

UNIVERSITY OF COLORADO DENVER  
Bard Center for Entrepreneurship

ONLINE SYLLABUS

Leadership in New Ventures  
ENTP 6848 OL1

Fall 2009

August 17<sup>th</sup> to December 11<sup>th</sup>, 2009

NO CLASS:

Labor Day – September 7<sup>th</sup>, 2009

Fall Break – November 23<sup>rd</sup>-29<sup>th</sup>, 2009

Text & Materials:

TEXT BOOKS

I) “**Level Three Leadership**” (3<sup>rd</sup> Edition) by James G. Clawson – Prentice Hall, ISBN: 0131469029, 2005

-or-

“**Level Three Leadership**” (4<sup>th</sup> Edition) by James G. Clawson – Prentice Hall, ISBN: 0132423847, 2009

II) **Tribes: We Need You to Lead Us** by Seth Godin

(<http://www.amazon.com/Tribes-We-Need-You-Lead/dp/1591842336>)

III) **HBR CASES** (<http://harvardbusinessonline.hbsp.harvard.edu>)

1. *The Micromanager* by Bronwyn Fryer [Reprint R0409A]
2. *The Team That Wasn't* by Suzy Wetlaufer [Reprint 94612]

*Log onto the Auraria Library website -Type in your name and student ID as prompted -Go to “Find a Journal by Title” and enter “Harvard Business Review” -Select option 1, Harvard Business Review -Go to page 2 of 2 -Choose “View Full Text from Business Source Premier” The rest should be straight forward. You can either download the articles as a PDF file (slow) or html file (faster).*

IV) **HBR ARTICLES** (<http://harvardbusinessonline.hbsp.harvard.edu>)

1. *What Makes a Leader?* By Daniel Goleman [Reprint R0401H]
2. *Building Your Company's Vision* by James Collins & Jerry Porras [Reprint 410X]
3. *One More Time: How Do You Motivate Employees?* by Frederick Herzberg [Reprint R0301F]
4. *What Is Strategy?* by Michael Porter [Product no. 4134]
5. *Crucibles of Leadership* by Warren Bennis & Robert Thomas [Reprint R0209B]
6. *Trust and the Virtual Organization* by Charles Handy [Product no. 4363]
7. *The Discipline of Innovation* by Peter Drucker [Product no. 3480]
8. *Various Articles as Assigned by the Instructor*

Welcome

Welcome to *Leadership in New Ventures*! I congratulate you on embarking on your advanced degree. I will do everything that I can to ensure that the semester will be a stimulating learning experience for all of us. If you ever have questions or need coaching, please feel free to contact me. Together, I trust that we will have an exciting, stimulating and rewarding class.

## Instructor – Jan Rutherford



[Jan.Rutherford@ucdenver.edu](mailto:Jan.Rutherford@ucdenver.edu) or [jan.rutherford@comcast.net](mailto:jan.rutherford@comcast.net)

I am posting my biography in the Bios section of [Course Home](#) to give you more information about me. I look forward to reading your biographies and getting to know **you** as well!

### Communication

I will be communicating with you primarily through the eCollege [Announcements](#) tool (in [Course Home](#)) as a means to broadcast important information to the class. As a rule, the announcements I post throughout the term will contain time-sensitive information. Consequently, in this course, you are required to log in to the course on a **daily basis** to check the [Announcements](#); failing to check the [Announcements](#) on a daily basis is akin to not attending class on a regular basis. Given a hectic travel schedule across time zones, email is my preferred method of communication.

### Technical Problems

If at any time throughout the term you experience technical problems, please email or call the eCollege Help Desk at 303-873-0005 and let me know via email if the problem is going to affect your participation in the class. Ultimately, technology is your responsibility.

### Course Overview

This course provides the student with an overview of key leadership principles for creating strategy and managing teams in a new venture. It introduces leadership concepts critical to gaining true organizational commitment, and focuses on case studies relevant to common business issues. By exploring what entrepreneurial leaders actually do, and how they do it, the student will examine the principles of strategic planning, and how visionary leadership is required to develop an organization that is able to execute the strategy through measurable goals and objectives.

\*DNP Students – Please read letter specifically to you under [Announcements](#).

### Course Objectives

1. **Develop a real ability to become more self-reflective, assess yourself, and create your own feedback loop.**
2. Identify, define and provide examples of the key leadership principles required to create strategy and manage teams in a new venture.
  - *Develop your personal leadership model.*
  - *Identify skills to influence others whether or not you have positional authority.*
  - *Demonstrate how leadership values, assumptions, beliefs, and expectations impact people, strategy and organizations.*
3. Identify the principles of strategic planning required to execute measurable goals and objectives
4. Describe and explain organizational development issues required to execute business strategy and its impact on leadership/followership.

\*Demonstrate understanding of principles and concepts, and apply key learning's through class participation, exams, case studies, the team project and your strategic plan.

### Course Structure

To accomplish the objectives, a variety of teaching methods will be used, including threaded discussions, reading assignments, written lectures, PowerPoint presentations, case studies, a team project, and exams. At the conclusion, the student will present a strategic plan based on leadership theory, case studies, and personal needs regarding values, skills, and past experiences. The most important thing you can do to enhance your enjoyment and ability to do well in this course is to **stay current** with the assignment for each week. Do the assigned readings in advance and be prepared to **actively participate** in the discussions.

### The Online Weekly Schedule

Electronic weeks begin on Monday and end on Sunday.

- Day 1 – Monday
- Day 2 – Tuesday
- Day 3 – Wednesday
- Day 4 – Thursday
- Day 5 – Friday
- Day 6 – Saturday
- Day 7 – Sunday

**Where to Go to Class:**

**Course Home:** This area contains the following sections:

- Announcements
- Course Checklist
- Syllabus
- Calendar
- Virtual Office
- Pick Teams Here\*
- Teams A-E
- Bios

**Weeks 1-16:** This is the main area each week for the class and is where discussions are conducted. It is **only** accessible during the current week. The reason this is only available during the current week is to keep the discussion focused within a set time limit. This area contains the following sections:

- Assignments & Drop Box
- Lecture
- PowerPoint presentations (if applicable)
- Discussions
- Current Leadership Examples Discussion (**includes Tribes book**)
- Exam (if applicable)

**Other Areas of Importance:**

- Course Admin
- Email (class roster)
- Chat –Class and Team Chats (*Optional*)
- Doc Sharing
- Dropbox
- Webliography

**Grading**

The system will be based on A = 90-100%; B = 80-89%, etc.

**Assignment Weighting**

Assignment	Points	Individual or Team	Location	Due Dates
Exams	15	Individual	Week/Exam	5 exams – Weeks 2, 4, 6, 8 & 12
Case Studies	10	Individual	Week/Assignments/Drop Box	2 Case Studies – Week 10: 10/19/09, Week 13: 11/9/09
Team Project	20	Team	Week 9/Assignments/Drop Box	Day 1, Week 9 <b>October 12, 2009</b>
Strategic Plan	20	Individual	Week 16/Assignment	Day 1, Week 16 <b>December 7, 2009</b>

Class Participation	20	Individual	Week/Discussion	3 times per Week (Monday through Thursday) – <i>Weeks 1-16</i>
Current Leadership Examples & “Tribes” text	15	Individual <i>(depending on class size, could be by Team)</i>	Week/Discussion	Once per Week by Day 3 – <i>Weeks 1- 15</i>
	<b>100</b>			

### Assignments

#### Exams (15 points)

There will be 5 exams worth 3 points each for a total of 15 points. Each exam will be available for one full week. You will have one opportunity to take the exam and once you open it, you must complete it in the one-hour time limit. Although questions will be drawn primarily from material put forward in the readings, you should be prepared to answer questions that require you to reflect back on insights gained and lessons learned from the discussions.

#### Case Studies (10 points)

For each case study, prepare the following in a paper to be submitted in the Dropbox, and for class discussion:

1. What is the protagonist’s dilemma and how did he or she arrive at this juncture?
2. What are the most challenging aspects of the protagonist’s situation?
3. What is your proposal for the protagonist’s next steps? Why?
4. Compare textbook theories with recommendations of the commentaries.

**Case Study #1** 5 points

*The Micromanager by Bronwyn Fryer*

**Case Study #2** 5 points

*The Team That Wasn’t by Suzy Wetlaufer*

The Case Studies will be delivered in a Word document with 1.5 line spacing, 12 pt. font, with underlined or boldface headings and subheadings, and numbered pages (2-3 pages in length). ***The file name should have your name in it.***

#### Team Project (20 points)

Interview a business leader **and his/her team** to determine leadership principles employed, strategic orientation, and organization development issues in the context of the course.

**The leader chosen for study must be pre-approved by the instructor by Week 3, and must be a business or social entrepreneur. Make sure to focus on leadership aspects versus the business of the company/organization.**

In a group PowerPoint presentation, and include the following findings:

- Overview of the leader
  - Vision
  - Values
  - Strategy
  - Goals
- Overview of the leader’s team and challenges
- Leadership principles/theories utilized by the leader
- Effect of the leadership principles utilized on the team
- Strategic focus and organization design going forward
- What has the leader learned, and what was the advice imparted on the student team?

**Post the Presentation to Doc Sharing under the view, “Team Project PowerPoint Presentation.” *The file name should have your team name in it.***

The presentation (10-15 slides) should also **include a separate document with an executive summary, appendices for surveys utilized, interviews/questionnaire, and references.**

**CRITICAL LEARNING OPPORTUNITY:** Complete the “Team Self Assessment” (see “Forms” section of Doc Sharing) at the completion of the project which will be shared amongst the team. *The file name should have your name in it.*

\*The presentation must be posted by midnight on **10/12/2009.**

#### *Note on Teamwork*

- **You have until Day 7, Week 1 to select your teams.** Please have a team member notify me of your 3-4 person teams, and I will assign each team to a group under Course Home (e.g., Team A, Team B, etc.). **DO NOT** occupy a team discussion under Course Home until one has been assigned by the instructor. I suggest you consider time zones when picking your team if applicable.
- **In order to create structure for your Learning Team, you must complete a “Team Work Alignment” during Week 2 (see Doc Sharing for form).** This is the tool for the team to utilize to resolve conflict.
  - In essence, this form is a *who-does-what-when* list that should help the team function at an optimal level.
- **The team project is historically the most meaningful learning event of the course, and there is a direct correlation between a team bonding and an individual getting the most out of this project.**
- You are expected to work effectively in diverse groups and teams to achieve tasks. You must collaborate and function well in team settings as both leaders and followers. You should respect human diversity and behave in a tolerant manner toward colleagues and peers.
- If you experience difficulties working with your team, you are expected to resolve them within the team if possible. However, please feel free to contact me for guidance if you have concerns in this area.
- Because the Team projects are outcome-based, all members of your Team will generally earn the same grade for Team projects. However, I reserve the right to report different grades for different Team members if I see a substantial imbalance in individual contribution.
- **Teams should provide a brief summary of any communication held outside the classroom.** Therefore, if you hold conference calls, work in a real-time chat room, or get together outside the online environment in another way, please post a log, transcript, or summary in the Team Discussion areas. Further, do not use any of these supplementary communication tools unless everyone on your Team agrees to the method and to the schedule.

#### **Strategic plan** (20 points)

Create a leadership model for yourself (8-10 pages). Refer to the *Text Workbook and Exercises* in the back of the text for assistance and ideas. Paper must include the following:

- *Survey of Managerial Style*
- *Leadership Steps Assessment*
- *My Personal Charter*
  - Include the following in your charter:
    - Challenges you’re facing (or expect to face); the implications of the challenges you’re facing (or expect to face)
    - Organizations you expect to lead
    - Core leadership principles you plan to adopt (and why)
    - Ways in which you will improve your potential for leading change
- Lastly, list the most important thing you learned from this course that you will use to become a more effective leader.

The Strategic plan will be delivered in a Word document with 1.5 line spacing, 12 pt. font, 1-inch margins, with underlined or boldface headings and subheadings, and numbered pages. *The file name should have your name in it.* The report should be no more than 10 pages plus a title page and bibliography. Include appropriate citations and a bibliography. Ten percent of your grade on each assignment will be based on the quality of your writing: Grammar, spelling, presentation, etc. If you are unsure of your writing ability, you should plan to seek help from the CU-Denver Writing Center.

You are required to submit a PowerPoint or video presentation for the class to view as well in Doc Sharing under the view, "Individual Strategic Plan." *The file name should have your name in it.*

\*The PowerPoint presentation must be posted by midnight on **12/7/2009**.

The Strategic Plan will be only viewed by the instructor, and it is to be submitted to the Dropbox. \*The paper must be posted by midnight on **12/7/2009**. *The file name should have your name in it.*

### **Class Participation** (20 points)

The quality of comments carries a significant amount of importance amounting to 75% of the participation grade.

Participation is extremely important online, and this is where I evaluate effort and engagement! **You will be expected to participate at least 3 days a week (Monday through Saturday) in several different discussions and contribute at least two substantive discussion messages on each of those 3 days in each discussion thread unless indicated otherwise in the directions** (e.g., new ideas, your perspectives, pointed follow-up questions, etc.). This is a required part of your grade. If there are two discussion threads, you must post at least one substantive message in each discussion thread on at least three days. Read the notes below carefully as to what constitutes a substantive post. Participation grades for each week will either be full credit or zero – there will not be partial credit for participation.

The discussions are designed to give you a chance to apply the concepts that you are learning about in the course and, accordingly, enhance your understanding of the conceptual material put forward in the course. They are also designed to give you numerous opportunities to interact with your peers. The discussions are designed to both elicit and illustrate important leadership topics and concepts and provide you with many meaningful opportunities to examine management issues in the context of real organizations and real events. The discussions replace the classroom interaction that you would benefit from in a traditional class.

What constitutes positive participation?

To start with, simply talking (i.e., writing) a lot during a scheduled discussion should not be confused with thoughtfully participating in it. When you thoughtfully participate in a discussion, you have stopped to carefully think about what you are going to write before you begin and, above all, what you write contributes to and enhances the learning experience of others. In a traditional classroom, setting people often respond to questions or comments of others without putting much thought into what they say. To some degree, this is acceptable and is to be expected. In other words, in a traditional classroom setting comments that do not demonstrate reflective thinking are tolerable because of time constraints.

Participation consists of notes you send beyond graded assignments. This generally means the messages you send as replies to messages from your classmates and me. Individual discussion question responses will count as part of participation.

Please note that both quantity and quality are important considerations when it comes to participation. For example, a message that says simply, "I agree," does not constitute participation, because it does not add anything of substance to the discussion.

Conversely, in an online environment, you do not have this excuse; you always have time to engage in reflective thinking. In other words, when the pressure to offer an immediate response is absent one can exercise great control over what they say. In fact, this is why many students thoroughly enjoy participating in online discussions. Although online discussions lack many of the benefits of face-to-face conversations (e.g., the absence of nonverbal cues), when used correctly, they can serve as a very powerful learning tool.

Participation will be counted only in the Discussions. Messages posted in the Assignments, Chat Room, or in the other areas will not count towards your class participation score.

### **Expectations for Discussion Question Responses**

Unlike your formal written assignments, I do not require that your discussion question responses adhere to specific formatting requirements. However, please make sure to proofread carefully. Grammar and spelling errors may affect the grading. I expect your discussion question responses to reflect critical thought.

In general, quality comments possess one or more of the following attributes:

- Offer a different, unique and relevant perspective on the issue(s) under discussion.

- Contribute to moving the discussion forward as a conversation, not a monologue.
- Explicitly build on other comments—too often we fail to listen to (read) the comments of others.
- Transcend the “I feel” syndrome; that is, they include some evidence or analysis of inherent tradeoffs, demonstrating reflective thinking.
- Whenever possible, please try to relate the course content to real-world applications from your work experience.
- Relates to the topic(s) at hand.

### **When are the discussions available?**

**All scheduled discussions take place asynchronously, always begin on a Monday, and end on a Saturday (not Sunday).** This means that you can participate in the scheduled discussions at your convenience within the prescribed time period. From a pedagogical standpoint, in an online learning environment a discussion that takes place over a period of a few days is much more effective than one that takes place over a period of seven days. Keep in mind that discussions in a traditional classroom setting rarely exceed 60 minutes. In other words, in a traditional classroom setting, you generally have less than 60 minutes in which to participate in any given discussion. Conversely, in this course you will have six full days to participate in each scheduled discussion. Assuming you are willing to set aside approximately 1 hour (or 60 minutes) of your time during the 6-day stretch of time associated with each scheduled discussion, you should have no excuse for not being able to participate in each scheduled discussion. It is very important to understand that you will not be able to gain access to a discussion before its scheduled start date (always a Monday) or after its scheduled end date (always a Saturday).

### **Current Leadership Examples (15 points)**

Students will identify new business concepts or opportunities that they have spotted in their environment or in the business press. We will spend time discussing new business concepts or potential business opportunities in the business and healthcare environments.

#### **Week 1**

**Find one web site relevant to the topic of Leadership and submit it to the Webliography.** Feel free to find a video on YouTube for this assignment (must be relevant to the topic of leadership and in good taste).

#### **Week 2**

Evaluate three of the web sites that other students posted in the Current Leadership Examples Discussion.

#### **Weeks 3-15**

The instructor will post a leadership current events type of discussion question, a “Tribes” text discussion question, or...

In the Current Leadership Examples Discussion, each student will present an example from recent press of good/poor leadership with the following guideline:

1. What is the leader’s dilemma and how did he/she arrive at this stage?
2. What are the most challenging aspects of the leader’s situation?
3. If you were the leader, what would you do? Why?
4. How might you apply what you have learned to your career goals?

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### **Total = 100 points**

To reduce grade inflation, the school of business has established the following grading guidelines: GRADUATE: BUSN  
 Low 3.1 avg. High 3.5 avg.

### **Course Schedule**

The foregoing course outline will assist you in being prepared for classroom discussion and examination. However, this schedule is subject to change. Any such modification will be posted in the Announcements, and the student is responsible for

obtaining such information. Reading material must be read and cases prepared prior to the respective dates indicated. Makeup exams will ONLY be allowed by PRIOR arrangement.

### **Week 1 (Monday, August 17 – Sunday, August 23)**

SUBJECTS: Introductions, Objectives, Expectations, Leadership Theories

At minimum, you should complete the following tasks this week:

- Read [Announcements](#)
- Syllabus (Read the Syllabus)
- Individual Bios: To get to know you, please post a short bio (less than one page) to the Bios section of the [Course Home](#). Include the following:
  - Name, email
  - Degree Program
  - Undergraduate school/major degree
  - Previous/current work experience
  - Previous leadership courses taken
  - Future goals
  - Hobbies/Special Interests
- Read [Lecture](#)
- Form teams of 3-5 students in [Pick Teams Here\\*](#) and notify instructor of the team member names in the [Virtual Office](#) for group assignment
- Textbook Reading Assignment (Read Preface, Chapter 1 and *Leadership Theories in the Appendix*)
- PowerPoint presentation (View the [PPT Lecture](#))
- Discussion (Substantive participation at least 3 days in the [Discussion](#) for Week 1 – Monday through Saturday)
- [Current Leadership Examples](#) – Find one web site relevant to the topic of Leadership and submit it to the [Webliography](#). Feel free to find a video on YouTube for this assignment (must be relevant to the topic of leadership and in good taste).

### **Week 2 (Monday, August 24 – Sunday, August 30)**

SUBJECTS: Leadership Theories

At minimum, you should complete the following tasks this week:

- Read [Announcements](#)
- Read [Lecture](#)
- Teams completes a Team Work Alignment (see [Doc Sharing](#) for form), and submit to [Dropbox](#).
- Textbook Reading Assignment (Read *Leadership Theories in the Appendix*)
- Discussion (Substantive participation at least 3 days in the [Discussion](#) for Week 2 – Monday through Saturday)
- [Current Leadership Examples](#) – Evaluate three of the web sites that other students posted.
- [EXAM #1](#)

### **Week 3 (TUESDAY, August 31 – Sunday, September 6)**

SUBJECTS: What Makes a Leader?

At minimum, you should complete the following tasks this week:

- Read [Announcements](#)
- Read [Lecture](#)
- The leader chosen for study must be pre-approved by the instructor. Submit choice to [Virtual Office](#) for instructor approval.
- Team submits Task, Responsibility, and Deadline list to [Dropbox](#).
- Textbook Reading Assignment (Read Chapters 2-4, and HBR article – *What Makes a Leader?*)
- Discussion (Substantive participation at least 3 days in the [Discussion](#) for Week 3 – Monday through Saturday)
- [Current Leadership Examples](#) – Each student will present an example from recent press of good/poor leadership - or discuss a chapter from “Tribes.”

### **LABOR DAY (Monday, September 1<sup>st</sup>, 2009)**

### **Week 4 (Tuesday, September 8 – Sunday, September 13)**

SUBJECTS: Vision

At minimum, you should complete the following tasks this week:

- Read Announcements
- Read Lecture
- Continue work on the Team Project due on **10/12/2009**.
- Textbook Reading Assignment (Read Chapters 5-7, and HBR article –*Building Your Company's Vision*)
- Discussion (Substantive participation at least 3 days in the Discussion for Week 4 – Monday through Saturday)
- Current Leadership Examples – Each student will present an example from recent press of good/poor leadership - or discuss a chapter from “Tribes.”
- EXAM #2

**Week 5 (Monday, September 14 – Sunday, September 20)**

SUBJECTS: Motivating

At minimum, you should complete the following tasks this week:

- Read Announcements
- Read Lecture
- Continue work on the Team Project due on **10/12/2009**.
- Textbook Reading Assignment (Read Chapters 8-10, and HBR article – *One More Time: How Do You Motivate Employees?*)
- Discussion (Substantive participation at least 3 days in the Discussion for Week 5 – Monday through Saturday)
- Current Leadership Examples – Each student will present an example from recent press of good/poor leadership - or discuss a chapter from “Tribes.”

**Week 6 (Monday, September 21 – Sunday, September 27)**

SUBJECTS: Motivating

At minimum, you should complete the following tasks this week:

- Read Announcements
- Read Lecture
- Continue work on the Team Project due on **10/12/2009**.
- Textbook Reading Assignment (Read Chapters 8-10, and HBR article – *One More Time: How Do You Motivate Employees?*)
- Discussion (Substantive participation at least 3 days in the Discussion for Week 6 – Monday through Saturday)
- Current Leadership Examples – Each student will present an example from recent press of good/poor leadership - or discuss a chapter from “Tribes.”
- EXAM #3

**Week 7 (Monday, September 28 – Sunday, October 4)**

SUBJECTS: Strategic Planning

At minimum, you should complete the following tasks this week:

- Read Announcements
- Read Lecture
- Continue work on the Team Project due on **10/12/2009**.
- Textbook Reading Assignment (Read Chapters 11-12, and HBR article – *What is Strategy?*)
- Discussion (Substantive participation at least 3 days in the Discussion for Week 7 – Monday through Saturday)
- Current Leadership Examples – Each student will present an example from recent press of good/poor leadership - or discuss a chapter from “Tribes.”

**Week 8 (Monday, October 5 – Sunday, October 11)**

SUBJECTS: Teaching/Coaching

At minimum, you should complete the following tasks this week:

- Read Announcements
- Read Lecture
- Continue work on the Team Project due on **10/12/2009**.
- Textbook Reading Assignment (Read Chapter 13, and HBR article – *Crucibles of Leadership*)

- Discussion (Substantive participation at least 3 days in the Discussion for Week 8 – Monday through Saturday)
- Current Leadership Examples – Each student will present an example from recent press of good/poor leadership - or discuss a chapter from “Tribes.”
- EXAM #4

**Week 9 (Monday, October 12 – Sunday, October 18)**

SUBJECTS: Team Projects

At minimum, you should complete the following tasks this week:

- Read Announcements
- Read Lecture
- Submit Team Project to Doc Sharing and Team Self-Assessment to Dropbox by **10/12/2009**. **Also** due to the Dropbox on **10/12/2009**: Include a separate document with an executive summary, appendices for surveys utilized, interviews/questionnaire, and references.
- Textbook Reading Assignment (Review reading assignments to date)
- Discussion (Substantive participation at least 3 days in the Discussion for Week 9 – Monday through Saturday)
- Current Leadership Examples – Each student will present an example from recent press of good/poor leadership - or discuss a chapter from “Tribes.”

**Week 10 (Monday, October 19 – Sunday, October 25)**

SUBJECTS: Listening

At minimum, you should complete the following tasks this week:

- Read Announcements
- Read Lecture
- Continue work on the Strategic Plan: The PowerPoint presentation is due on **12/7/2009**, and the paper is due on **12/7/2009**.
- Textbook Reading Assignment (Read HBR Case Study – *The Micromanager*)
- Submit Case Study on **October 19, 2009** to Dropbox.
- Discussion (Substantive participation at least 3 days in the Discussion for Week 10 – Monday through Saturday)
- Current Leadership Examples – Each student will present an example from recent press of good/poor leadership - or discuss a chapter from “Tribes.”

**Week 11 (Monday, October 26 – Sunday, November 1)**

SUBJECTS: Leading Teams

At minimum, you should complete the following tasks this week:

- Read Announcements
- Read Lecture
- Continue work on the Strategic Plan: The PowerPoint presentation is due on **12/7/2009**, and the paper is due on **12/7/2009**.
- Textbook Reading Assignment (Read Chapter 14, and HBR Case Study – *The Team That Wasn't*)
- Discussion (Substantive participation at least 3 days in the Discussion for Week 11 – Monday through Saturday)
- Current Leadership Examples – Each student will present an example from recent press of good/poor leadership - or discuss a chapter from “Tribes.”

**Week 12 (Monday, November 2 – Sunday, November 8)**

SUBJECTS: Organizational Culture & Development

At minimum, you should complete the following tasks this week:

- Read Announcements
- Read Lecture
- Continue work on the Strategic Plan: The PowerPoint presentation is due on **12/7/2009**, and the paper is due on **12/7/2009**.
- Textbook Reading Assignment (Read Chapter 15, and HBR article – *Home Depot's Blueprint for Culture Change*)
- Discussion (Substantive participation at least 3 days in the Discussion for Week 12 – Monday through Saturday)
- Current Leadership Examples – Each student will present an example from recent press of good/poor leadership - or discuss a chapter from “Tribes.”

- EXAM #5

**Week 13 (Monday, November 9 – Sunday, November 15)**

SUBJECTS: Leading Change

At minimum, you should complete the following tasks this week:

- Read Announcements
- Read Lecture
- Continue work on the Strategic Plan: The PowerPoint presentation is due on **12/7/2009**, and the paper is due on **12/7/2009**.
- Textbook Reading Assignment (Read Chapters 16-17, and HBR Case Study – *They Bought In, Now They Want to Bail Out*)
- Submit Case Study on **November 9, 2009** to Dropbox.
- Discussion (Substantive participation at least 3 days in the Discussion for Week 13 – Monday through Saturday).  
**Two points this week.**
- Current Leadership Examples – Each student will present an example from recent press of good/poor leadership - or discuss a chapter from “Tribes.”

**Week 14 (Monday, November 16 – Sunday, November 22)**

SUBJECTS: Learning to Lead

At minimum, you should complete the following tasks this week:

- Read Announcements
- Read Lecture
- Continue work on the Strategic Plan: The PowerPoint presentation is due on **12/7/2009**, and the paper is due on **12/7/2009**.
- Textbook Reading Assignment (Read HBR article – *Trust and the Virtual Organization*)
- Discussion (Substantive participation at least 3 days in the Discussion for Week 14 – Monday through Saturday).  
**Two points this week.**
- Current Leadership Examples – Each student will present an example from recent press of good/poor leadership - or discuss a chapter from “Tribes.”

**FALL BREAK (Monday, November 23 – Sunday, November 29)**

**Week 15 (Monday, November 30 – Sunday, December 6)**

SUBJECTS: Creativity and Innovation

At minimum, you should complete the following tasks this week:

- Read Announcements
- Read Lecture
- Continue work on the Strategic Plan: The PowerPoint presentation is due on **12/7/2009**, and the paper is due on **12/7/2009**.
- Textbook Reading Assignment (Read Chapter 18 and HBR article – *The Discipline of Innovation*)
- Discussion (Substantive participation at least 3 days in the Discussion for Week 15 – Monday through Saturday).  
**Two points this week.**
- Current Leadership Examples – Each student will present an example from recent press of good/poor leadership - or discuss a chapter from “Tribes.”

**Week 16 (Monday, December 7 – Friday, December 11)**

SUBJECTS: Strategic Plans & Current Issues

At minimum, you should complete the following tasks this week:

- Read Announcements
- Read Lecture
- Strategic Plan: The PowerPoint presentation is due on **12/7/2009**, and the paper is due on **12/7/2009**.
- Discussion (Substantive participation at least 3 days in the Discussion for Week 16 – Monday through FRIDAY).  
**Two points this week.**

### **Commitment Expected In Hours**

For a three-semester hour graduate core, it is expected that the volume of work normally would require a student, on average, to commit a minimum of ten (10) hours per week.

### **Administration**

The University and College of Business guidelines as to the granting of add, drops and incomplete will be followed in this class.

### **ADA Provisions**

This syllabus and all other course materials are available in alternative formats on request. Additional services may also be available through the Office of Disability Services (303-556-8387). To request materials in alternate formats, or to discuss any concern you may have about participation in this course, please contact the instructor.

### **Academic Honesty**

Any time you put your name on a piece of work for this course, you are asserting that it is your own work, except as otherwise indicated and permitted. If that is not the case, it is academic dishonesty, and under Business School rules, your instructor is required to submit the matter to the College Internal Affairs Committee for a decision. Regarding plagiarism, the source of any information you use must be reported using an appropriate citation format. Direct quotations must be indicated with quotation marks and page references. It is required that all assignments submitted for grading will be the original work of the author(s) and has not been used for other courses. Academic dishonesty in an online learning environment could involve:

- Having a tutor or friend complete a portion of your assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another student to a public class meeting
- Using information from online information services without proper citation
- The use of old exams will be viewed as academic dishonesty.

### **Late Assignments**

Late assignments will be penalized with a 10% grade deduction for each day late, unless you have made prior arrangements with me. Deadlines will be defined as 11:59 p.m. MST. **I do not accept any assignment more than two (2) days late.** Anytime you feel that you might be falling behind in the course, it is best to contact me to discuss your situation.

If you have an assignment completed by the deadline but are unable to log in for technical reasons, you can send it to me by email to demonstrate that it was completed on time. However, you must post the assignment in the Drop Box once that becomes available.

### **Academic Success**

1. **Read** material.
2. **Active and consistent participation** in class discussions.
3. Complete assignments **on time**
4. **Do your fair share** on the team project.