

COURSE INFORMATION

Course title:	Leadership	Credits:	1.5
Course code:	BAHR 505	Class location:	ANGU-335
Session, term, period:	2023W2, Period 4	Class times:	Tue, Thu, 10 am to 12 pm
Section(s):	MM1	Pre-requisites:	n/a
Course duration:	Feb 27 – Mar 28, 2024	Co-requisites:	n/a
Division:	OBHR		
Program:	Master of Management		

INSTRUCTOR INFORMATION

Instructor:	Dr. Jon Evans	Office location:	HA 665
Phone:	604 822 9571	Office Hours:	Tue, Thu, 12 pm to 1 pm
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COURSE DESCRIPTION

BAHR 505 is an introduction to the theory and practice of leadership. In this course, we consider leadership roles in a variety of organizations, including public and private, non-profit and profit, as well as formal and informal organizations. The key idea at the center of this course is the fundamental dilemma faced by all leaders: **Leaders seek to influence people, and people desire to be autonomous.** This idea describes both the central objective of leaders (i.e., influence the cognition, affect, and behavior of people) and why this is so difficult to do well (i.e., autonomous behavior and decision making is important for our personal growth and happiness). In this course, we seek to deepen our understanding of human behavior, increase our respect for the autonomy of others, and practice what leaders can do to influence others.

COURSE FORMAT

Our methodology includes readings on leadership theory, interactive class discussions, and practical application. Success in this course depends on your effort to consume and critique course readings, engage in critical thinking with me and your classmates, and take risks as you apply course concepts. The course is designed to encourage all three of these efforts.




LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Articulate their own personal vision and leadership plan, and understand how their vision relates to effective leadership.
2. Critically analyze leadership theory and identify evidence-based resources for understanding leadership principles.
3. Discuss theories of motivation and personality within the context of leadership practice.
4. Identify effective and ineffective leadership actions and behaviors.
5. Apply evidence-based principles of interpersonal influence.
6. Apply evidence-based principles of charismatic leadership traits.
7. Summarize paradoxical leader behaviors and develop a strategy to become a paradox-savvy leader.

SUSTAINABLE DEVELOPMENT GOALS (SDGS)

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the [United Nations Sustainable Development Goals](#). In this course, we will touch on topics that relate to the following goals:

<p>Goal 3: Good Health and Well-being</p> 	<p>In week 1 we will have a class exercise on life decision-making and debrief that will help students clarify values and individual definition of life success. These exercises will help students prepare for an assignment to define individual student leadership vision and values.</p>
<p>Goal 5: Gender Equality</p> 	<p>In week 5 will have a class on inclusive leadership, with readings and class exercises designed to help students understand the relationship between diversity and performance. Students will practice leadership behaviors designed to create sense of belonging and communicate value for individual uniqueness.</p>
<p>Goal 10: Reduce Inequality</p> 	<p>In week 5 will have a class on inclusive leadership, with readings and class exercises designed to help students understand the relationship between diversity and performance. Students will practice leadership behaviors designed to create sense of belonging and communicate value for individual uniqueness.</p>

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Active learning	25%
Leadership challenge assignment	15%
Respected leader assignment	15%
Leadership vision and logo assignment	10%
Development plan	<u>35%</u>
Total	<u>100%</u>

Details of Assessments

Active Learning (25%)

Every student is expected to attend all classes in full. Attendance will be monitored, and students are expected to participate in the class exercises and class discussions. In order to achieve top marks for in-class participation, a student must: (a) attend the class regularly, (b) participate in the class discussions (by asking questions or making comments), and (c) contribute positively to the learning environment and be respectful of other students. Attendance alone does not guarantee full participation marks. Quality of contributions matters more than quantity. You must be in class to complete and receive credit for the activities. Activity grades will be based on completion of assigned task and participation in class discussion. No make-up classes, activities or assignments will be offered.

Each class will begin with a short quiz on the assigned readings. The quiz will be administered within the first few minutes of class, and it will be completed with a hard-copy sheet of paper distributed to the

class. You must be in the classroom to complete the quiz, and you must arrive before the first quiz is distributed in order to complete the quiz. Missing quiz = 0 grade. No make-up quizzes are allowed.

Leadership Challenge Assignment (15%)

Definition: a leadership challenge is something that stands between where you are now as a leader and where you want to be. Think about your day-to-day work as a leader and identify one challenge where you feel you are at the edge of new learning for yourself. The challenge might involve handling certain relationships, mastering greater skill with specific complex content, garnering support from others for your decisions or initiatives, or any other aspect of your work that you feel will stretch your horizons past your present experience. The assignment is to (a) briefly describe the challenge (one short paragraph), and (b) describe what you did during one of the class sessions (or outside of class) to experiment and attempt to improve, and (c) your plan to continue improving in this area.

Respected Leader Assignment (15%)

Students are to interview one respected leader outside of the Sauder School of Business and your class using the interview protocol provided on Canvas in the detailed assignment instructions. Follow the 30-minute structured interview and write up your summary of the interview and your responses to the reflection questions.

Leader Vision and Logo Assignment (10%)

You will be asked to create a personal leadership vision and a symbolic representation of it. Your personal leadership vision is what you see as your purpose/calling. This is about you as a leader (as opposed to your vision for any specific department or organization). An effective vision will (a) reflect your core values; (b) be aspirational – a future state that you strive for; and (c) be such that others can see themselves in your vision. Your leadership vision should be about 2-3 sentences. Your leadership logo may be a photo of the hand-drawn image or you are welcome to reproduce it digitally. You need not be an artist - the point is simply to develop a memorable visual representation that evokes your vision and can serve as a salient reminder of your aspirational identity. Finally, in addition to the vision statement and logo, you will provide 3-4 specific behaviors that represent your vision. The first class will discuss this assignment in more detail.

Development Plan (25%)

This independent paper will encompass your overall approach to, and view of, leadership – based on your insights from the course. At the conclusion of most lessons, we will discuss recording insights and impressions from the lesson in the form of a journal. The objective is to capture your perceptions, analysis, integration of theories, concepts, principles and practices. You will share key take-aways from this course, and create a specific and unique plan for your leadership development.

LEARNING MATERIALS

Course readings are provided on Canvas and detailed in the schedule below. Students are required to buy the Harvard coursepack link provided below.

Coursepack from Harvard: <https://hbsp.harvard.edu/import/1149267>

Estimated cost of required materials: \$16.20 USD for Harvard case and simulation.

Each class session will include specific book recommendations relevant for the discussed topics. These recommendations are not required reading. They are designed to provide students with additional resources for studying leadership from reputable sources.

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Late submissions will not be accepted and will receive a grade of zero.

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

Other Course Policies and Resources

- Students joining the course during the add/drop period will be excused from activities completed prior to joining the class.

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances.

UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Any work submitted must be your own original work, written without outside assistance or collaboration. Any use of artificial intelligence (AI), including ChatGPT, is not permitted. Any student suspected of submitting work that includes AI generated content may be asked for preliminary work or other materials to evidence the student's original and unaided authorship. The student may also be asked to separately explain or support their work. AI identification methods may also be employed by the instructor. After review, if it is determined by the instructor that submitted work likely contains AI generated content, the work may receive a zero and may be subject to further misconduct measures set out in the Vancouver Academic Calendar.

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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE SCHEDULE

(Subject to change with class consultation)

Class	Date	Topic	Readings or Activities	Assessments due
1	Tue, 27 Feb	Introduction/values	<ul style="list-style-type: none"> • “How Will You Measure Your Life” (Christensen, 2010) • “From Purpose to Impact” (Craig & Snook, 2014) 	
2	Thu, 29 Feb	Personality & motivation	<ul style="list-style-type: none"> • LC, Chapter 9 & 10 	Class 2 Quiz (in class)
3	Tue, 5 Mar	Charisma	<ul style="list-style-type: none"> • “Learning Charisma” (Antonakis et al., 2012) • LC, Chapter 6 	Class 3 Quiz (in class)
4	Thu, 7 Mar	Influence	<ul style="list-style-type: none"> • “Harnessing the Science of Persuasion” (Cialdini, 2001) • “Persuading the Unpersuadable” (Grant, 2021) 	Class 4 Quiz (in class)
5	Tue, 12 Mar	Experimentation and learning	<ul style="list-style-type: none"> • “Speeding up Team Learning” (Edmondson et al., 2001) • LC, Chapter 8 	Class 5 Quiz (in class)
6	Thu, 14 Mar	Team leadership	<ul style="list-style-type: none"> • Case: “Army Crew Team” 	Class 6 Quiz (in class)
7	Tue, 19 Mar	Leading change	<ul style="list-style-type: none"> • “Leading Change” (Kotter, 2007) 	Class 7 Quiz (in class)
8	Thu, 21 Mar	Feedback and coaching	<ul style="list-style-type: none"> • LC, Chapter 11 • “Coaching for Change” (Boyatzis et al., 2019) 	Class 8 Quiz (in class) Respected Leader Assignment (11:59 pm)
9	Tue, 26 Mar	Inclusive leadership	<ul style="list-style-type: none"> • “Getting Serious About Diversity” (Ely & Thomas, 2020) • “The Key to Inclusive Leadership” (Bourke et al., 2020) 	Class 9 Quiz (in class)
10	Thu, 28 Mar	Authentic leadership Paradoxical leadership	<ul style="list-style-type: none"> • “Discovering Your Authentic Leadership” (George et al., 2007) • “Both/and thinking” (Smith et al., 2016) 	Class 10 Quiz (in class) Personal Leadership Challenge (11:59 pm)
Exam Week	Wed, 3 Apr			Leadership Vision and Logo Individual Development Plan (11:59 pm)

Note: All classes are synchronous. LC refers to The Leadership Challenge. With the exception of the Army Crew Team case, all course readings are available on Canvas.