

### COURSE INFORMATION

Course title:	Leadership Development	Credits:	1.5
Course code:	BA 564	Class location:	Virtual Zoom
Session, term, period:	2020W1, Period 7	Class times:	<b>M/W/T/R/F: 1:00-5:00pm</b>
Section(s):	<b>003</b>	Pre-requisites:	n/a
Course duration:	<b>Oct 26 – 30, 2020</b>	Co-requisites:	n/a
Division:	OBHR		
Program:	MBA		

### INSTRUCTOR INFORMATION

Instructor:	Daniel Skarlicki, PhD	Office location:	HA 576
Phone:	604.822.8369	Office hours:	By Appointment
Email:	skarlicki@sauder.ubc.ca		

### 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.

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

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

### COURSE FORMAT

Virtual via zoom

### LEARNING OBJECTIVES

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

- View their leadership challenges from multiple perspectives, contributing to more fully developed and integrative leadership solutions.
- Articulate their own personal vision and leadership plan, and understand how their vision relates to effective leadership.
- Navigate workplace politics.
- Influence others with whom they work in peer-to-peer (versus top-down) relationships.
- Effectively coach others and lead them to lead themselves.
- Lead organizational change and transformation.

## ASSESSMENTS

### Summary

<u>Component</u>	<u>Weight</u>
Individual Assignments	60%
Group project	25%
Class participation	15%
Total	<u>100%</u>

### Details of Assessments

#### Individual Assignments - 60%

1. Respected Leader Assignment – 25%
2. Personal Leadership Vision and Performance Plan - 15%
3. Influencing Others Self-Analysis – 20%

#### Group Assignment – 25%

4. Leading Change Paper – 25%

#### Participation - 15%

**Participation:** 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 other's 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.

## LEARNING MATERIALS

**Activity fee:** A fee of \$34.15+tax is required to cover the readings and Experiencepoint Simulation. Please pay the fee on line at this link: <https://webforms.sauder.ubc.ca/students/pay-fees?fee=Leadership+Development&course=BA+564&instructor=Dan+Skarlicki&term=109>

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. A web access to the simulation to complete the pre-work will be available in Canvas on October 18.

Before coming to class, you will need to set aside at least one hour to complete the following:

- Sign on to the ExeriencePoint website
- Read the Player's Guide and Change Theory
- Interview the Global Tech employees and bring notes to class
- Read and understand all of the tactics

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 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

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.

**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) <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](#).

**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). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. 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.

### *Academic Freedom and Students Studying from Outside Canada*

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

### **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. 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 xwməθkwəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

### **ONLINE TEACHING TOOL & REQUIREMENTS**

This course will be taught using Zoom for synchronous classes and office hours.

For this course, you are required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here: <https://zoom.us/signup>. Note: creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy purposes, you may consent to using your existing email address and your real name. Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe, [jane.doe@email.com](mailto:jane.doe@email.com)). If you have trouble creating an account, or accessing a Zoom session, please contact [CLCHelp@sauder.ubc.ca](mailto:CLCHelp@sauder.ubc.ca). You will be required to provide the email address associated with your Zoom account in a Canvas quiz for identification purposes.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the "camera on" requirement must contact

their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment.

### COURSE SCHEDULE

(Subject to change with class consultation)

Class	Date	Topic	Readings or Activities	Assessments due
	Oct 25			Respected Leader Assignment due by midnight
1	Oct 26	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	Oct 27	Navigating Workplace Politics	Harnessing the Science of Persuasion (Cialdini, 2001).	
3	Oct 28	Leader as Coach; Leading Others to Lead Themselves	CASE- Bedlam at Breakthrough Industries <a href="https://www.ted.com/talks/leeann_renninger_the_secret_to_giving_great_feedback">https://www.ted.com/talks/leeann_renninger_the_secret_to_giving_great_feedback</a>	Personal Leadership Vision and Performance Plan due by midnight
4	Oct 29	Responsible Leadership: Leading from Experience	*Note: Class time will be from 6:00 PM – 8:30 pm	
5	Oct 30	Leader as Change Agent	Experiencepoint simulation – you will receive access to the simulation on Oct. 18.	
	Nov 1			Influencing Others Self-Assessment due by midnight
	Nov 8			Leading Change Paper due by midnight