring of new faculty. Any new staffing needs will be analyzed at the end of FY2013 in the context of all Graduate Business needs at that time.

We are at the disposition of the General Welfare Committee and the Faculty Senate to provide any additional information that is deemed necessary for the timely approval of this program.

## Master of Science in Management Studies Executive Summary

### Overview

The School of Business Administration has traditionally offered a series of Graduate Business Programs including a Full Time Master in Business Administration (MBA), Accelerated One Year MBA, EMBA, Master of Science and Master of Arts Programs. As a result of an in-depth evaluation Master's Degree Programs, as well as the overwhelming evidence of a significant growth nation-wide in the demand and offerings of these programs, the School of Business Administration proposes to establish a portfolio of specialized Master Degree Programs with the goal of addressing this growing demand and diversifying the School of Business offerings.

The Master of Science in Management with a Specialization in Leadership aims to address the growing demand for masters-level business degrees by providing focused graduate level education to those wishing to fine-tune their interpersonal tool kit to meet the leadership challenges of the 21<sup>st</sup> century complex work environment. The Master of Science in Management is aimed at young professionals who are interested in a more focused study over a shorter period of time within a particular field rather than the general functional breadth provided by an MBA.

The program objectives are to provide current and future managers from interdisciplinary fields with the skill sets necessary to lead employees and teams in the complex global environment of the 21st century. The program will assess participants' own leadership strengths and weaknesses in order to develop action plans to improve existing skill sets and expose participants to the key processes associated with initiating and implementing organizational change.

### Curriculum

The program has three sets of courses, entailing a total of 30 credit hours. The first two are designed to provide a foundation of basic business and management skills, with the third set consisting of leadership specialization courses that focus on providing the skills needed to ensure performance at the highest levels possible.

**Business Core** (4 courses, each of 4 credits; 16 credits total). In furtherance of the necessary core business skills, students will take four Business Core courses and earn a Certificate in Business Administration. Note that these four classes have already been approved by the appropriate governing bodies:

- BUS630 Fundamentals of Economics, Accounting, and Finance.
- BUS631 Business Analytics and Operational Excellence
- BUS632 Introduction to Strategy Markets, and Management
- BUS633 Business Plan Fundamentals and Communications

Leadership Core (4 courses, each of 2 credits; 8 credits total). After completing the Business Core, students will then complete the required Core courses in management and leadership. These four classes are taught regularly in full-time MBA programs, as well as our part-time MBA for Professionals Program.

- MGT620 Organizational Behavior. During this first course, there will be an initial assessment of student leadership skills.
- MGT621 High Performance Leadership
- MGT622 High Performance Teams
- MGT623 Human Resource Management

\*Leadership Specialization (3 courses, each of 2 credits; 6 credits total). The final set of program courses are designed to build on the earlier courses and sharpen the student's abilities in key leadership areas.

- MGT624 Negotiation Strategies or MGT 632 Leading Across Cultures (New Course)
- MGT 618 Leading Change in Organizations. (New course)
- MGT 619 Leading with Power and Influence (New course, condensed version of the 3-credit MGT661)

\*\*MGT599 – REQUIRED. This independent study course will entail one-on-one individual assessment and coaching in leadership skills. At the end of the program students will be required to submit a detailed analysis of their leadership style and changes that have occurred throughout the program. Faculty coaches will work with students to help them develop action plans to improve their overall effectiveness. The all but three of courses to be offered in the Master of Science in Management Studies are already taught in the School of Business Administration in the Full Time MBA and in the Certificate in Business Administration.

The target enrollment for the start of the program is 10 to 15 students, with the potential of growth to approximately 30 students per entering cohort.

## Proposal to Establish a Master of Science in Management Studies with a specialization in Leadership

### Rationale:

This program is designed for current and future managers with interdisciplinary backgrounds who hope to fine-tune their interpersonal tool kit to meet the leadership challenges of the 21<sup>st</sup> century complex work environment. The MS in Management Studies with a specialization in Leadership is patterned after similar programs at other highly ranked universities (such as the Donough School of Business at Georgetown University and the University of Southern California). All of these institutions offer MBA degrees as well as the MS degree but have found that the specialized masters attracts students who are interested in more focused study within a particular field rather than the general functional depth provided by an MBA. GMAC data, in fact, suggests that the MBA and MS programs attract students from different market groups, and thus, such masters do not cannibalize MBA admissions.

The MS in Management Studies with a specialization in Leadership ties directly into the University of Miami strategic mission to "strive to develop future leaders of our nation and world." Similarly, the School of Business Administration mission is to develop "principled leaders that transform global business and society." Providing an MS degree that builds competencies in leadership skills helps to satisfy both missions. (See Attachment A)

### Resources:

It is not anticipated that additional resources or burdens will be created based on this program given that: the majority of courses are already offered with space available in each of the required classes; the program is not envisioned to admit more than 20-25 students per year; and some of the classes may be taught on an overload basis with existing faculty (who have already agreed to do so).

### Library:

Students enrolled in the proposed program will have access to appropriate collections and other learning resources that support all educational programs wherever they are offered and at the appropriate degree level. The University of Miami Libraries maintains collections that effectively support the research, teaching, preservation, and learning needs of the University community. The Libraries include extensive print and electronic resources, including state of the art discovery, preservation, digital development and bibliographic management tools. To maximize the use of collections, the Libraries offer facilities for study, research, and discovery, integrated systems to provide access and services, and subject and technology expertise for consultation, instruction and information, and the creation of knowledge and scholarship.

The University of Miami libraries rank among the top research libraries in North America. The Richter Library, the University of Miami's main library, houses collections that serve the arts, architecture, humanities, social sciences, and the sciences. It is a depository for federal and state government publications. Rare books, maps, manuscript collections, and the University Archives are housed in the Special Collections Division and in the Cuban Heritage Collection.

In addition to the Richter Library, the School of Business Administration houses the Judi Prokop Newman Business Information Resources Center. This Center functions as a "virtual" or "paper-less" library. Students have unlimited access to the Information Center from home or office via the Internet using a logon ID and password. Students are able to access a multitude of business research databases including Bloomberg, Compustat, Disclosure, Hoover's, Lexis/Nexis, etc. The Center is staffed by a full-time Business Information Specialist and team of research assistants. Additionally, the Center's Information Specialist offers a workshop, at the orientation, for the students in graduate business programs on topics such as company, industry, and legal research.

### Laboratory Facilities, Equipment and Space:

The courses in the proposed program will be scheduled at times congruent with the same courses for other programs, all of which have ample classroom space available. Thus, this new program will not entail additional burdens on our existing facilities.

Other Resources:

As noted, no additional burdens on the current resources of the school are anticipated. See Attachment C.

Curriculum:

The program has three sets of courses, entailing a total of 30 credit hours. The first two are designed to provide a foundation of basic management skills, with the third set consisting of leadership specialization courses that focus on providing the skills needed to ensure performance at the highest levels possible.

*Business Core* (4 courses, each of 4 credits; 16 credits total). In furtherance of the necessary core business skills, students will take four Business Core courses and earn a Certificate in Business Administration. Note that these four classes have already been approved by the appropriate governing bodies:

BUS630 Fundamentals of Economics, Accounting, and Finance.

BUS631 Business Analytics and Operational Excellence

BUS632 Introduction to Strategy Markets, and Management

BUS633 Business Plan Fundamentals and Communications

*Leadership Core* (4 courses, each of 2 credits; 8 credits total). After completing the Business Core, students will then complete the required Core courses in Management. These four classes are taught regularly in all of the full-time MBA programs, as well as our part-time Working Professional Program.

MGT620 Organizational Behavior. During this first course, there will be an initial assessment of student leadership skills.

MGT621 High Performance Leadership

MGT622 High Performance Teams

MGT623 Human Resource Management

*\*Leadership Specialization* (3 courses, each of 2 credits; 6 credits total). The final set of program courses are designed to build on the earlier courses and sharpen the student's abilities in key leadership areas.

MGT624 Negotiation Strategies OR MGT 632 Leading Across Cultures (New Course)

MGT 618 Leading Change in Organizations. (New course)

MGT 619 Leading with Power and Influence (New course, condensed version of the 3-credit MGT661)

\*\*MGT599 – REQUIRED. This independent study course will entail one-on-one individual assessment and coaching in leadership skills. At the end of the program students will be required to submit a detailed analysis of their leadership style and changes that have occurred throughout the program. Faculty coaches will work with students to help them develop action plans to improve their overall effectiveness.

Notes:

\*For the Certificate in Leadership program, students are required to take MGT621, MGT622, MGT618 (Leading Change), and MGT599.

\*\*MGT599 is required of all students taking the MS in Management (Specialization in Leadership) and the Certificate in Leadership.

Full-time students should be able to complete the MS program in 1 year. These proposed programs use existing courses with the exception of two: (a) A new course on leading change, and (b) a new course that is to be a two-credit version of an existing course, MGT661. A copy of the proposed syllabus is attached.

Program Objectives:

The program objectives as well as learning outcomes can be seen in Attachment A and B.

Specifically, the program objectives are to:

- ♦ Provide current and future managers from interdisciplinary fields with the skill sets necessary to lead employees and teams in the complex global environment of the 21<sup>st</sup> century

- ◆ Assess participants own leadership strengths and weaknesses in order to develop action plans to improve existing skill sets
- ◆ Expose participants to the key processes associated with initiating and implementing organizational change programs

The learning outcomes, as noted in Attachment B, are:

- ◆ Outcome 1: Understand and integrate general management concepts
  - Assessment Measure 1: Questions embedded in Exams, Quizzes and assignments in MGT620 and MGT623
  - Assessment Measure 2: Student Exit surveys
- ◆ Outcome 2: Apply conceptual models to trouble shoot leadership issues and problems
  - Assessment Measure 1: Assessment of final case analyses in MGT621 and MGT622
  - Assessment Measure 2: Student Exit surveys
- ◆ Outcome 3: Enhance ability to create action plans to identify and strengthen personal leadership skills
  - Assessment Measure 1: Assessment of individual leadership analysis, MGT599
  - Assessment Measure 2: Student Exit surveys
- ◆ Outcome 4: Develop skills to lead change programs
  - Assessment Measure 1: Final case project in MGT618 (new course, Leading Change in Organizations)
  - Assessment Measure 2: Student Exit surveys

#### New Courses:

The program will involve only two new (2-credit) classes and the option of a third new (2-credit) class. Attachment D describes each of these.

#### Faculty:

Full-time faculty members will teach the proposed MS in Management Studies, with a Leadership specialization. The leadership specialization classes will be taught by tenured faculty in the department who specialize in the area of leadership (specifically, Professors Cooper, Neider, Scandura, and Schriesheim). In addition, tenure track faculty with specializations in leadership are also available (if needed) to teach in this program (specifically, Professors Dasborough and Todorova). Attached are the CVs of the faculty members currently identified as possible instructors. At this time, there is no foreseen need for additional faculty members, nor is there any foreseen interaction with other standing graduate degree programs.

#### Students:

The masters in management with a specialization in leadership is specifically designed for students with interdisciplinary backgrounds who are not interested in developing in-depth training in the functional areas required for a traditional MBA degree (e.g., Accounting, Finance, Marketing, etc.). Students recruited for this program will be those who are currently serving as managers or hope to lead employees and teams in a variety of sectors. The program is designed to help participants develop the interpersonal skills needed to influence others and lead effectively in today's challenging work environment. Students who are not able to pursue the MS degree will be allowed to complete a certificate in Management and Leadership (if they successfully complete the required courses).

#### Admissions requirements include:

- ◆ Admission based on academic preparation (GPA)
- ◆ GMAT, GRE not required except for students seeking admission to a specialized Master's Degree Programs
- ◆ Recommendations by Discipline Specific Academic Advisors
- ◆ Anticipated Launch Date: Fall 2014

#### Administration:



The Office of Graduate Business Programs within in the School of Business Administration would govern this program.

Budget (three-year):

No additional budgetary allocations are required

Comparisons

Before designing the proposed program, those at several schools were reviewed in order to survey current practices with respect to curriculum and typical student bodies. The reviewed programs included a mix of programs at both public and private universities: the Donough School of Business at Georgetown University, Columbia University School of Business, the University of Southern California, the College of Notre Dame, Arizona State University, and Indiana University.

Transfer of coursework to graduate degree programs:

There is no expectation for any courses to be transferred into this program. Some of these courses may in future be transferred to certain specialized master degree programs.

## Attachment A

### Mission Statement/Program Objectives

#### University of Miami Mission Statement

The University of Miami's mission is to educate and nurture students, to create knowledge, and to provide service to our community and beyond. Committed to excellence and proud of the diversity of our University family, we strive to develop future leaders of our nation and the world.

#### School of Business Administration

Our mission is to develop innovative ideas and principled leaders that transform global business and society.

#### Program Objectives

- ◆ Provide current and future managers from interdisciplinary fields with the skill sets necessary to lead employees and teams in the complex global environment of the 21<sup>st</sup> century
- ◆ Assess participants own leadership strengths and weaknesses in order to develop action plans to improve existing skill sets
- ◆ Expose participants to the key processes associated with initiating and implementing organizational change programs

## Attachment B

### Definition & Assessment of Intended Outcomes

- ◆ Outcome 1: Understand and integrate general management concepts
  - Assessment Measure 1: Questions embedded in Exams, Quizzes and assignments in MGT620 and MGT623
  - Assessment Measure 2: Student Exit surveys
- ◆ Outcome 2: Apply conceptual models to trouble shoot leadership issues and problems
  - Assessment Measure 1: Assessment of final case analyses in MGT621 and MGT622
  - Assessment Measure 2: Student Exit surveys
- ◆ Outcome 3: Enhance ability to create action plans to identify and strengthen personal leadership skills
  - Assessment Measure 1: Assessment of individual leadership analysis, MGT599
  - Assessment Measure 2: Student Exit surveys
- ◆ Outcome 4: Develop skills to lead change programs
  - Assessment Measure 1: Final case project in MGT618 (new course, Leading Change in Organizations)
  - Assessment Measure 2: Student Exit surveys

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Web version – redacted

For more information please contact the Senate Office.

**Attachment D -- Proposed (New) Syllabi for 2 credit classes**

**Leading Change in Organizations (2 credits)  
MGT 618**

*"There are three constants in life --change, choice and principles."*  
Stephen Covey

Professor Linda Neider  
Office: Jenkins 414  
Email: [lnaider@miami.edu](mailto:lnaider@miami.edu)  
Twitter: neideronthemove

Course Description and Overview:

Charles Darwin aptly noted, "It is not the strongest species that survive, not the most intelligent, but the ones who are most responsive to change." The primary goal of this course is to help you learn how to lead and manage the challenges associated with organizational change processes. Together we will identify the opportunities that require change programs; discuss ways to overcome the inevitable obstacles to change; learn how to build successful coalitions to support change efforts; analyze strategies for implementing change; and examine ways to consolidate the results of such efforts to ensure that changes are sustainable over time.

Key learning objectives include:

- ♦ gaining an understanding of how organizational change is achieved
- ♦ learning how to diagnose the need for change, and the likely resistances associated with change efforts
- ♦ understanding how to choose and build support networks for change
- ♦ exposure to various change targets as well as their respective advantages, disadvantages
- ♦ how to institutionalize change efforts by establishing internal systems to support changes
- ♦ enhancing your personal effectiveness as a future change agent

Course Materials:

Harvard case and reading packet (referred to as CP)

- ♦ John Kotter, *Leading Change*, Harvard Business School Press, 2012 (referred to as LC)
- ♦ Cawsey, Deszca, Ingols, *Organizational Change: An Action-Oriented Toolkit*, second edition, 2012 (referred to as T)

Course Requirements:

- ♦ Case Analyses: These are to be done in teams which will be established the first day of class. Thought questions will be posted on blackboard for each case assignment. Note that cases are due on the assigned date and no late cases are accepted.  
Total Points: (5 cases @ 20 points each).....100 points
- ♦ Final (Individual) case assessment: On the last day of class you will be given a comprehensive case to analyze along with questions that must be addressed. This will be an open notes/book examination.  
Total points:.....100 points

- ◇ Personal Change Project: A detailed description of this project is posted on Blackboard under course documents. For this project you will need to identify a proposed change program for an organization you have worked for in the past, or for an organization you currently work for. The project should describe the analysis you completed to determine the type of changes needed, the likely resistances (and how they should be managed), and your implementation plan. The plan should also include how you would deal with any unanticipated consequences as well as what types of internal systems should be instituted to sustain the change over time. This project is due on the last day of class.

Total points:.....50 points

- ◇ Participation: Class attendance is essential to maximize your own learning as well as to help facilitate the learning of others. Thus, students are expected to attend all class sessions, and actively participate in case discussions. Note that the quality of participation is key (not necessarily the quantity), and the allocation of participation points will be solely at the discretion of the professor.

Total points.....30 points

Assigned Cases: (on blackboard along with the assigned readings)

1. John Smithers: Change Agent
2. Charlotte Beers at Ogilvy and Mathers Worldwide
3. Donna Dubinsky and Apple
4. Rick Miller (A)
5. First National Citibank, A and B
6. Leading Change at Simmons
7. GE's Talent Machine: The Making of a CEO

MGT 618/Leading Change – Class Schedule	
Week 1	<u>Introduction and Overview of the Change Process</u> ◇ T: Chapter 1 ◇ CP: The Balance Needed to Lead Change; Why Transformation Efforts Fail ◇ LC: Chapter 1
Week 2	<u>The Challenge of Leading Change</u> ◇ T: Chapters 2, 4 ◇ CP: Four Mistakes Leaders Keep Making; The Acceleration Trap ◇ LC: Chapter 2 ◇ Case 1: John Smithers, Change Agent

Week 3	<p><u>Frameworks and Models for Change</u></p> <ul style="list-style-type: none"> <li>◆ T: Chapter 3</li> <li>◆ CP: It's How You Frame It; House, Health, Home: Managing Change</li> <li>◆ Case 2: Charlotte Beers at Ogilvy and Mathers Worldwide</li> </ul>
Week 4	<p><u>Followers and the Change Process</u></p> <ul style="list-style-type: none"> <li>◆ T: Chapters 4, 7</li> <li>◆ CP: In Praise of Followers; How Employees Cope with Change; The Real Reason People Won't Change</li> <li>◆ LC: Chapter 4</li> <li>◆ Case 3: Donna Dubinsky and Apple</li> <li>◆ Case 4: Rick Miller (A)</li> </ul>
Week 5	<p><u>Action Planning and Implementation</u></p> <ul style="list-style-type: none"> <li>◆ T: Chapters 8, 9</li> <li>◆ CP: Change Through Persuasion; Cracking the Code of Change; Five Messages Leaders Must Manage</li> <li>◆ LC: Chapters 6, 7, 8</li> <li>◆ Case 5: First National Citibank A&amp;B</li> <li>◆ Case 6: Leading Change at Simmons</li> </ul>
Week 6	<p><u>Institutionalizing Change</u></p> <ul style="list-style-type: none"> <li>◆ T: Chapter 10</li> <li>◆ CP: The Hard Side of Change; A Survival Guide for Leaders; Making Change Stick: Towards Successful Large-Scale Change</li> <li>◆ LC: Chapters 9, 10</li> <li>◆ Case 7: GE's Talent Machine: The Making of a CEO</li> </ul>

(PROPOSED) MGT 619 • Section YY - Leadership MS Program • Date 201X

LEADING WITH POWER AND INFLUENCE (2 credits)

Professor: Dr. Chester A. Schriesheim  
Department of Management  
Office: 414D Jenkins Building  
Coral Gables, FL 33124-9145  
Office Hours: Before and after class and  
other times by appointment  
Telephone: (305) 284-3758 office/voice mail  
(305) 284-3655 facsimile  
(305) 661-8013 home  
E-Mail [chet@miami.edu](mailto:chet@miami.edu)

COURSE DESCRIPTION & OBJECTIVES

One of the realities of organizational life is that people continually attempt to control the actions of others and to successfully influence their behavior. This reality leads to a wide array of organizational activities aimed at enhancing one's own or one's group's personal agendas. This course focuses on preparing graduates for the challenges and "realities" they will ultimately face as leaders. Given that most students will eventually be leading the efforts of others, it is essential that they understand how to acquire power and, within ethical bounds, exercise influence. Thus, the specific learning objectives of this course are to help students:

- (a) Develop a conceptual understanding of the dynamics of power and influence within organizational settings. Students will learn the key distinctions between influence and power, as well as the varieties of each that are present within organizations.
- (b) Understand and diagnose the situations under which various forms of social influence and power may be/are used. Through the use of cases students will be able to explore work place relationships and learn about the conditions that are most amenable to the use of different influence/power strategies.
- (c) Comprehend the ethical implications of using power and influence in organizations. Students will have the opportunity to discuss issues concerning the ethical management of authority and the circumstances that may foster unethical behavior.

REQUIRED TEXTS

(1) *Harvard Cases.*

Lisa Benton .....	9-494-114
John Smithers.....	9-491-035
David Fletcher.....	9-493-064
Technology Transfer at a Defense Contractor .....	9-490-094
Rudi Gassner and the Executive Committee at BMG.....	9-494-055
Sears Auto Centers (A).....	9-394-009
Martin Marietta-Managing Corporate Ethics(A).....	9-393-016

(2) *Managing with Power: Power and Influence in Organizations*, by Jeffrey Pfeffer. Boston: Harvard Business School Press, 1992. (Denoted by "P" in the readings schedule).

COURSE REQUIREMENTS

Grades in this course are determined on the basis of four factors:

Written and verbal summary of assigned text	
Chapter.....	20%
Quizzes	
(5).....	50%
Final	
Examination.....	20%
Class Contribution/Involvement -- Bonus at Instructor's discretion.....	10%

*I. Written and Verbal Text Chapter Summaries*

Each student will present an oral and written summary of the key points covered in one or two assigned chapter(s) from the Pfeffer text. The oral summary is to run 15 minutes in length (minimum) and may include examples from the students experience(s) and/or the textbook. The written summary will be no longer than 2 typewritten pages long (12-font and 1" margins on all sides) and should summarize the key learning point(s) from the chapter(s).

*II. Quizzes and Examination*

Quizzes (5). Closed-book quizzes will be given every class session, covering the material from the immediately preceding class session and the assigned case for that class. Each quiz will have 6 questions and require that 5



are answered. First quiz is XXX (Date). It will cover the XXX (Date) lecture, Chapters 1, 2, and 3 in the Pfeffer textbook, and the (a) Lisa Benton and (b) John Smithers cases. Quizzes begin sharp at the start of class and no make-ups will be given.

Final Examination. Students may choose between the following two options for their final examination:

OPTION 1: Students who select this option will take a regular in-class open-book examination (that requires a written case analysis).

OPTION 2: Students who choose this option must apply course concepts to analyzing a current or past job. Due at the time of the final exam, a typed analysis of no more than ten (10) double-spaced pages (with 12-font and 1" margins on all sides) must address the following broad questions:

- Assess, utilizing and citing course material, the power dynamics of the job you have selected.
- What were (are) the kinds of ethical dilemmas for which you had to be (or need to be) particularly vigilant?
- What were (are) the sources of power and influence skills necessary for you to be effective?
- What sort of plan should have been (or needs to be) put into place to develop the sources of power, influence skills and political savvy necessary to be effective? (Note: Make sure you utilize the reading "Evaluating an Action Plan," as you respond to this question).

III. *Class Involvement/Contribution.* Students are expected to be involved in and prepared for class sessions. Occasionally, individual students may be called on to lead a case analysis discussion in class. Class participation will count 10% and additional bonuses may be given by the professor as he feels warranted; these are at the sole discretion of the professor, and are not subject to debate, dispute, or negotiation.

MGT 619 - Leading with Power and Influence		
SESSION	TOPIC	ASSIGNMENT
1 (Date)	MODULE 1: • Understanding Influence mechanisms	• Chapters 1, 2, 3 (P) • Case: Lisa Benton (HBS #9-494-114)
2	MODULE 1: (CONTINUED) • Types and Consequences of Organizational Power	• Chapter 4, 5, 6 (P) • Case: John Smithers (HBS #9-491-035)
3	MODULE 2: • Managing Teams and Multiple Groups	• Chapters 7, 8, 9 (P) • Case: David Fletcher (HBS #9-493-064)
4	MODULE 2: (CONTINUED) • Running Task Forces	• Chapters 10, 11, 12 (P) • Case: Technology Transfer at a Defense Contractor (HBS #9-490-094)
5	MODULE 3: • Influence from a CEO/Board Perspective	• Chapters 13, 14, 15 (P) • Case: Rudi Gassner and the Executive Committee at BMG (HBS #9-494-055)
6	MODULE 4: LEADING ETHICALLY WITH POWER AND INFLUENCE	• Chapters 16, 17, 18 (P) • Case: Sears Auto Centers (A) (HBS #9-394-009)
7	<b>Final Exam</b> • Option 1: In Class Exam on Martin Marietta - Managing Corporate Ethics (A) (HBS #9-393-016) • Option 2: Take-Home Final Exam Due	

(P) Pfeffer text.

MGT632-XX  
LEADING ACROSS CULTURES  
MS in Management Program  
SEMESTER 20XX

Revised 10.21.13

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Professor:	Dr. Terri A. Scandura Professor Department of Management
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E-mail:	scandura@miami.edu
Classroom:	TBD
Website:	<a href="http://www.courses.miami.edu">http://www.courses.miami.edu</a>

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#### Faculty Abbreviated Biography

Dr. Terri A. Scandura is Professor of Management with tenure at the University of Miami, Coral Gables, Florida. She received her Ph.D. in Organizational Behavior from University of Cincinnati. From 2007 to 2012, she served as the Dean of the Graduate School for the University of Miami.

Dr. Scandura has been a visiting scholar in the United States, Japan, the United Kingdom, Australia, Hong Kong, China and the United Arab Emirates. She teaches Organizational Behavior, High Performance Teams and High Performance Leadership. She has received research grants from the AACSB (Dissertation Fellowship), the U.S. Department of Labor and the Arsh Ethics Initiatives. She is a member of the American Psychological Association (APA), the Society of Organizational Behavior and the Academy of Management. She is a member and past-president, and Fellow of the Southern Management Association.

Dr. Scandura's fields of interest include leadership, mentorship, and management development. She has authored numerous articles and book chapters; published in the *Journal of Applied Psychology*, the *Academy of Management Journal*, the *Journal of International Business Studies*, *The Leadership Quarterly*, and numerous others. She has served as an associate editor of three top journals in her field.

Dr. Scandura has consulted and delivered Executive Education Programs to a number of organizations, including United Distillers, American Bankers Insurance Group, Barnett Bank, Burger King, Mercedes Benz, Johnson & Johnson, Miami Children's Hospital, Sarasota Memorial Hospital, Lower Keys Medical Center, Jackson Memorial Hospital, Palm Beach Health Centers and Baptist Health Systems.

#### Course Learning Objectives

Students will...

- o learn what constitutes "effective leadership" across cultures
- o acquire an understanding of models of national culture and how they apply to leading others
- o learn the leadership prototypes viewed by different cultures
- o develop skills for cross-cultural adjustment
- o become aware of their cultural intelligence and how to enhance it
- o to develop a global mindset for leadership
- o demonstrate critical thinking by applying international leadership models to case studies in cross-cultural leadership

## Required Texts

- (1) Course Packet with Readings and Cases.
- (2) Course web site: [www.courses.miami.edu](http://www.courses.miami.edu).

You are responsible for the content of the assigned materials; be prepared for in-discussions based upon the readings, cases and assessments on the date assigned on the syllabus.

## Payoff Matrix

Student grades in this course are determined on the basis of 300 points. These points are distributed as follows:

- 120 points -- Case Notes
- 60 points -- Quizzes
- 90 points -- Country Analysis Paper
- 30 points -- Class Contribution and Involvement

- A. Case Notes. Students are expected to be familiar with the case(s) assigned for a particular class period, and prepared to take part in discussions. Four case notes will be collected (i.e., *choose 4 of the 5 assigned*). Case notes should not exceed three typed pages (appendices may be attached, however, as additional sheets). The first section of the write-up should consist of an identification of key issues/problems in the case. The second section should delineate specific recommendations/action steps for dealing with those issues. It is very important to evaluate your recommendations in terms of their likely consequences (both positive and negative). Additional material on case analysis is provided on the website. **CASE NOTES ARE DUE ON THE DATE THAT THE ASSIGNED CASE IS TO BE COVERED IN CLASS (We discuss cases in class so late cases will not be accepted).** Each case note is worth 30 points (total of 120 points).
- B. Quizzes. Two quizzes worth 30 points each will be given on the dates indicated on the syllabus. The quizzes will consist of short answer and essay questions based on readings, lectures, videos and case material. Make-up quizzes will not be given unless the student has a documented serious illness or other extreme personal circumstances, and must be arranged prior to the exam date. This component is worth 60 points.
- C. Culture Analysis Paper. Select a culture and provide an in-depth analysis of a culture other than your home culture. Discuss cultural values, and leadership prototypes within this culture. Your papers should provide specific guidelines for a leader to follow when interacting with individuals from this culture (whether on an expatriate assignment or in one's home country). Your paper should be about 15-20 pages long, double-spaced, 12-point font and normal 1" margins. Include a reference list of materials that you cite (you are expected to cite material in addition to course assignments). On the date designated in this syllabus, you/your team will make a presentation to the class to share what you have learned. You are encouraged to work in teams on the culture analysis paper. The paper and presentation are worth 90 points (equally weighted).
- D. Class Involvement/Participation. As noted above, all students are expected to take part in case discussions, and may be called on by the professor to facilitate this process. POOR ATTENDANCE = NO PARTICIPATION BONUS. In addition, all students are expected to participate and contribute to the leadership analysis paper. Class participation and team work may raise the final course grade by as much as one letter grade (30 points).

**Final Grades.** Final grades will be determined according to the following scale:

A+	97 - 100	C	73 - 76
A	93 - 96	C-	70 - 72
A-	90 - 92	D+	67 - 69
B+	87 - 89	D	63 - 66
B	83 - 86	D-	60 - 62
B-	80 - 82	E+	57 - 59
C+	77 - 79	E	56 AND BELOW

University and School of Business course policies:

### Graduate Student Honor Code

Please familiarize yourself with the Graduate Student Honor code which may be found at:

[http://www6.miami.edu/lean-students/pdf/graduate\\_honorcode.pdf](http://www6.miami.edu/lean-students/pdf/graduate_honorcode.pdf)

The University's Honor Code governs all work undertaken and submitted in this course. I believe that intellectual integrity and academic honesty are vital to the learning process at the University of Miami. As a student, you have the responsibility of knowing the regulations of the Honor Code.

This includes all areas of dishonesty but be particularly aware of the following:

Cheating - This term implies an intent to deceive. It includes all actions, devices and deceptions used in the attempt to cheat. Examples include, but are not limited to, copying answers from another student's exam and using a cheat sheet or crib notes in an exam.

Plagiarism - Plagiarism is representing the words or ideas of someone else as your own. Examples include, but are not limited to failing to properly cite direct quotes and failing to give credit for someone else's ideas.

Collusion - This is the act of working together on an academic undertaking for which a student is individually responsible. Examples include, but are not limited to, sharing information in labs which are to be done individually.

I reserve the right to discipline persons for academic dishonesty in conformity with the general rules of the School and the University. Such discipline may include failing grades on exams, homework assignments, or the course as a whole.

Please note, in particular, that no scrap paper is to be used during examinations, except that furnished by me; persons engaged in suspicious practices during an examination (in my opinion) may have their exams terminated and rescheduled at a later date. Finally, upon completion of an examination, all test materials are to be returned to me; failure to return all exam materials will result in a mandatory failing grade for the entire exam.

### Disability Accommodations

If you need academic accommodations for a disability, you must first contact the office of disability services (305-284-2374, UC-N211) to verify the disability and establish eligibility for accommodations. Then, please contact me with official verification of the arrangements you require for the exams. These two steps are to be completed at the beginning of the semester.

### Religious Holy Day Policy

At its February 29, 2012 meeting, the Faculty Senate unanimously approved the proposal to revise the *Faculty Manual* section on Holiday Policy, *retitled* Holy Day Policy. A group of faculty members had suggested that the relevant section of the Faculty Handbook (a part of the *Faculty Manual*) be modified to take into account other holy days besides Christian/Judaic/Islamic observances. We decided that listing all possible religious holidays of all religions would only lead to confusion.

In conversations with the administration, we decided on a new approach. We would no longer list holidays on which exams, etc., could not be given and instead (1) make clear that faculty cannot disadvantage students for absences due to religious holidays they participate in; (2) put the burden on students to notify the faculty member early in the semester of the dates they will be absent; (3) encourage but not require faculty to determine dates when a substantial number of students will be absent and avoid examinations and other major assignments on those dates; and (4) provide for consequences for any faculty member who might violate these policies. Several of our peer institutions are adopting similar policies.

#### Cell Phone/Laptops in Class

Cell phones must be turned onto silent mode during class and put away so that you are not tempted to look at them or text. You may use a tablet or laptop for note taking. However, please do not disrupt others around you by sending email, posting on social media sites, watching films or otherwise inappropriate use of the device. Disruptive texting or tablet/laptop use may result in confiscation of the device until the end of the class period.

MGT 632-XX LEADING ACROSS CULTURES		SEMESTER 20XX
	Topics	Assigned Material
XX.XX.XX	Course Introduction The Case Method	CP: "Leadership in a Globalizing World" "The Case Method" (Blackboard)
XX.XX.XX	What is Culture? Hall, Hofstede,	CP: "National Cultures and Work-Related Values: The Hofstede Study" Case: "AES Global Values"
XX.XX.XX	What is Culture? GLOBE Cultural Vales Cultural Tightness-Looseness	CP: "Leadership and Cultural Context: A Theoretical and Empirical Examination based on Project GLOBE" Case: "Recruiting for a Multinational Enterprise in China"
XX.XX.XX	Culture Shock Acculturation Strategies Cultural Retooling	CP: "Can American Management Concepts work in Russia?" CP: "Why I'm Sorry Doesn't Always Translate"
XX.XX.XX	<b>QUIZ 1</b>	
XX.XX.XX	Leadership Prototypes	CP: "In the Eye of the Beholder: Cross Cultural Lessons in Leadership from Project GLOBE" (AME) Case: "Merck Latin America"
XX.XX.XX	Ethical Leadership Across Cultures	CP: "Learning to Navigate the Rough Seas of Ethics" Case: Dow Coming (A) (B) (C)
XX.XX.XX	Cross-Cultural Adjustment	CP: "The International Move Challenge" Case: "Solvay Group: International Mobility and Managing Expatriates"
XX.XX.XX	Developing Global Leaders Cultural Intelligence The Global Mindset	CP: "Cultural Intelligence" CP: "Global Manager's Perceptions of Cultural Competence"
XX.XX.XX	<b>CULTURE ANALYSIS PRESENTATIONS</b>	
XX.XX.XX	<b>READING DAYS</b>	
XX.XX.XX	<b>QUIZ 2</b>	

Note: CP=Course Packet Readings (HBS unless otherwise indicated); Case=Case Study in Course Packet

Attachment E: Faculty CV's

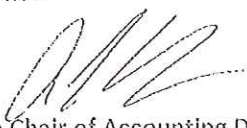
None included in pkg



MEMORANDUM

DATE: October 28, 2013

TO: Richard Williamson  
Chair, Faculty Senate

FROM: Andrew Leone   
On behalf of the Chair of Accounting Department

SUBJECT: Master of Science in Management Studies

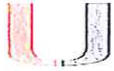
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I am writing to extend my support for the creation of Master of Science in Management Studies with a Specialization in Leadership which was approved by the School of Business Administration School Council on October 4<sup>th</sup>, 2013.

Our department will offer the required and elective Accounting courses as needed for this program.

Cc: Eugene Anderson, Dean SBA  
Anuj Mehrotra, Vice Dean Graduate Business Programs, SBA  
Sundaresh Ramnath, Chair of the Accounting Department

UNIVERSITY OF MIAMI  
SCHOOL of BUSINESS  
ADMINISTRATION



Douglas R. Emery	Department of Finance	Ph: 305-284-4430
Bank of America Scholar	514 Jenkins	Dept: 305-284-4362
Professor of Finance and	5250 University Drive	Fax: 305-284-4800
Department Chair	Coral Gables, Florida 33124-6552	demery@miami.edu

MEMORANDUM

DATE: October 28, 2013

TO: Richard Williamson  
Chair, Faculty Senate

FROM: Douglas R. Emery  
Chair of Finance Department

SUBJECT: Master of Science in Management Studies

Handwritten signatures of Douglas R. Emery and M. Lawrence.

I am writing to extend my support for the creation of the Master of Science in Management Studies with a Specialization in Leadership which was approved by the School of Business Administration School Council on October 4<sup>th</sup>, 2013.

Our department will offer the required and elective Finance courses as needed for this program.

Cc: Eugene Anderson, Dean SBA  
Anuj Mehrotra, Vice Dean Graduate Business Programs, SBA

MEMORANDUM

DATE: October 28, 2013

TO: Richard Williamson  
Chair, Faculty Senate

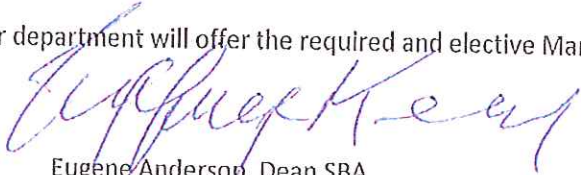
FROM: Jeffrey Kerr  
Chair of Management Department

SUBJECT: Master of Science in Management Studies

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I am writing to extend my support for the creation of the Master of Science in Management Studies with a Specialization in Leadership. This program has the enthusiastic support of the Department of Management which led the development of the program. Additionally, the program has been approved by the School of Business Administration School Council on October 4<sup>th</sup>, 2013 and by the tenured faculty members the Management Department on October 23, 2013.

Our department will offer the required and elective Management courses as needed for this program.



Cc: Eugene Anderson, Dean SBA  
Anuj Mehrotra, Vice Dean Graduate Business Programs, SBA

UNIVERSITY OF MIAMI  
SCHOOL of BUSINESS  
ADMINISTRATION




Department of Management Science  
401 Kosar/Epstein Building  
P.O. Box 248237  
Coral Gables, Florida 33124-6544

Ph: 305-284-6595  
Fax: 305-284-2321

MEMORANDUM

DATE: October 28, 2013

TO: Richard Williamson  
Chair, Faculty Senate

FROM: Yongtao Guan   
Chair of Management Science Department  
Chair of the Computer Information Systems Department

SUBJECT: Master of Science in Management

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I am writing to extend my support for the creation of Master of Science in Management Studies with a Specialization in Leadership which was approved by the School of Business Administration School Council on October 4<sup>th</sup>, 2013.

The Departments of Management Science and Computer Information System will offer classes as necessary to support this program.

Cc: Eugene Anderson, Dean SBA  
Anuj Mehrotra, Vice Dean Graduate Business Programs, SBA

UNIVERSITY OF MIAMI  
SCHOOL of BUSINESS  
ADMINISTRATION



MEMORANDUM  
Department of Marketing  
P.O. Box 248147  
Coral Gables, FL 33124-6554

Phone: 305-284-5935  
Fax: 305-284-5326

DATE: October 28, 2013

TO: Richard Williamson  
Chair, Faculty Senate

FROM: A. Parasuraman  
Chair of Marketing Department

A handwritten signature in blue ink, appearing to read 'A. Parasuraman', written over a horizontal line.

SUBJECT: Master of Science in Management Studies

I am writing to extend my support for the creation of the Master of Science in Management Studies with a Specialization in Leadership which was approved by the School of Business Administration School Council on October 4<sup>th</sup>, 2013.

Our department will offer the required and elective Marketing courses as needed for this program.

Cc: Eugene Anderson, Dean SBA  
Anuj Mehrotra, Vice Dean Graduate Business Programs, SBA

UNIVERSITY OF MIAMI  
SCHOOL of BUSINESS  
ADMINISTRATION



MEMORANDUM

TO: Richard Williamson  
Chair, Faculty Senate

FROM: Eugene Anderson *E.A.*  
Dean

SUBJECT: Master of Science in Management Science

DATE: October 28, 2013

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This letter is forwarded to you to document my support for the creation of the Master of Science in Management Studies with a Specialization in Leadership. This is presented in the context of the School of Business Administration's plan to broaden its portfolio of currently offered Specialized Masters Business programs to address the growing demand of these programs, while diversifying the School offerings.

This proposal was presented, discussed and approved by the School of Business Administration School Council on October 4, 2013.

I enthusiastically support the approval of this program and look forward to continue to work with the Faculty Senate regarding other initiatives.

EWA:



M. Brian Blake, Ph.D.  
Vice Provost for Academic Affairs  
& Dean of the Graduate School


Graduate School  
P.O. Box 248125  
Coral Gables, FL 33124-3220

Phone: 305-284-4154  
Fax: 305-284-5441  
graduateschool@miami.edu

MEMORANDUM

DATE: November 20, 2013

TO: Richard Williamson  
Chair, Faculty Senate

FROM: M. Brian Blake   
Dean, The Graduate School

SUBJECT: New Degree Program - Master of Science in Management Studies

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The School of Business Administration submitted a proposal for a new Master of Science in Management Studies with specialization in Leadership. The proposal for the new degree program was discussed at the meeting of the Graduate Council on Tuesday, November 19, 2013, and was approved by those present. The second reading was waived.

cc: Eugene Anderson, Dean SBA  
Anuj Mehrotra, Vice Dean Graduate Business Programs, SBA  
Office of Planning, Institutional Research and Assessment