



# Business Administration

Course Number:	<b>BUAD 370</b>
Course Title:	<b>LEADERSHIP</b>
Credits:	3
Calendar Description:	Learners will examine what leadership involves and its influence and relationship among leaders and followers. Theories, approaches, and models of leadership will be explored to analyze effectiveness in managing diverse, changing, and global environments. Students will assess their own potential for leadership through in-depth examination of concepts such as personality styles, emotional intelligence, and values.
Semester and Year:	<b>Fall 2016</b>
Prerequisite(s):	BUAD 262 and minimum third-year standing
Corequisite(s):	No
Prerequisite to:	No
Final Exam:	No
Hours per week:	3
Graduation Requirement:	BBA, Management Specialty area – Required
Substitutable Courses:	No
Transfer Credit:	
Special Notes:	
Development Date:	
EDCO Approval:	May 12, 2016
Chair's Approval:	

**Professors**

Name	Phone number	Office	Email
Kyleen Myrah	762-5445 #4678	Kelowna: E221	<a href="mailto:kmyrah@okanagan.bc.ca">kmyrah@okanagan.bc.ca</a>
Roberta Sawatzky	762-5445 #4296	Kelowna: H112B	<a href="mailto:rsawatzky@okanagan.bc.ca">rsawatzky@okanagan.bc.ca</a>

**Learning Outcomes**

Upon completion of this course students will be able to

- evaluate personal awareness through self- assessment tools, and apply this learning to team and group activities throughout the course.
- critique the effectiveness of relevant leadership theories using material presented.
- compare the differences between passive and active followership based on material provided.
- evaluate their own followership style in the context of class activities.
- discuss the challenges and opportunities of leading in less traditional roles, as demonstrated through industry leaders, case studies and interview assignment.
- appraise their personal methods of power and influence to motivate self and others, as illustrated through team activities and self-assessment.
- evaluate, through reflection of class materials and team assignments, the importance of respecting and optimizing diversity in your leadership approach.

**Course Objectives**

This course will cover the following content:

- Definitions of leadership
- Contingency theories of leadership
- Transformational, charismatic, courageous, moral and servant leadership
- Vision and strategic direction
- Emotional intelligence
- Personality assessment and instruments such as StrengthsFinder and Myers-Briggs Type Indicator (MBTI)
- Diversity and leadership
- Followership
- Online and distributed leadership
- Change management
- Culture and values
- Power and influence
- Management of self and others

**Evaluation Procedure**

Individual Evaluation *		
Individual Leadership Plan	30%	
Course Exams	30%	
Total Individual Evaluation (Leadership Plan, Exam) *		60%
Team Work Assignments**		30%
Class Participation and Miscellaneous Assignments		10%
Total		100%

**Notes**

**\*To pass the course** students must obtain an overall passing average grade in the Total Individual Evaluation portion of the final course grade (minimum of 30% of the 60% combined marks assigned to the individual components of the course – Individual Leadership Plan and the combined Course Exams). Your team work marks are factored in after you have succeeded in your individual evaluation components, and you cannot rely on your team members' efforts to pass.

\*\*Team members can be "fired" for failure to perform their duties at a satisfactory level.

The Leadership course has been designed to assist in your development as a leader and follower. Since leadership and management are not mutually exclusive, the course material contains a blend of traditional and innovative approaches. These experiences are focused towards personal development and team effectiveness. The course materials (class text and course pack of readings) have been selected for their professional discussions about leadership and management. These, along with assignments and exercises, will provide you with a number of leadership tools to assist with your understanding of the motives of leaders and managers, the relationships between leaders and followers, and will help you to examine leadership choices in a variety of situations. Selected videos, guest speakers and assignments will add other experiential dimensions to your leadership development.

**1. Individual Leadership Plan (30% of grade)**

Your individual Leadership Plan requires careful reflection on your individual leadership style according to your Learning, Cognitive and Personality styles. Your past performance in leadership roles including work, social and school related activities should be incorporated. This is meant to be more than a personal story by applying course related theories, tools and examples where possible. A planned course of action to develop your leadership capabilities must be included. Written reports **must not exceed 15 single-spaced pages** (excluding appendices). The American Psychological Association (APA) method for citing sources within your report text and in your reference list is a report requirement. (See detailed assignment instructions posted on Moodle, also the Library website for APA referencing techniques.)

**Notes****2. Team Work Assignments (30% of grade)**

Three formal assignments will be completed in teams. These include:

- a. **Interview of a Local Leader** which entails analysis and application of leadership theory from your text and course readings in a written report and discussion of findings in class (13%);
- b. **Leadership Seminar Presentation** which involves the analysis and facilitated class discussion of a leadership topic and its key concepts (12%); and
- c. **Group Dynamics Presentation** which is a final oral presentation (5%) about your group's profile and team development throughout the course.

(Refer to the course schedule for timing of these three events. Assignment details available on Moodle. Group membership will be three members.)

**3. Course Exams (30% of grade)**

Three class exams which will test your understanding of theories and concepts from the course text, assigned readings, video or guest speaker presentations, as well as class discussions. Exam 1 (worth 8%) & Exam 3 (worth 12%) are written in-class. Exam 2 is a take-home format worth 10% of your course grade. See professor for more details.

**4. Class Participation & Miscellaneous Assignments (10% of grade)**

Attendance is a critical component of class participation, but is not sufficient to earn a satisfactory mark. Your participation mark is based on the quality of your participation during class and on a peer and self-assessment exercise to evaluate the contribution of team members to the Team exercises. You will also evaluate yourself on your individual effort and leadership development throughout the course. Remember that participation marks are earned. Marks will be awarded for the quality of questions and insightful discussion. Marks will be deducted for absence, for lack of preparation and for disruption of instructional activities. You need to be in class and contribute on a regular basis, but pay close attention to any events which have mandatory participation, as absence for any reason will carry a heavier penalty. StrengthsFinder and MBTI classes are mandatory to attend.

- **5% of your participation mark will come from the leadership chapter summary & mini-presentation, and**
- **5% of the mark will come from your individual participation in class.**

(See participation and team evaluation forms posted on Moodle, due at the end of the semester. Optional individual leadership assessment also posted on Moodle.)

**LATE POLICY:**

The three team assignments are done in groups and individual assignments are not accepted. All written assignments (Interview of a Leader & Chapter Summary) are to be emailed to your professor by the deadline specified. Paper copies are to be brought to class for your professor for marking and are due at start of class. Hard copies of presentations slides are to be handed in the day of your presentation. Assignments received late will be deducted 10% per day. Any assignment received after the due date time specified i.e. start of class or a specific time will automatically be deemed one day late and 10% will be deducted. Assignments received after 5 calendar days will not be accepted. Teams not showing up to do their presentations on their assigned date will forfeit the marks for the assignment and will not be rescheduled.

**Required Text and Materials**

- Bryant, Adam. (2011). *The corner office: Indispensable and unexpected lessons from CEOs on how to lead and succeed*. New York, USA: St. Martin's Griffin.
- Require supplemental course pack (see bookstore)
- Optional (highly recommended) workbook: Richmond, S. (2008). *Introduction to Type and Leadership*. California, USA: CPP, Inc.

Course Schedule

Date		Topics & Deliverables	Materials
Dates:			Ch = Byrant text * = coursepack
Week	1	Overview of Course and Expectations Introduction to Leadership	Bryant Ch 1
Week	2	Managing Yourself Emotional Intelligence <u>Chapter Summary (chapters 2-3)</u> <u>Team Formation for Assignments</u>	Bryant Ch 2-3 *Schwartz & McCarthy (2007) *Goleman (2004;2003), *Fisher (1998)
Week	3	Contingency Approaches to Leadership Transformational and Charismatic Leadership Instructions for MBTI & SF assessment <u>Chapter Summary (chapters 4-6)</u>	*Daft Ch 3 Bryant Ch 4-6
Week	4	Courage & Moral Leadership, Servant Leadership, Values-based Leadership <u>Chapter Summary (chapters 7-9)</u> <u>Leadership Exam 1 (in class)</u>	*Fernandes (2014) *The Saylor Foundation (n.d.) Bryant Ch 7-9
Week	5	Myers-Briggs Type Indicator® <u>(MBTI assessment must be completed for class;</u> <u>Class Participation is mandatory)</u>	See professor for assessment instructions
Week	6	StrengthsFinder <u>(Class Participation is mandatory)</u> Followership (no classes Thanksgiving Monday) <u>Assignment 1 Due: Interview of a Leader</u> <u>Chapter Summary (chapters 10-12)</u>	StrengthsFinder Assessment (see professor for assessment instructions) *McCallum (2013) *Kellerman (2007) Bryant Ch 10-12
Week	7	Persuasion and Influence Chapter Summary (chapters 13-15) <u>Due: Brief Proposal for Leadership Seminar (Assignment #2)</u> <u>Leadership Exam 2 (take-home due)</u>	*Cialdini (2001). Bryant Ch 13-15
Week	8	Diversity in Leadership/Gender and Leadership Chapter Summary (chapters 16-17) Co-Leadership Lunapads Case Study	*Powell (2007) *Nowack (2015) *Miles & Watkins (2007) *Myrah & Sawatzky (2015) Bryant Ch 16-17
Week	9	Special Topics in Leadership In class discussion of Leader Interviews <u>Leadership Exam 3</u>	
Week	10	No classes Remembrance Day Friday	
Week	11	<b>Team Presentations: Leadership Seminar</b>	See professor for instructions
Week	12	<b>Team Presentations: Leadership Seminar</b>	See professor for instructions
Week	13	Course Conclusion <b>Team Presentations: Group Dynamics</b> <b>Class Participation is mandatory</b>	Self and peer assessment due Classes end Dec 6
Week	14	<b>Leadership Plan Due Monday, December 12 at 2pm</b>	Final Exam Period (No Final Exam)

## **SKILLS ACROSS THE BUSINESS CURRICULUM**

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The Okanagan School of Business promotes core skills across the curriculum. These skills include reading, written and oral communications, computers, small business, and academic standards of ethics, honesty and integrity.

## **STUDENT CONDUCT AND ACADEMIC HONESTY**

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### **What is the Disruption of Instructional Activities?**

At Okanagan College (OC), disruption of instructional activities includes student “conduct which interferes with examinations, lectures, seminars, tutorials, group meetings, other related activities, and with students using the study facilities of OC”, as well as conduct that leads to property damage, assault, discrimination, harassment and fraud. Penalties for disruption of instructional activities include a range of sanctions from a warning and/or a failing grade on an assignment, examination or course to suspension from OC.

### **What is Cheating?**

“Cheating includes but is not limited to dishonest or attempted dishonest conduct during tests or examinations in which the use is made of books, notes, diagrams or other aids excluding those authorized by the examiner. It includes communicating with others for the purpose of obtaining information, copying from the work of others and purposely exposing or conveying information to other students who are taking the test or examination.”

Students must submit independently written work. Students may not write joint or collaborative assignments with other students unless the instructor approves it in advance as a group/team project. Students who share their work with other students are equally involved in cheating.

### **What is Plagiarism?**

Plagiarism is defined as “the presentation of another person’s work or ideas without proper or complete acknowledgement.” It is the serious academic offence of reproducing someone else’s work, including words, ideas and media, without permission for course credit towards a certificate, diploma, degree and/or professional designation. The defining characteristic is that the work is not yours.

“Intentional plagiarism is the deliberate presentation of another’s work or ideas as one’s own.” Intentional plagiarism can be a copy of material from a journal article, a book chapter, data from the Internet, another student, work submitted for credit in another course or from other sources.

“Unintentional plagiarism is the inadvertent presentation of another’s work or ideas without proper acknowledgement because of poor or inadequate practices. Unintentional plagiarism is a failure of scholarship; intentional plagiarism is an act of deceit.”

### **What are the Students’ Responsibilities to Avoid Plagiarism?**

Students have a responsibility to read the OC Plagiarism Policy and Procedures outlined in the OC calendar, which is available in online format [www.okanagan.bc.ca](http://www.okanagan.bc.ca). Students must acknowledge the sources of information used on all their assignments. This usually involves putting the authors’ name and the year of publication in parentheses after the sentence in which you used the material, then at the end of your paper, writing out the complete references in a Reference section.

“Students are responsible for learning and applying the proper scholarly practices for acknowledging the work and ideas of others. Students who are unsure of what constitutes plagiarism should refer to the UBC publication “*Plagiarism Avoided; Taking Responsibility for your Work*”. This guide is available in OC bookstores and libraries.

Students are expected to understand research and writing techniques and documentation styles. The Okanagan School of Business requires the use of the APA or MLA style, but suggests that students cite references using the APA guidelines (see Publication Manual of the American Psychological Association, 6<sup>th</sup> edition (2009). A copy of the APA manual is available in the reference section and also available for circulation from OC libraries. The library website has access to these two major citing styles.

### **What are the Penalties for Plagiarism and Cheating?**

The Okanagan School of Business does not tolerate plagiarism or cheating. All professors actively check for plagiarism and cheating and the Okanagan School of Business subscribes to an electronic plagiarism detection service. All incidents of plagiarism or cheating are reported and result in a formal letter of reprimand outlining the nature of the infraction, the evidence and the penalty. The Dean of the Okanagan School of Business and the Registrar record and monitor all instances of plagiarism and cheating. Penalties for plagiarism and cheating reflect the seriousness and circumstances of the offence and the range of penalties includes suspension from OC.