



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 2020**

Prerequisite(s): BUAD 262 and minimum third-year standing

Corequisite(s): No

Prerequisite to: No

Final Exam: Yes

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:

A handwritten signature in blue ink, appearing to read "Hempel".

Professors

Name	Phone number	Office	Email
Catherine Fitzgerald Course Captain	250-762-5445 #4579	K: C123	cfitzgerald@okanagan.bc.ca

Learning Outcomes

<p>Upon completion of this course students will be able to</p> <ul style="list-style-type: none"> • 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.
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Course Objectives

<p>This course will cover the following content:</p> <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Diversity and leadership • Followership • Online and distributed leadership • Change management • Culture and values • Power and influence • Management of self and others
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Evaluation Procedure

Reflection Journal	10%
Individual Leadership Plan*	30%
Course Exams*	30%
Class Participation	10%
Team Assignment- Leadership Seminar**	10%
Team Assignment-Interview a Local Leader**	10%
Total***	100%

Notes

*To pass the course students must obtain an overall passing average grade on their leadership plan and combined two exams (minimum of 30% of the 60% combined marks assigned to these components of the course).

**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).

This Leadership course has been designed to assist in your development as a leader and follower. The selected weekly readings (articles/chapters) along with assignments, self-assessments, exercises and discussions are focused towards your personal development; intrapersonal and interpersonal relationships.

Reflection Journal (10% of grade)

Your reflection journal requires careful reflection on your leadership experiences throughout the term. While regular journal writing is encouraged, you are required to enter at least one journal entry each week (weeks 2-11) in your Moodle online journal to receive either a 1 (complete) or 0 (not complete) during the scheduled week. Assignment details are available in Moodle.

Individual Leadership Plan (30% of grade)

Your individual Leadership Plan requires careful reflection on your individual leadership style according to your learning throughout the term. Your life experiences in leadership and followership roles including work, school, social and community related activities should be incorporated. Personal examples and their linkages to course leadership content such as theories, concepts, practices as well as learning activities such as self-assessments, discussions and presentations is required. A planned course of action to develop your leadership competencies must be included. A paper copy is to be submitted to your professor in class week 13 and via Moodle by midnight the evening of the last class. Your written report must not exceed 15 single-spaced pages (excluding appendices and references) and follow the American Psychological Association (APA) method for citing sources within your report text and in your reference list (See the Library website for APA referencing practices). Assignment details are available in Moodle.

Team Work Assignments (20% of grade)

Two formal assignments will be completed in teams of three or four members. These include:

Leadership Seminar Presentation which involves the analysis and facilitated class discussion of a leadership topic and posting of readings (articles) with a written summary on Moodle for further online discussion (10%); and

Interview of a Local Leader which entails analysis and application of leadership theories perspectives and practices from selected course readings in a written report posted in Moodle and discussion of findings in class (10%).

Refer to the course schedule for timing of these activities. Assignment details are available in Moodle.

Course Exams (30% of grade)

Two class exams will test your understanding of leadership theories, concepts and practices from the course readings, team presentations, self- assessments, video clips, guest speaker presentations, class learning activities and class discussions. Exam 1 is written in class and is worth 10% of your course grade. Exam 2 is written during the final exam period and is worth 20% of your course grade. See professor for more details.

Class Participation (10% of grade)

This component of your grade will reflect the work you do before, during and after class. Participation includes full preparation for class, having completed all assigned required readings, and having gained familiarity with the various material assigned for the theme of the week (like videos, self-assessment questionnaires and other resources meant to deepen your understanding of the material). Pay close attention to any classes in which formal self-assessments take place; StrengthsFinder, MBTI, VIA, and Emotional Intelligence classes are mandatory to attend and include in your leadership plan. Observed lack of preparation will directly impact your participation grade.

Attendance is critical, and must translate into active presence. Participation in discussions is a very important part of the learning process in this course. All students are expected to contribute to these discussions and to enrich the collective learning that emerges from personal engagement and expression of our thinking. You are encouraged to actively listen (put aside distracting devices) and take risks in your participation: lead a group or facilitate a discussion, ask questions, share examples, provide feedback, encourage peers, make observations that integrate concepts... Be Proactive. You will be evaluated on the quality, rather than quantity, of your contributions and insights.

Students will provide a self and peer evaluation at the end of the term and are encouraged to collect weekly self-peer evaluation to reflect with integrity on their participation. Post-class reflection on factors having influenced the quality of your participation during that class deepens integration and is also an important part of the learning, allowing for greater richness over weeks.

Since group presentation marks are based on class engagement and learning it is most important that you support each other's team presentations; both leadership seminar and interview a local leader.

Discussing and debriefing course content and learning activities (such as self-assessments, debates etc.) with your team and others in the class is most important for the completion of your leadership plan which requires you to become more aware of and reflect on what others think, feel and act towards you. You will want to seek feedback from others, so engaging in dialogues during class time may help you with this aspect of your leadership plan.

You will want to refer to the 'Class Participation Guidelines and Evaluation Criteria' posted in Moodle.

Late Policy

The two team assignments are done in groups and individual assignments are not accepted. The team leadership seminar and interview a local leader presentations, readings (articles) and summaries must be posted in 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 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

Required course readings (eBook chapters and articles) have been selected for their professional discussions about leadership and can be accessed online through the OC library with some posted in Moodle. Additional readings will be selected (by your professor and team presenters) and **'required'** to be read each week.

It is compulsory that you read the selected **'required'** weekly articles and eBook chapters prior to class, as well as bring them to class for discussion, this is a minimum requirement, with further suggested additional weekly readings highly encouraged (in that any additional readings will strengthen your presentations, exam answers and leadership plan). You will want to refer to the 'Required Readings' list posted in Moodle.

Course Schedule

Date		Topic Themes	*Required Readings	In class Activities and Assignment Due dates
Week	Week of	*Note: Additional readings will be selected (by your professor and team presenters) and 'required' to be read each week.		
1	Jan. 6 (classes begin Mon. Jan.6)	<p>Leading in the Context of the 21st Century</p> <p>Overview of Course; Expectations and Assignments</p>	<p>Steege, M. van der (2017). Introduction. In R. Elkington, M. Steege, J. van der, Glick-Smith, & J.M. Breen, (Eds.). <i>Visionary Leadership in a Turbulent World : Thriving in the New VUCA Context</i> (Chapter 1). Bingley, UK: Emerald Publishing Limited.</p> <p>Elkington, R. (2017). Ethical Leadership at the Speed of VUCA In R. Elkington, M. Steege, J. van der, Glick-Smith, & J.M. Breen, (Eds.). <i>Visionary Leadership in a Turbulent World : Thriving in the New VUCA Context</i> (Chapter 2). Bingley, UK: Emerald Publishing Limited.</p>	<p>Team formations</p> <p>Reflection Journal (continuous through weeks 1-10)</p>
2	Jan.13	<p>Leadership Resilience in a VUCA World</p> <p>Historical Overview of the Major Leadership Theories/Approaches</p> <p>Assessment instructions (MBTI, EI/EQ, VIA , StrengthsQuest)</p>	<p>Breen,J.M.(2017). Leadership Resilience in a VUCA World. In R. Elkington, M. Steege, J. van der, Glick-Smith, & J.M. Breen, (Eds.). <i>Visionary Leadership in a Turbulent World : Thriving in the New VUCA Context</i> (Chapter 3). Bingley, UK: Emerald Publishing Limited.</p> <p>Gandolfi, F & Stone, S. (2018). Leadership. Leadership Styles and Servant Leadership. <i>Journal of Management Research</i>, 18(4), 261-269. NOTE: These article will be discussed further during week 8.</p> <p>Hackett, R. D., & Wang, G. (2012). Virtues and leadership. <i>Management Decision</i>, 50(5), 868-899. NOTE: These article will be discussed further during week 9.</p>	

3	Jan. 20	Well-being and Leadership Emotions in Leadership (Part I)	Schwartz, T. & McCarthy (2007, October). Manage Your Energy, Not Your Time. <i>Harvard Business Review</i> . Retrieved from https://hbr.org/2007/10/manage-your-energy-not-your-time/ar/1	Team Assignment – Leadership Seminar Proposal Due
4	Jan. 27	Emotions in Leadership (Part II)	Goleman, D. (2013, December). The Focused Leader. <i>Harvard Business Review</i> . 50-60. Retrieved from https://hbr.org/2013/12/the-focused-leader George, J. (2000). Emotions and Leadership: The role of emotional intelligence. <i>Human Relations</i> , 53, 1027.	EI/EQ-self assessment/ activities
5	Feb. 3	Personality, Preferences, Perceptions and Leadership	Briggs-Myers, I. (1998). <i>Introduction To Type</i> . Palo Alto, CA: Consulting Psychologist Press. Krebs Hirsh, S. & Kummerow J. (1998). <i>Introduction To Type In Organizations</i> . Palo Alto, CA: Consulting Psychologist Press.	MBTI-self assessment/ activities Team Assignment – Interview a local leader Proposal Due
6	Feb. 10	Relationships, Problem Solving and Leadership	Lebovitz Richmond, S.(2016). <i>Introduction to Myers-Briggs Type and Leadership</i> . Palo Alto, CA: Consulting Psychologist Press.	Exam 1 (covers weeks 1-6)
7	Feb. 17		READING BREAK	
8	Feb. 24		TEAM-PREPARATION	DUE-Team Performance Feedback

			<p>Team Assignment – Leadership Seminar; Facilitate Discussion</p> <p>Team Assignment- Interview a Leader- Presentations</p>	
9	Mar. 2	<p>Followership</p> <p>Moral Aspects of Leadership (Ethical, Servant, Spiritual Leadership)</p>	<p>Followership (Chapter 12). Northouse, P. (2019) <i>Leadership Theory and Practice</i>, London, UK. Sage Publications Inc.</p> <p>Uhl-Bien, M., & Carsten, M. K. (2007). Being Ethical When the Boss is Not. <i>Organizational Dynamics</i>, 36 (2) 187–201. Elsevier Science Publishers. doi:10.1016/j.orgdyn.2007.03.006</p> <p>NOTE: Refer to earlier reading (week2) Gandolfi, F & Stone, S. (2018)</p>	<p>Team Assignment – Leadership Seminar; Facilitate Discussion (Team 1)</p> <p>Team Assignment – Leadership Seminar; Facilitate Discussion (Team 2)</p>
10	Mar. 9	<p>Character Strengths, Virtues and Leadership</p> <p>Authenticity and Leadership</p>	<p>Peterson, C. & Park, N. (2006), Character strengths in organizations. <i>Journal of Organizational Behavior</i>, 27(8), 1149-1154. Retrieved from https://onlinelibrary.wiley.com/doi/abs/10.1002/job.398</p> <p>Ibarra, H. (2015, January-February). The authenticity paradox. <i>Harvard Business Review</i>, 52- 59. Retrieved from https://hbr.org/2015/01/the-authenticity-paradox</p> <p>George, B., Sims, P., McLean, A.M. & Mayer, D. (2007, February). Discovering your authentic leadership. <i>Harvard Business Review</i>. Retrieved from https://hbr.org/2007/02/discovering-your-authentic-leadership</p> <p>NOTE: Refer to earlier reading (week2) Hackett, R. D., & Wang, G. (2012).</p>	<p>VIA-self assessment/ activities</p> <p>Team Assignment – Leadership Seminar; Facilitate Discussion (Team 3)</p>
11	Mar. 16	<p>Diversity and Leadership (Gender and Culture)</p> <p>Team Leadership</p>	<p>Tuleja, E.A. (2017). Cultural Intelligence in a VUCA World. In R. Elkington, M. Steege, J. van der, Glick-Smith, & J.M. Breen, (Eds.). <i>Visionary Leadership in a Turbulent World : Thriving in the New VUCA Context</i> (Chapter 9).</p>	<p>Team Assignment – Leadership Seminar; Facilitate Discussion (Team 4)</p>

			<p>Bingley, UK: Emerald Publishing Limited.</p> <p>Johnson, S.K., & Lacerenza, C.N. (2018). Leadership Is Male-centric: Gender Issues in the Study of Leadership. In Riggio, R.E. (Ed), <i>What's wrong with leadership? Improving research and practice</i> (Chapter 6). London, UK: Routledge.</p>	<p>Team Assignment – Leadership Seminar; Facilitate Discussion (Team 5)</p> <p>Team Assignment – Leadership Seminar; Facilitate Discussion (Team 6)</p>
12	Mar. 23	<p>Strengths-based Leadership</p> <p>Destructive Leadership</p>	<p>Schyns, B., Neves, P., Wisse, B. & Knoll, M. (2018). Turning a Blind Eye to Destructive Leadership: The Forgotten Destructive Leaders. In Riggio, R.E. (Ed), <i>What's wrong with leadership?</i> (Chapter 10) Improving research and practice. London, UK: Routledge.</p>	<p>StrengthsQuest-self assessment/ activities</p> <p>Team Assignment – Leadership Seminar; Facilitate Discussion (Team 7)</p> <p>Team Assignment – Leadership Seminar; Facilitate Discussion (Team 8)</p>
13	Mar. 30	<p>Team Presentation-Interview a Leader</p>		<p>Team Assignment-Interview a Leader-Presentations (Teams 1-6)</p>
14	Apr. 6	<p>Team Presentation-Interview a Leader</p> <p>Review and Integration</p>		<p>Team Assignment-Interview a Leader-Presentations (Teams 7-8)</p> <p>Leadership Plan due</p> <p>Self and Peer Performance Evaluations (due in class)</p>
15	Thursday, Apr. 9 (last day of classes)	<p>Final Exam Period Tues. Apr. 14-Fri. Apr.24</p>		<p>Exam 2 (covers weeks 9-14)</p>

SKILLS ACROSS THE BUSINESS CURRICULUM

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

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. 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, 7th edition (2019)). 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.