

### COURSE INFORMATION

|                        |                        |                 |   |
|------------------------|------------------------|-----------------|---|
| Course title:          | Leadership Development |                 |   |
| Course code:           | BA 564                 | Credits:        | 1.5   |
| Session, term, period: | 2023W2                 | Class location: | HA-132  |
| Section(s):            | 001 & 002              | Class times:    | 001: Mon, Wed, 8-10 am<br>002: Mon, Wed, 4-6 pm |
| Course duration:       | Mar 11 to Apr 12, 2024 | Pre-requisites: | n/a   |
| Division:              | OBHR                   | Co-requisites:  | n/a   |
| Program:               | MBA                    |                 |   |

### INSTRUCTOR INFORMATION

|             |  |                  |                |
|-------------|--|------------------|----------------|
| Instructor: | Jon Evans, PhD   |                  |                |
| Phone:      | 604.822.9571   | Office location: | HA 665         |
| Email:      | <a href="mailto:jon.evans@sauder.ubc.ca">jon.evans@sauder.ubc.ca</a> | Office hours:    | By appointment |

Teaching assistant: 001: Shivangi Khanna ([khanna29@mail.ubc.ca](mailto:khanna29@mail.ubc.ca))  
002: Priyanka Pahuja ([ppahuja@mail.ubc.ca](mailto:ppahuja@mail.ubc.ca))

Office hours: By appointment

### COURSE DESCRIPTION

A primary goal of the UBC Sauder School of Business and the Robert H. Lee Graduate School's MBA program is not only to develop managers with strong business acumen, but also to develop leaders who have the ability and capacity to make a positive difference for their group, organization, society, and themselves.

This course is designed to integrate intellectual and experiential learning to facilitate students' own capacity for effective leadership. Students will learn that, with rapid change and increasing complexity, organizations and society need different forms of leadership today than in the past.

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.

Building on their leadership concepts and skills learned throughout their MBA, students will draw upon their own experiences to:

- a. identify their personal values and develop a leadership vision for themselves
- b. build specific leadership knowledge base and skills to help them as they continue to develop as leaders.

## 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. Apply evidence-based principles of interpersonal influence.
5. Apply evidence-based principles of charismatic leadership traits.
6. Effectively coach others and lead them to lead themselves.
7. Lead organizational change and transformation.

## ASSESSMENTS

### Summary

| <u>Component</u>                  | <u>Weight</u> |
|-----------------------------------|---------------|
| Active learning                   | 30%           |
| Leader vision and logo assignment | 10%           |
| Respected leader assignment       | 15%           |
| Final project                     | <u>45%</u>    |
| Total                             | <u>100%</u>   |

### Details of Assessments

#### Active Learning (30%)

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.

**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

**Respected Leader Assignment (20%):**

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.

**Final Project (45%):**

Your final project will be a written report of the activity scheduled for the final day of class. Students will be placed into groups of three. Leading up to the final class session, each group member will prepare a summarized explanation of a personal leadership failure. This summary should come in the form of a presentation and/or summary handout. The last class session will be structured into three rounds. For each round, one student will present their leadership failure and how they would apply course principles to approach the situation differently. A second student is assigned to coach and mentor the student using the principles discussed in our session on coaching. The third student is assigned to observe the interactions and reflect on the process. Students rotate through all roles. The final paper will consist of the following sections: summary of your personal leadership failure, summary of what you learned as they were coached by your classmate, summary of what you learned coaching your classmate, and a summary of what you learned as you observed the process. This exercise will allow you to reflect on what they have learned in the course, determine changes you intend to implement in your leadership, and practice the principles of coaching covered in the class.

**LEARNING MATERIALS**

Course readings are provided on Canvas and detailed in the schedule below.

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](#). 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.

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](#).

### *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-resourcessupport-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.

### **COPYRIGHT**

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.

**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         | Mon,<br>11 Mar | Values   | <ul style="list-style-type: none"> <li>• “How Will You Measure Your Life” (Christensen, 2010)</li> <li>• “From Purpose to Impact” (Craig &amp; Snook, 2014)</li> </ul>            |   |
| 2         | Wed,<br>13 Mar | Personality & motivation                       | <ul style="list-style-type: none"> <li>• LC, Chapter 9 &amp; 10</li> </ul>  | Class 2 Quiz (in class)   |
| 3         | Mon,<br>18 Mar | Charisma                                       | <ul style="list-style-type: none"> <li>• “Learning Charisma” (Antonakis et al., 2012)</li> <li>• LC, Chapter 6</li> </ul>   | Class 3 Quiz (in class)   |
| 4         | Wed,<br>20 Mar | Influence                                      | <ul style="list-style-type: none"> <li>• “Harnessing the Science of Persuasion” (Cialdini, 2001)</li> <li>• “Persuading the Unpersuadable” (Grant, 2021)</li> </ul>               | Class 4 Quiz (in class)   |
| 5         | Mon,<br>25 Mar | Experimentation and learning                   | <ul style="list-style-type: none"> <li>• “Speeding up Team Learning” (Edmondson et al., 2001)</li> <li>• LC, Chapter 8</li> </ul>   | Class 5 Quiz (in class)   |
| 6         | Wed,<br>27 Mar | Leading change                                 | <ul style="list-style-type: none"> <li>• “Leading Change” (Kotter, 2007)</li> </ul>   | Class 6 Quiz (in class)   |
| 7         | Wed,<br>3 Apr  | Feedback and coaching                          | <ul style="list-style-type: none"> <li>• LC, Chapter 11</li> <li>• “Coaching for Change” (Boyatzis et al., 2019)</li> </ul>   | Class 7 Quiz (in class)   |
| 8         | Fri,<br>5 Apr  | Inclusive leadership                           | <ul style="list-style-type: none"> <li>• “Getting Serious About Diversity” (Ely &amp; Thomas, 2020)</li> <li>• “The Key to Inclusive Leadership” (Bourke et al., 2020)</li> </ul> | Class 8 Quiz (in class)<br>Respected Leader Assignment (11:59 pm) |
| 9         | Mon,<br>8 Apr  | Authentic leadership<br>Paradoxical leadership | <ul style="list-style-type: none"> <li>• “Discovering Your Authentic Leadership” (George et al., 2007)</li> <li>• “Both/and thinking” (Smith et al., 2016)</li> </ul>             | Class 9 Quiz (in class)   |
| 10        | Wed,<br>10 Apr | Group discussions                              |   |   |
| Exam Week | Wed,<br>17 Apr |  |   | Leadership vision<br>Final project (11:59 pm)                     |