



# Business Administration

Course Number: **BUAD 370**

Course Title: **LEADERSHIP**

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: **WINTER 2019**

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:

Originally Developed:

EDCO Approval: May 2016

Chair's Approval:

**Professors**

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**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
- Authentic, transformational, charismatic, courageous, moral and servant leadership
- Vision and strategic direction
- Emotional intelligence
- Self-assessments such as Emotional Intelligence, StrengthsFinder, Values in Action (VIA) and/or Personal Values Assessment (PVA) 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, Exams) *		60%
Team Work Assignments**		35%
Class Participation		5%
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.

\*\*\*Oral and written communication is a critical component of all assignments and exams and as such, is an important criteria in the evaluation of all course work (must meet a minimum of third-year standing).

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 (intrapersonal relationships) and team effectiveness (interpersonal relationships). 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.

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

Your individual Leadership Plan requires careful reflection on your individual leadership style. 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, assessments 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.)

**Team Work Assignments (35% of grade)**

Four formal assignments will be completed in teams of three members. These include:  
**Book Review Discussion Groups** will facilitate an engaging class discussion on the course text and post a summary review of key themes. Each team presents a summary of one (or more) chapters (5%);  
**Interview of a Local Leader** which entails analysis and application of leadership theory from your text and course readings in a written report and informal discussion of findings in class (12%);  
**Leadership Seminar Presentation** which involves the analysis and facilitated class discussion of a leadership topic and its key concepts (13%) and,  
**Group Dynamics Presentation** which is a final oral presentation about your group's profile and team behaviours and development throughout the course (5%).  
Refer to the course schedule for timing of these four events. Assignment details available on Moodle.

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

Two 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 presentations and discussions. Exam 1 is written in class early in the term and is worth 10% of your course grade. Exam 2 is written in class later in the term and is worth 20% of your course grade. See professor for more details.

**Class Participation and Various Class Activities (5% 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, completion of in-class exercises 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. 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 in class assessments which have mandatory participation, as absence for any reason will carry a heavier penalty. StrengthsFinder, MBTI, VIA and/or PVA and Emotional Intelligence classes are mandatory to attend as well as the final class where you present your Group Dynamics Assignment. (See participation and team evaluation forms posted on Moodle, due at the end of the semester)

**Late Policy**

The four team assignments are done in groups and individual assignments are not accepted. The team projects; interview a local leader summaries, leadership seminar presentations book review summaries and group dynamics presentations must be posted on Moodle before the start of the class in which they are due. Paper copies of assignments and presentations slides and/or class activities are to be brought to class for your professor for marking and are due at the start of class. Late assignments will not be graded. Teams or team members 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. (2014). *Quick and nimble: Lessons from leading CEO's on how to create a culture of innovation*. New York, USA: St. Martin's Griffin.

Required supplemental course pack (see bookstore)

Optional (highly recommended) readings are posted in Moodle.

Course Schedule

Date		Topics and Deliverables	Materials
2019 Week of:			Ch. = Byrant textbook * = coursepack
1	Jan. 7	Overview of Course and Expectations Introduction to Leadership (Defining, New Paradigm) Managing Yourself Introduce 'Leadership Plan' Introduce 'Book Review Discussion Groups' / Form Teams	*Schwartz & McCarthy (2007) Bryant Ch 1
2	Jan. 14	Evolving Theories of Leadership Contingency Approaches to Leadership Influence Theories <ul style="list-style-type: none"> <li>• Persuasion and Influence</li> <li>• Charismatic Leadership</li> </ul> Team: Text Chapter Readings; Summaries/ Discussion Groups Instructions for MBTI, SF, EQ, VIA (and/or PVA) assessments	*Cialdini (2001) Bryant Ch. 2-5
3	Jan. 21	Relational Theories <ul style="list-style-type: none"> <li>• Transformational</li> <li>• Level Five</li> <li>• Servant</li> </ul> Team: Text Chapter Readings; Summaries/ Discussion Introduce Team: 'Interview a Local Leader'	*Collins, Jim. (2001) *Stone, Russell, & Patterson (2004). Bryant Ch. 6-9
4	Jan. 28	Personality Assessment (Myers-Briggs Type Indicator) Team: Leadership Seminar Proposal Due	
5	Feb. 4	Exam 1 Personality Assessment (Myers-Briggs Type Indicator)	
6	Feb. 11	Courage & Moral Leadership Values-based Leadership Values Assessments (VIA and/or PLA) Team: Interview a Local Leader' Due	*Fernandes (2014) *The Saylor Foundation (n.d.)
7	Feb. 18	Monday, February 18 – Family Day (no classes) Tuesday, February 19 - Friday, February 22 – Reading Week (no classes)	
8	Feb. 25	Emotional Intelligence Assessment (EQ-i2.0)	*Goleman (2004;2003) *Fisher (1998)
9	Mar. 4	Emotional Intelligence Assessment (EQ-i2.0) Team: Text Chapter Readings; Summaries/ Discussion	Bryant Ch. 10-13
10	Mar. 11	Talents Assessment (Clifton Strengths) Followership Team: Text Chapter Readings; Summaries/ Discussion	*Kellerman (2007) *Bjugstad, Thach, Thompson, & Morris (2006) Bryant Ch. 14-16
11	Mar. 18	Exam 2	

12	Mar. 25	Team: Leadership Seminar Presentations	
13	Apr. 1	Team: Leadership Seminar Presentations	
14	Apr.8	Team: Group Dynamics Presentations Leadership Plan Due Individual Participation and Peer Evaluation	
15	Apr. 15- 29	Final Exam Period	

## **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.