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## BA 564: Leadership Development

### *Program: Full-Time MBA* Course Outline

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#### COURSE INFORMATION

**Division:** Organizational Behavior & Human

Resources

**Term/period:** Period 5

**Instructor:** Daniel Skarlicki

Email: [skarlicki@sauder.ubc.ca](mailto:skarlicki@sauder.ubc.ca)

Phone: 604-822-8369

Office hours: By appointment

**Credit value:** 1.5 credits

**Section numbers:** 001, 002, 003

**Class meeting times:**

[Please refer to Program Schedule](#)

Class 4 for all sections will be held Wed April 24<sup>th</sup>  
from 6:00 – 8:30 pm

**Course duration:** April 12 – 26, 2019

**Classroom location:** HA 133

**Course website:** Canvas ([canvas.ubc.ca](https://canvas.ubc.ca))

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#### BRIEF COURSE DESCRIPTION

A primary goal of the 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.

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, and (b) build specific leadership knowledge base and skills to help them as they continue to develop as leaders.

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#### COURSE GOALS & LEARNING OBJECTIVES

The objectives of this course are to help our MBA future leaders to:

1. View their leadership challenges from multiple perspectives, contributing to more fully developed and integrative leadership solutions.

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2. Articulate their own personal vision and leadership plan, and understand how their vision relates to effective leadership.
3. Navigate workplace politics.
4. Navigate workplace politics and influence others with whom they work in peer-to-peer (versus top-down) relationships.
5. Effectively coach others and lead them to lead themselves.
6. Lead organizational change and transformation.

### **COURSE MATERIALS & REQUIREMENTS**

**Activity fee:** A fee of \$34.00+tax is required for the Experiencepoint Simulation. Please pay the fee on line at this link: [http://www.sauder.ubc.ca/Resources/The\\_Store/Class\\_and\\_Lab\\_Fees](http://www.sauder.ubc.ca/Resources/The_Store/Class_and_Lab_Fees)

All students enrolled in this class must pay these fees or they will receive an incomplete for the course.

\*Experiencepoint is a web-based case. You will be given web access to the simulation to complete the pre-work. You will receive your user name, password, and instructions regarding the simulation from ExperiencePoint.

Before coming to class, you will need to set aside at least two hours in order to individually complete the following:

- Sign on to the ExperiencePoint website
- Read the materials pertaining to the Global Tech Simulation, in particular the change model
- Interview the Global Tech employees
- Read through and understand all of the tactics
- Decide with your team before coming to class a change implementation plan

Do NOT implement any tactics before the class. We will do that in class. If you have a problem with any of the technology while completing your pre-work, contact the ExperiencePoint at [support@experiencepoint.com](mailto:support@experiencepoint.com) or call them toll free at 1-866-369-9888 (press #2 for technical support).

After you complete the simulation in class, you may replay it as many times as you like to improve your score and your understanding of change. You will have access to the simulation for one month after the end of class.

### **READING LIST (\*required readings on Canvas)**

Bolman, L., & Deal, T. (2017). *Reframing organizations: Artistry, choice, and leadership. (6<sup>th</sup> Edition)*. San Francisco, CA.: Jossey-Bass.

\*Cialdini, R. (2001). Harnessing the Science of Persuasion. *Harvard Business Review*, October, pp. 72-79.

\*Craig, N., & Snook, S. (2014). From Purpose to Impact: Figure out your Passion and Put it to Work. *Harvard Business Review*. May, reprint R14005H

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Frost, P. (2003). *Toxic emotions at work: How compassionate managers handle pain and conflict*. New York: McGraw-Hill

Goldsmith, M. (2007). *What got you here won't get you there*. London, UK: Hyperion

Goleman, D., Boyatzis, R., & McKee, A. (2005). *Primal leadership: Realizing the power of emotional intelligence*. Boston, MA: Harvard Business School Press

Kouzes J., & Posner, B. (2012). *The leadership challenge: How to Make Extraordinary Things Happen in Organizations. (5<sup>th</sup> Edition)*. San Francisco, CA: Jossey-Bass.

\*Scharmer, O. (2008). Uncovering the blind spot of leadership. *Leader to Leader*, 47, pp. 52-59.

Watkins, M (2012). How managers become leaders. *Harvard Business Review*, GR1206C

Von Hoffman, Constantine (1999) Coaching: The Ten Killer Myths. *Harvard Business Review*, U9901B

Zander, R., & Zander, B. (2000). *The art of possibility*. Boston, MA: Harvard Business School Press.

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### **ASSESSMENT SUMMARY**

#### **Individual Assignments - 60%**

1. Personal Leadership Vision and Performance Plan - 15%
2. Respected Leader Assignment – 25%
3. Peer Feedback Report – 20%

#### **Group Assignment – 25%**

4. Leading Change Paper – 25%

#### **Participation - 15%**

### **ASSESSMENT DESCRIPTION**

**1. Personal Leadership Vision and Performance Plan (15%).** Each student is to develop a personal leadership vision plus specific actionable behaviors that exemplify their vision to help guide them as they continue to develop as leaders. This assignment should be no longer than 2/3 of a page.

Submit your assignment to Canvas by midnight the evening of April 20. Late papers will not be accepted. Students will also present their leadership vision to the class on April 26.

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**2. Respected Leader Assignment<sup>1</sup> (25%):** Students are to interview one respected leader outside of the Sauder School of Business and your class using the interview protocol given below. You are to follow the 30-minute structured interview and write up your summary of the interview and your responses to the reflection questions. Please provide no more than 2 to 3 points to capture responses to each question and provide a short paragraph in response to each reflection question. Point form is fine.

Interview Instructions: Explain that the interview is a Sauder /Robert H. Lee MBA class assignment. Assure the interviewee of his or her confidentiality and the paper will be read only by the professor and/or class TA.

#### Questions:

##### Personal Life Background/Events/Triggers

1. What events have had the most positive impact on how you lead others? What events have had the most negative impact?
2. Briefly describe the individual who had the most impact on how you lead others (e.g., family members, mentors, coaches, teachers, etc.)? What did they do to have such an impact on you?

##### Personal Value/Beliefs/Style

3. What is your most important core belief that guides how you lead others?
4. How do you factor in cultural, gender, or generational differences into your leadership style?

##### Responsible Leadership Development

5. What does “responsible leadership” mean to you? How does your organization foster responsible leadership?
6. What do you view as the biggest challenge you face as leader today?

##### Building Ownership, Optimism & Future Focus

7. What strategies have you used to develop a deeper sense of ownership among your staff?
8. How do you inspire others to go above and beyond the call of duty?

#### Reflection Questions:

1. How would you describe the leader’s orientation (use the Four Frames of Leadership)?
2. What stood out as the most important lessons learned from the interview?
3. What surprised you most about the interviewee’s responses?
4. How would you use what you learned from the interview to develop your own leadership?

As grading guidelines, if you answer all the questions, you will automatically receive a grade of 30/40. Higher grades will be reserved for particularly thoughtful responses to the discussion questions about what you learned and how you might apply the learning in your own leadership.

Submit your papers to Canvas by midnight the evening of April 25. Late papers will not be accepted.

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<sup>1</sup> With thanks to Bruce Avolio, Foster School of Business, University of Washington

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**3. Peer Feedback (20%).** You are to provide written feedback to a classmate in an influencing others exercise that will take place in class. The purpose of the feedback is to raise your awareness and convey your thoughts and perceptions to your peers so they too can gain self-awareness and become more effective at influencing others. Please submit one copy of your feedback write-up to Canvas and one copy to your classmate. Your feedback should be no longer than 3 pages and should be typed in 12 pt. font, double-spaced, with 1" margins.

Each write up should address the following questions:

- 1) What were your perceptions, reactions, or feelings about your classmate's influence tactics?
- 2) What did your classmate do well?
- 3) What specific behaviors (verbal, non-verbal) or statements made by your classmate made it easy/difficult to work with him or her?
- 4) What advice would you give your classmate to help him or her be more effective at influencing others in the future?

Points will be deducted for failing to answer any of these questions, but simply answering the question does not guarantee a high mark. High marks will be given to write-ups that are thoughtful, observant, insightful, and provide useful feedback to your classmate on how his or her behavior affected you during the exercise.

Submit your feedback papers directly to Canvas with a copy to your classmate by midnight April 28. Late papers will not be accepted.

**4. Leading Change Paper (25%).** Groups will be assigned by the professor. Each group is to write one six-page (double-spaced) analysis of your team's organizational change simulation experience.

- a. Describe your experience with the change simulation. Briefly assess the effectiveness of your overall change approach. What worked and what did not work? Why?
- b. How is this exercise similar and different from your real-world change experience?
- c. What would you do differently if you were able to start over from the beginning?
- d. Team functioning. What did the team do well, and what could have been done better?

Submit your papers to Canvas by midnight the evening of April 28. Late papers will not be accepted.

**5. Participation (15%):** You are expected to attend all classes and come to each class having read the assigned readings. Higher grades will be assigned to students who provide thoughtful and insightful comments in class and to one another that (a) indicate the student's engagement in the class content, and (b) add to each others' learning. Participation quality counts for more than quantity. Please note that use of social media, replying to email or texts, and internet surfing activity (unless required for class purposes) in class will have an adverse impact on your participation grade.

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**SCHEDULE**

CLASS	CLASS TOPICS	ACTIVITIES / READINGS
1	Four Frames of Leadership Leading with your Values	From Purpose to Impact: Figure out your Passion and Put it to Work (Craig, & Snook, 2014).
2	Navigating Workplace Politics	Harnessing the Science of Persuasion (Cialdini, 2001).
3	Leader as Coach Leading Others to Lead Themselves	The Case of the Temperamental Talent Uncovering the Blind Spot of Leadership (Scharmer, 2008).
4	Responsible Leadership: Leading from Experience	*Note: Class for all sections will be held Wednesday April 24 from 6:00 – 8:30. Location TBA
5	Leader as Change Agent	Experiencepoint simulation*

**KEY REGULATIONS**

**Attendance:** As per RHL Regulations on Professionalism, Attendance and Behaviour, students are expected to attend 100% of their scheduled classes. Students missing more than 20% of scheduled classes for reasons other than illness will be withdrawn from the course. Withdrawals, depending on timing, could result in a “W” or an “F” standing on a student’s transcript. Students must notify their instructors at the earliest opportunity if they are expected to miss a class due to illness. A medical note from a licensed, local doctor is required if more than 20% of scheduled classes for a course are missed due to illness. Students are required to notify the Student Experience Manager if they are absent from two or more classes due to illness.

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**Tardiness:** As per RHL Regulations on Professionalism, Attendance and Behaviour, students are expected to arrive for classes and activities on time and fully prepared. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving halfway through a scheduled class, or later, will be treated as absent for that class.

**Electronic Devices:** As per RHL Regulations on Professionalism, Attendance and Behaviour, laptops and other electronic devices (cellphones, tablets, personal technology, etc.) are not permitted in class unless required by the instructor for specific in-class activities or exercises. Cellphones and other personal electronic devices must be turned off during class and placed away from the desktop. Students who fail to abide by the RHL “lids down” policy will be asked to leave the room for the remainder of the class. Research has shown that multi-tasking on laptops in class has negative implications for the learning environment, including reducing student academic performance and the performance of those sitting around them.

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### **ACADEMIC MISCONDUCT**

All UBC students are expected to behave as honest and responsible members of an academic community. Failure to follow appropriate policies, principles, rules and guidelines with respect to academic honesty at UBC may result in disciplinary action.

It is the student’s responsibility to review and uphold applicable standards of academic honesty. Instances of academic misconduct, such as cheating, plagiarism, resubmitting the same assignment, impersonating a candidate, or falsifying documents, will be strongly dealt with according to UBC’s procedures for Academic Misconduct. In addition to UBC’s Academic Misconduct procedures, students are responsible for reviewing and abiding by RHL’s policy on Academic Integrity.

### **STANDARD REFERENCE STYLE**

The Robert H. Lee Graduate School uses American Psychological Association (APA) reference style as a standard. Please use this style to cite sources in your work unless directed to use a different style.

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### **LATE ASSIGNMENTS**

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

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