

COURSE INFORMATION

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|------------------------|------------------------|-----------------|----------------------------------|
| Course title: | Leadership Development | | |
| Course code: | BA 564 | Credits: | 1.5 |
| Session, term, period: | 2021W2 | Class location: | HA 132 |
| Section(s): | 003 & 004 | Class days: | April 19-20, 22, 25, and 27 |
| | | Class times: | 003: 1-5 pm 004: 8 am – 12 pm |
| Course duration: | Apr 19 to Apr 27, 2022 | Pre-requisites: | n/a |
| Division: | OBHR | Co-requisites: | n/a |
| Program: | MBA | | |

INSTRUCTOR INFORMATION

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|-------------|-------------------------|------------------|----------------|
| Instructor: | Jon Evans, PhD | | |
| Phone: | 604.822.9571 | Office location: | HA 665 |
| Email: | jon.evans@sauder.ubc.ca | Office hours: | By appointment |

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| Teaching assistant: | 003: Gabrielle Voiseux 004: Mehmud Iqbal | | |
| Office hours: | By appointment | | |
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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 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.

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> |
|-----------------------------|---------------|
| Respected leader assignment | 20% |
| Leadership development plan | 30% |
| Group project | 30% |
| Class participation | <u>20%</u> |
| Total | <u>100%</u> |

Details of Assessments

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.

Leadership Development Plan (30%):

This independent paper (2 pages) will encompass your overall approach to, and view of, leadership – based on your insights from the course. A key component of creating this plan is your reflection submissions at the end of each session. 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.

Group Project (30%):

Your assigned team will teach a leadership principle to the class in a 15-minute presentation on the last day of class. This presentation will give you the opportunity to more deeply learn about and communicate a particular leadership topic of your choice to further educate the rest of the class.

The presentation will be *graded by the instructor*, but classmates will also offer feedback to your team for developmental purposes (and you as audience member will be providing feedback to the teams you watch). These peer assessments will not impact marks but they are designed to help you improve.

Deliverable: Executive summary (max. 300 words, double-spaced).

Class Participation (20%):

Please come prepared to participate as fully as possible in each class. That means reading all the assigned readings before each class as well as responding to other in-class assignments as they occur. You are expected to be actively involved in all class discussions and case study assignment discussions (regardless of whether you are part of the group presenting the case). Discussion quality is emphasized more than quantity when evaluating your participation. At the end of each session, you will be asked to reflect on what you learned and additional questions you have. This will be submitted on Canvas. You will be given time in class to complete this. The quality of your effort on these reflections will be included in your participation grade.

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.

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 [selfassessment 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 inperson 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-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.

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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 xʷməθkʷəṽəm (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 | Synchronous Or Asynchronous | Date | Topic | Readings or Activities | Assessments due |
|-------|-----------------------------|-------------|---|--|-----------------|
| 1 | Synchronous | Tue, 19 Apr | <ul style="list-style-type: none"> • Course introduction • Personality • Leadership values • Visionary leadership | <ul style="list-style-type: none"> • Leadership Challenge, Chapter 3 • From Purpose to Impact • Leadership Challenge, Chapter 5 | |
| 2 | Synchronous | Wed, 20 Apr | <ul style="list-style-type: none"> • Motivation • Charisma | <ul style="list-style-type: none"> • Leadership Challenge, Chapter 10 • One More Time • Learning Charisma | |

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|---|-------------|----------------|---|---|--|
| 3 | Synchronous | Fri, 22 Apr | <ul style="list-style-type: none"> • Coaching • Feedback • Influence | <ul style="list-style-type: none"> • Leadership Challenge, Chapter 11 • Harnessing the Science of Persuasion | |
| 4 | Synchronous | Mon, 25 Apr | <ul style="list-style-type: none"> • Leading change • Team learning | <ul style="list-style-type: none"> • Speeding up Team Learning • Teaching Smart People How to Learn • Leading Change | |
| | | Tue, 26 Apr | | | Respected leader assignment (11:59 pm) |
| 5 | Synchronous | Wed, 27 Apr | <ul style="list-style-type: none"> • Presentations • Paradoxical leadership | <ul style="list-style-type: none"> • “Both/and” Leadership | Group project (11:59 pm) |
| | | Fri, 29 Apr | | | Leadership development plan (11:59 pm) |