

COURSE INFORMATION

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|------------------------|-----------------------|-----------------|---|
| Course title: | Leadership | Credits: | 1.5 |
| Course code: | BAHR 505 | Class location: | HA 132/133 |
| Session, term, period: | 2023 ST1/2 | Class times: | MW, 8:00-10:00 am (DD1) MW, 10:00am-12:00 pm (DD2) |
| Section(s): | DD1, DD2 | Pre-requisites: | N/A |
| Course duration: | June 5 – July 7, 2022 | Co-requisites: | N/A |
| Division: | OBHR | | |
| Program: | MM Dual | | |

INSTRUCTOR INFORMATION

| | | | |
|-------------|--|------------------|--------------------|
| Instructor: | Dr. Wayne Rawcliffe | Office Location: | David Lam 427 |
| Phone: | 604-868-6929 | Office hours: | M/W by appointment |
| Email: | Wayne.rawcliffe@sauder.ubc.ca | | |

COURSE DESCRIPTION

In this course, we examine what effective leadership means and how it can be practiced. You will find if you did not know it already, that leadership does not reside in one single individual but can be found in the actions of many different people in organizations. As present and future leaders you need to know about effective leadership and it makes sense to do so by exploring and assessing your own strengths, weaknesses, hopes, and aspirations as leaders. This course is designed to address both these levels: learning about leadership and learning about oneself as a leader.

We will agree fairly quickly that one cannot claim “leader” as a job title – nor can we simply command people to follow us according to our position in the org. chart. Leadership must be earned, and this requires personal development.

We will investigate the habits, strengths, and actions necessary to nurture healthy culture in a company or to facilitate organizational change when needed. You will learn not only what attracts great talent, but why they leave, why they choose not to leave, and what the magic is that makes them want to stay.

COURSE FORMAT

Class time will be divided between online lectures and individual or group activities. These may take place in class or outside of class. The class is designed to be very interactive and participation is expected. You must complete the reading and prepare for each class in advance. You should be prepared to discuss the content and post ideas and carry out self-reflection when necessary.

LEARNING OBJECTIVES

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

Design your own leadership path by investigating and committing to skills and behaviours associated with successfully leading yourself, leading others, and leading organizations.

1. Develop a Leadership Charter and Development Plan
 - a. Articulate and Clarify Your Leadership Philosophy
 - b. Commit to a personal Leadership Development Plan
2. Execute Key Leadership Practices
 - a. Improve self-awareness, self-management, empathy, and mindfulness
 - b. Cultivate the Skills Required to Create a Vibrant Organization
 - c. Establish and Perpetuate a Healthy Culture, and a Great Place to Work
 - d. Create a Compelling and Riveting Vision
 - e. Give and Receive Effective Feedback; Coach Others

ASSESSMENTS

Summary

| <u>Component</u> | <u>Weight</u> |
|---|---------------|
| Active Learning & Participation | 25% |
| Leadership Charter and Development Plan | 25% |
| Journal Writing Assignment | 25% |
| Team Project | 25% |
| Total | <u>100%</u> |

Details of Assessments

Active Learning & Participation – 25%

Because this course relies heavily on in-class discussion, activities, and exercises, part of your grade will be determined from active learning through class participation. This includes taking responsibility for your learning and for establishing a positive class atmosphere. It also concerns attendance, assigned readings, active participation in case discussions, and active involvement in in-class activities, breakouts, exercises, and simulations. Attendance is mandatory unless you have a valid excuse and present your excuse before class.

Personal Leadership Charter & Development Plan – 25%

Individually, you will prepare a summary of your personal leadership philosophy, including values, purpose/mission, and vision. You are encouraged to be imaginative, innovative, and creative in your submission. Further details in class, and on Canvas.

Leadership Journal – 25%

For this assignment you are asked to keep a journal throughout the module, capturing your reflections, perceptions, analysis, and integration of theories, concepts, principles, and practices that we learn about each session.

Team Project – 25%

In addition to participating in group activities during regular classroom sessions, you will be working in a team on a project to be completed outside of class. Your groups will be assigned by the instructor. You should anticipate spending quite a bit of time with your team. These teams will be self-managing. It will be the responsibility of each team to find a mutually convenient meeting time.

Team projects involve team members reflecting on a specific leadership challenge or opportunity that we will cover in this course (see the schedule) and that is drawn from the real experience of people charged with leadership responsibilities. The project topic will be of your choosing but must provide each team member an opportunity to conduct an interview with a “leader” (or a follower about a leader) of their choice on the specific topic.

Team members should bring together their “findings” from the interviews and write a coherent project report that compares and contrasts how each individual dealt with the specific leadership challenge or opportunity.

Potential leadership challenges include but are not limited to:

- Leading others when you are new
- Leading difficult people
- Leading low-performing organizations
- Leading others in conflict
- Leading group decision making
- Leading organizational crisis

- Leading organizational change

For the team project report, there is a 2000-word limit (please include word count), and no limit on appendices (bios of interviewees, interview questions, etc.). All assignments are due in UBC Canvas. There is no need to submit a hard copy. Each team will also prepare a short video (3-4 minutes) that recaps 1-2 two key learning points from their project, to be shown in the final exam period. Each video presentation will be followed by a 3-4 min Q&A period. Every team member will receive the same mark for this project. Each team will submit a reflection paper on their experience working as a team.

LEARNING MATERIALS

Course Package: The link to purchasing your course package can be found on Canvas.

All readings must be completed before a given class. It will be extremely useful to make notes as you go through the many vignettes, examples, and short chapters, as we will be having discussions regarding many of them. (Brief summaries are helpful, but this is only a suggestion.)

Canvas: It is your responsibility to visit Canvas regularly for materials, updates, and any schedule changes.

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](#). 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](#).

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.

COVID-19 Policies for Attendance & Academic Concessions:

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an [Academic Concession Request & Declaration Form](#).

If a student suspects possible COVID-19 infection, they should use the BC Ministry of Health's [self-assessment tool](#), to help determine whether further assessment or testing for COVID-19 is recommended.

If a student is required to self-isolate (e.g., while waiting for test results), they should follow the steps above (stay home, email instructor(s) and program manager, submit an [Academic Concession Request & Declaration Form](#), and follow BC Health Guidance.

Students who are required to quarantine, should get in touch with their Program Manager to discuss the possibility of academic concessions for each impacted course. The Program Manager will work closely with your instructors to explore options for you to make up the missed learning.

COVID-19 Safety in the Classroom:

Masks: Masks are **required** for all indoor classes, as per the BC Public Health Officer orders. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. For the purposes of this order, the term “masks” refers to medical and non-medical masks that cover our noses and mouths. Masks are a primary tool to make it harder for COVID-19 to find a new host. You will need to wear a medical or non-medical mask for the duration of our class meetings, for your own protection, and the safety and comfort of everyone else in the class. You may be asked to remove your mask briefly for an ID check for an exam, but otherwise, your mask should cover your nose and mouth. Please do not eat in class. If you need to drink water/coffee/tea/etc, please keep your mask on between sips. Students who need special accommodation are asked to discuss this with the program office.

Seating in class: To reduce the risk of COVID-19 transmission, please sit in a consistent area of the classroom each day. This will minimize your contacts and will still allow for the pedagogical methods planned for this class to help your learning.

Visit the following website for the most recent updates regarding COVID-19 protocol on campus:
<https://students.ubc.ca/campus-life/returning-to-campus>

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

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School’s policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students’ use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

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.

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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 x^wməθk^wəyəm (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)

| Date | Topic | Readings | Deliverables |
|-----------|--------------------------------------|---|---|
| Class 1 | Welcome and Introduction | Ancona D. et al. (2007) In praise of the incomplete leader. HBR, Feb. Bolman & Deal. Reframing organizations: Artistry, choice and leadership. Chapter 1. | https://www.youtube.com/watch?v=AeNWaa0ahN4 |
| Class 2 | Leading Yourself | Drucker, P. (2005) Managing oneself. HBR, June. George, B. et al. Discovering your authentic leadership. HBR. | Case: Erik Peterson (A & B) (prepare before class) Brene Brown: Vulnerability |
| Class 3 | Leading Others | Hill, L. Becoming the boss. HBR On point. | Wolfgang Keller at Königsbrau-TAK (A) (prepare before class) |
| Class 4 | Leading Difficult People | Goleman D. (1999) What makes a leader? HBR, Nov-Dec. | Video Case Analysis: Leading with EQ |
| Class 5 | Leading Others in Conflict | Weiss, J., & Hughes, J. (2005). Want collaboration. HBR, 83(3), 93-101. Cialdini R. B. (2001) Harnessing the science of persuasion. <i>Harvard Business Review</i> , 72-79. | |
| Class 6 | Leading Group Decision Making | Garvin, Edmondson & Gino (2008). Is yours a learning organization? HBR. March. | |
| Class 7 | Leading Organizational Crisis | Hammond, Keeney and Raiffa (1998). The hidden traps in decision making. Sept-Oct. Conger, J. (1991). Inspiring others: The language of leadership. <i>Academy of Management Executive</i> . 31-44. | Simulation: Judgment in Crisis (complete simulation before class) |
| Class 8 | Leading Organizations | Pfeffer & Veiga (1999) Putting People First for Organizational Success. <i>Academy of Management Executive</i> , 38-48. | NUMMI Podcast (listen before class; approximately 1 hour) |
| Class 9 | Leading Org. Change Efforts | Heifetz R.A. and Laurie, D. L. (2001) The work of leadership. HBR, Dec. Alan Deutschman (Dec. 19, 2007) Change or Die, <i>Fast Company</i> | Case: Children's Hospital and Clinics (prepare before class) |
| Class 10 | Leading Organizational Interventions | Kotter, J. P. (2007) Leading Change: Why Transformation Efforts Fail. <i>Harvard Business Review</i> . Video Presentations | |
| Exam Week | | | Team Project & Journal Due Date: TBC |