

COURSE INFORMATION

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|------------------------|-----------------------|-----------------|--------------------------|
| Course title: | Leadership | Credits: | 1.5 |
| Course code: | BAHR 505 | Class location: | Zoom |
| Session, term, period: | 2020W2, Period 4 | Class times: | Mon, Wed, 10 am to 12 pm |
| Section(s): | MM1 | Pre-requisites: | n/a |
| Course duration: | Apr 12 – May 22, 2021 | Co-requisites: | n/a |
| Division: | OBHR | | |
| Program: | Master of Management | | |

INSTRUCTOR INFORMATION

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|-------------|-------------------------|------------------|----------------|
| Instructor: | Jon Evans, PhD | Office location: | HA 665 |
| Phone: | 604-822-9571 | Office hours: | By appointment |
| Email: | Jon.evans@sauder.ubc.ca | | |

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 thoughts, feelings, and actions 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

All scheduled classes will be conducted over Zoom. Students are expected to turn on cameras and be able to actively participate. 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. Critically analyze leadership theory and identify evidence-based resources for understanding leadership principles.
2. Discuss theories of motivation and personality within the context of leadership practice.
3. Identify effective and ineffective leadership actions and behaviors.
4. Apply evidence-based principles of interpersonal influence.
5. Apply evidence-based principles of charismatic leadership traits.
6. Summarize paradoxical leader behaviors and develop a strategy for becoming a paradox-savvy leader.

ASSESSMENTS

Summary

| <u>Component</u> | <u>Weight</u> |
|------------------------------------|---------------|
| Active learning (class activities) | 25% |
| Quizzes | 25% |
| Group project | 25% |
| Development plan | 25% |
| 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: (i) attend the class regularly, (ii) participate in the class discussions (by asking questions or making comments), and (iii) 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.

Quizzes (25%)

There will be four quizzes throughout the term, totaling 25% of your overall grade. Each quiz will be based on the covered course material. You must be in-class to complete these quizzes. Missing quiz = 0 grade.

Group 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 professor. You should anticipate spending quite a bit of time with your team, virtually. 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 that is drawn from real experience of people charged with leadership responsibilities. The project topic will be of your choosing but must provide each team member with an opportunity to conduct an interview with a "leader" (or 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 learning
- Leading organizational change

For the team report, there is a 2,000 word limit (please include word count), and no limit on appendices (bios of interviewees, interview questions, etc.). All assignments are due in Canvas by 9 am on the specified date. There is no need to submit a hard copy. Each team will also make a presentation on the last day of class (10 minutes) that recaps the top 1-2 key learning points from their project. Each video presentation will be followed by a 3-4 minute Q&A period. Each team member will receive the same mark for this project.

Development plan (25%)

This independent paper (4-5 pages) 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

Required:

The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations (6th edition) by James M. Kouzes and Barry Z. Posner

Publisher: Jossey-Bass

Available online (hardcover): https://www.amazon.ca/Leadership-Challenge-Extraordinary-Things-Organizations/dp/1119278961/ref=sr_1_1?crid=CQPLBCJOVL8V&dchild=1&keywords=the+leadership+challenge&qid=1609373019&s=books&srefix=the+leadership+chal%2Caps%2C212&sr=1-1

Also available from the UBC library (electronic copy):
<https://ubc.summon.serialssolutions.com/search?spellcheck=true&s.q=the+leadership+challenge#!/search?ho=t&l=en&q=the%20leadership%20challenge>

Coursepack from Harvard: <https://hbsp.harvard.edu/import/815706>

Estimated cost of required materials: \$4.25 USD for Harvard case

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](#).

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). 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 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.

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). If you have trouble creating an account, or accessing a Zoom session, please contact 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. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

COURSE SCHEDULE

(Subject to change with class consultation)

| Class | Date | Topic | Readings or Activities | Assessments due |
|-----------|--------|------------------------------|---|--------------------------------|
| 1 | 12 Apr | Introduction/values | LC, Chapters 1-3 | |
| 2 | 14 Apr | Personality and motivation | LC, Chapter 10 | |
| 3 | 19 Apr | Leading change | “Leading Change” | Quiz 1 (in class), Class 1 & 2 |
| 4 | 21 Apr | Influence | “Harnessing the Science of Persuasion”; LC, Chapter 4 | |
| 5 | 26 Apr | Charisma | “Learning Charisma”; LC, Chapter 6 | Quiz 2 (in class), Class 3 & 4 |
| 6 | 28 Apr | Experimentation and learning | “Speeding up Team Learning”; LC, Chapter 8 | |
| 7 | 3 May | Feedback and coaching | LC, Chapter 11 | Quiz 3 (in class), Class 5 & 6 |
| 8 | 5 May | Team leadership | Case: “Army Crew Team” | |
| 9 | 10 May | Leading diverse teams | “Bridging Faultlines in Diverse Teams” | Quiz 4 (in class), Class 7 & 8 |
| 10 | 12 May | Group presentations | | Group report (9 am) |
| Exam Week | TBC | | | Individual Development Plan |

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.