



جامعة دبي  
UNIVERSITY of DUBAI

COLLEGE OF BUSINESS ADMINISTRATION  
MBA Course Syllabus

Course code & No.: MBA 615  
Course Title: Leadership & Team Effectiveness  
Prerequisites: None  
Faculty Member: Dr Timothy Campbell  
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Class Hours:

**Brief Course Description:** (As in UD Catalog)

The course focuses on practical issues to explore & identify strategies and actions that enable participants to be more effective leaders in organizations as well as being a more effective member of a result focused team.

**Course Objectives (CO):** Upon completion of this course, students should be able to:

1. Use strategies and actions to be an effective organizational leader.
2. Develop strategies and actions to be an effective team member.

**Course Learning Outcomes (CLO):**

Upon completion of this course, students should be able to demonstrate the following outcomes:

1. **Explain** effective leadership practice in firms in UAE/MENA region and globally.
2. **Create** effective teams through understanding group dynamics & conflict resolution.

**Blooms Taxonomy**

(The following levels of Bloom's taxonomy have been used while developing the above CLO)

Bloom's level	3.Application (AP)	4. Analysis (AN)	5. Synthesis (S)	6.Evaluation (E)
CLO #	1	1	2	2

**CLO Mapping:** This table maps CLO's to: CO

CLO	Linked to CO	Linked to MBA PCO
1	1	1
2	2	2

**CLO Assessment Scheme**

CLO	Class Work (marks)		Final Exam (marks) 30%
	Individual projects 40%	Group projects 30%	
1	10 (vLeader)	30 (10% presentation and 20% report)	10
2	30 (individual essay)		20
<b>Total</b>	<b>40</b>	<b>30</b>	<b>30</b>

Each MBA course is assessed by a combination of class work (assignments, quizzes, group work, simulations), and an examination. Class work constitutes 70% of the course grade and one examination at the end constitutes 30% of the course grade. Each course grade is distributed as under:

<b>% Marks</b>	<b>Grade</b>	<b>Quality Points</b>
> 95	A	4.0
90-94	A-	3.7
87-89	B+	3.5
83-86	B	3.0
80-82	B-	2.7
Below 80	F (Fail)	0

Each student is expected to spend about 105 hours out-of-class time on readings, short-cases, and problem solving as follows:

### **Out-of-Class Time**

<b>Assignments and Cases</b>	<b>Approximate Out-of-Class Time</b>
Case Studies	15 hours
Individual Projects	15 hours
Team Projects	20 hours
Readings	20 hours
Simulator(vLeader)	35 hours

### **Teaching Methods:**

Lectures, debates, case studies, video case analysis, video streams, assessment instruments, extensive use of "vLeader Simulator" (vLS)

vLeader is the first and only leadership simulator (used at West Point among 130+ Business Schools) where students can apply any leadership styles they want in real time. This is a great tool to enable students to improve their self awareness, learn how to better apply people and leadership skills when they enter the work force, and greatly improve the retention of what they learn from class.

### **Virtual Leader simulator (VLS) comprises of:**

1. Orientation: Communication fundamentals, leadership styles. Setting Expectations: Working with one subordinate, participant must balance exerting control with active listening and sensitivity.
2. Team building and Conflict Resolution: Working with two subordinates, participants must resolve petty conflicts and gain buy-in for organizational priorities.
3. Influencing and Group Dynamics: Working with two superiors and two subordinates, participants must manage a "typical" staff meeting to achieve typical results by bringing up tough ideas, managing tensions, and forming alliances.
4. Merger of Cultures: Working with three superiors, participants must find the common ground between warring factions, and still maintain a moral center while avoiding manipulation.

### **Use of Modern Instructional Technology**

Moodle Learning Systems

## Teaching Schedule

Day Week	Topic	Contents	Tasks
1	Introduction and basic approaches to leadership	Introduction to the module An introduction to leadership Management vs. leadership Why is leadership important? What is successful leadership? Basic approaches to leadership	Video Self-assessment Experiential exercise
2	Advanced approaches to leadership	Charismatic leadership Transformational leadership Distributed leadership Level 5 leadership	Journal article evaluation Self-assessment
3	Leadership development	Selecting leaders Developing leadership potential	Role play Video case study
4	Cross-cultural leadership and ethical leadership	Cross-cultural leadership Ethical leadership	Journal article vLeader student workbook: complete activities 'before session 1'
5	Leadership legacies and the future of leadership	Legacies and the responsibilities of leadership vLeader session 1	Self-development planning vLeader student workbook: complete activities 'before session 2' Preparation for presentations
6	Group presentations	<b>Assignment 1 due 24<sup>th</sup> October</b>	Presentations and report submission
7	Team Effectiveness I and Leadership Simulation	Introduction to team effectiveness Why are teams important? Composition of teams vLeader session 2	Team role assessment Case study analysis vLeader student workbook: complete activities 'before session 3'
8	Team Effectiveness II and Leadership Simulation	The characteristics of effective teams Teamworking in a global context vLeader session 3	Case study analysis vLeader student workbook: complete activities 'before session 4'
9	Conflict/negotiation and Leadership Simulation	Dealing with conflict Conflict resolution and stimulation Negotiation skills vLeader session 4	Role play vLeader student workbook: complete activities 'before session 5'
10	Motivating teams and summary	Individual versus group motivation Team motivation techniques vLeader session 5 Course summary <b>Assignment 2 and 3 due 28<sup>th</sup> November</b>	Exam preparation
11		Final Examinations (Comprehensive)	

**Assessment: Please note more detailed guidance will be provided in the module**

**Assignment 1 (30% of mark)**

**Group assignment: Group presentation (10%) and report (20%)**

Identify a selection of business leaders, both local and global. Justify whether your group considers the leaders to be successful or unsuccessful.

Analyse - the leaders according to the concepts introduced in the module and those you have independently sought out.

Evaluate - why were they successful / unsuccessful? What lessons can we learn from them?

*10min presentation plus a 2,000 word report*

**Assignment 2 (10% of mark)**

**Individual assignment: vLeader student workbook**

**Assignment 3 (30% of mark)**

**Individual assignment: Individual essay**

Write an individual essay analyzing how your team worked together in producing the presentation and report.

Consider, for example, the task / group composition / group processes. Which components demonstrated effective teamworking? What was ineffective? How could the group's performance have been improved?

**Educational Resources**

Educational Resource	Description
<b>Text Book Required</b>	Your Leadership Legacy, by Galford R. & Maruca, 2006. HBS press
<b>Recommended Reading List</b> (all readings available through remote access to Business Source Premier/Proquest in UD online Library)	R1: Kotter, J. (1990) What Leaders Really Do <i>Kotter, J. Harvard Business Review</i> May/June R2: Waldman, D., Ramirez, G., House, R. and Puranam, P. (2001) Does Leadership Matter? CEO leadership attributes and profitability under conditions of perceived environmental uncertainty <i>Academy of Management Journal</i> vol. 44 no. 1 R3: Ghemawat, P. (2005) Regional strategies for global leadership <i>Harvard Business Review</i> Dec. R4: Egly & Carli (2007) Women & the Labyrinth of Leadership <i>Harvard Business Review</i> R5: Drew, G. (2009) A 360 degree view for individual leadership development <i>Journal of Management Development</i> vol. 28 no. 7 R6: George et. al (2007) Discovering your authentic Leadership <i>Harvard Business Review</i> R7: Collins, J. (2004) Level V. Leadership <i>Harvard Business Review</i> R8: Badaroco (1998) The discipline of building character <i>Harvard Business Review</i> R9: Fontaine & Malloy (2006) Leadership run amock: The destructive power of over - achievers, <i>Harvard Business Review</i> R10: Katzenbach, J. and Smith, D. (1993) The Discipline of Teams <i>Harvard Business Review</i>