



# Business Administration

Course Number: **BUAD 370-001 ( In-Person, On Campus)**

Course Title: **LEADERSHIP**

Credits: 3

Calendar Description: Learners will examine what leadership involves and its influence and relationship among leaders and followers. Theories, approaches, and models of leadership will be explored to analyze effectiveness in managing diverse, changing, and global environments. Students will assess their own potential for leadership through in-depth examination of concepts such as personality styles, emotional intelligence, and values.

Semester and Year: **FALL 2021**

Prerequisite(s): BUAD 262 and minimum third-year standing

Corequisite(s): No

Prerequisite to: No

Final Exam: Yes

Hours per week: 3

Graduation Requirement: BBA, Management Specialty area – Required

Substitutable Courses: No

Transfer Credit: PMPC

Special Notes: No

Originally Developed: June 2012

EDCO Approval: May 2016

Chair's Approval:

A handwritten signature in black ink, appearing to read "A. Sample", is written over the "Chair's Approval:" label.

**Professors**

<b>Name</b>	<b>Phone number</b>	<b></b>	<b>Email</b>
Catherine Fitzgerald Course Captain	250-762-5445 #4579	K: C123	cfitzgerald@okanagan.bc.ca

**Learning Outcomes**

<p>Upon completion of this course students will be able to</p> <ul style="list-style-type: none"> <li>• evaluate personal awareness through self- assessment tools, and apply this learning to team and group activities throughout the course.</li> <li>• critique the effectiveness of relevant leadership theories using material presented.</li> <li>• compare the differences between passive and active followership based on material provided.</li> <li>• evaluate their own followership style in the context of class activities.</li> <li>• discuss the challenges and opportunities of leading in less traditional roles, as demonstrated through industry leaders, case studies and interview assignment.</li> <li>• appraise their personal methods of power and influence to motivate self and others, as illustrated through team activities and self-assessment.</li> <li>• evaluate, through reflection of class materials and team assignments, the importance of respecting and optimizing diversity in your leadership approach.</li> </ul>
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**Course Objectives**

<p>This course will cover the following content:</p> <ul style="list-style-type: none"> <li>• Definitions of leadership</li> <li>• Contingency theories of leadership</li> <li>• Transformational, charismatic, courageous, moral and servant leadership</li> <li>• Vision and strategic direction</li> <li>• Emotional intelligence</li> <li>• Personality assessment and instruments such as StrengthsFinder and Myers-Briggs Type Indicator ( MBTI)</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity and leadership</li> <li>• Followership</li> <li>• Online and distributed leadership</li> <li>• Change management</li> <li>• Culture and values</li> <li>• Power and influence</li> <li>• Management of self and others</li> </ul>
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**Evaluation Procedure**

Team Assignment(s)**	30%
Individual Leadership Plan*	30%
Online Open Book Exam (s)*	20%
Participation and Discussions (online and in-person)	20%
Total***	100%

**Notes**

**Assignment details and dues dates are available in Moodle.**

\*To pass the course students must obtain an overall passing average grade on their leadership plan and online open book exam(s) (minimum of 25% of the 50% combined marks assigned to these two components of the course).

\*\*Team members can be "fired" for failure to perform their duties at a satisfactory level. The 'Individual and Team Participation Guidelines and Evaluation Criteria' posted in your Moodle course shell) will be used by teams to provide regular feedback to team members concerning their performance on the team assignment(s). Individual marks may be adjusted upwards or downwards by your instructor based on this document.

\*\*\*Oral and written communication is a critical component of all assignments and exams and as such, is an important criteria in the evaluation of all course work (must meet a minimum of third-year standing).

Late Policy: Since the assignment evaluation criteria and due dates are defined in the course outline, **I am unable to accept any late work** in fairness and equality to all students in the class. Assignments that do not meet the scheduled timeframes receive a grade of zero.

This Leadership course has been designed to assist in your development as a leader and follower. The selected weekly readings (articles/chapters) along with assignments, self-assessments, exercises and discussions are focused towards your personal development; intrapersonal and interpersonal relationships.

**Course Learning Outcome**

Upon completion of this leadership course, students will be able to explore, articulate and self-reflect on the meaning of leadership from various theoretical positions, perspectives, practices and contexts that will enable them see and develop the leadership potential in themselves and others. Through experiential learning and reflective practices, students will develop and foster a multidimensional, critical and ethical view about leadership and themselves as leaders.

**Required Readings**

The required course readings (e-book chapters and articles) have been selected for their professional discussions about leadership. These required readings are listed on the course schedule (below). Additional further readings will be selected (by your professor and team presenters) and are also 'required' to be read each week. It is compulsory that you read the selected 'required' weekly articles and e-book chapters prior to our class, as well as discussed further during our weekly online discussion forums, this is a minimum requirement, with further suggested additional weekly readings highly encouraged (in that any additional readings will strengthen your presentations, exam answers and leadership plan). You will want to refer to the 'Required Readings List' below.

The required readings list can be accessed through Okanagan College Library's online course reading/resources list software, Talis Aspire at BUAD-370-001: Leadership- (<https://okanagan.rl.ca.talis.com/lists/B028A975-1BD3-4702-4FB4-88EF920A97E5>).

You will notice the Talis Aspire link posted in your Moodle course shell under 'Welcome'

Further details on the required readings are available in Moodle

**Individual Leadership Plan (30% of grade)**

Your individual Leadership Plan requires careful reflection on your individual leadership style according to your learning throughout the term. Your life experiences in leadership and followership roles including work, school, social and community related activities should be incorporated. Personal examples and their linkages to course leadership content such as theories, concepts, practices as well as learning activities such as self-assessments, in class and online discussions, leadership interview and seminar presentations is required. A planned course of action to develop your leadership competencies must be included. An electronic copy is to be submitted to your professor week 12 via Moodle drop box by Sunday midnight. Your written report must not exceed 15 single-spaced pages (excluding appendices and references) and follow the American Psychological Association (APA) method for citing sources

within your report text and in your reference list (See the Library website for APA referencing practices). Assignment details are available in Moodle.

**Team Assignment (s)** (30% of grade)

One formal team assignment will be completed in teams of three (or four members if three is not possible). This assignment includes two aspects

**Leadership Seminar Presentation** involves the analysis and facilitated class discussion of a leadership topic and posting of readings (articles) with a written summary, and presentation materials via Moodle discussion forum, 24 hours before the class in which it is due, followed by one or two thought provoking questions for online discussion (also posted in Moodle discussion forum in advance of the class), weeks 7, 8, 9, and 10 (22%)

**Leadership Seminar Online Discussion Forum (s)** entails participating in eight team seminar online discussion forums in Moodle during the scheduled weeks 7, 8, 9, and 10 from Monday to Sunday. This includes completing the readings and activities the eight teams ask you to read in preparation for their seminar. (8%).

Note: The '**Individual and Team Strengths Assessment**', required to be included in your leadership plan will be completed in class week 11 (team attendance is mandatory).

Refer to the course schedule for timing of these activities. Assignment details are available in Moodle.

**Participation and Discussions (In-Person and Online)** (20% of grade)

These two formal assignments will be completed individually. These include:

**Online Reflection Journals** which require careful reflection on your leadership experiences throughout the term. While regular journal writing is encouraged, you are required to enter at least one journal entry each week (weeks 1-10) from Monday to Sunday, in your Moodle online journal. Since self-awareness is thought to be foundational to your leadership and followership development, self reflection about ourselves and detecting how others perceive us is a most important aspect of this course. Reflection journal assignment details are available in Moodle. (10%)

**Individual and Team Participation** which reflects the work you do before, during and after class.

Participation includes full preparation for class and online discussions having completed all assigned required readings, and having gained familiarity with the various material assigned for the theme of the week (like videos, self-assessment questionnaires and other resources meant to deepen your understanding of the material). This participation mark is aligned mostly with weeks 1, 2, 3, 4, 6 and 11. Pay close attention to any classes in which formal self-assessments take place; StrengthsFinder, MBTI, VIA, and Emotional Intelligence classes are all mandatory to attend and include in your leadership plan.

Discussing and debriefing course content and learning activities (such as self-assessments, debates etc.) with your team and others in the class is most important for the completion of your leadership plan which requires you to become more aware of and reflect on what others think, feel and act towards you. You will want to seek feedback from others, so engaging in dialogues during class discussion forums may help you with this aspect of your leadership plan

You will upload an electronic copy of your 'Individual and Team Participation' document via Moodle drop box week 12, by Sunday midnight. As the term evolves, you are encouraged to write notes and reflect on your participation so as to provide concrete examples to include in this assignment. (10 %)

**Online Open Book Exams** (20% of grade)

Two exams (10 marks each) will evaluate your application of the leadership theories, practices, concepts, processes and approaches from the required readings (and team leadership seminar readings) as well as your further critical and personal reflection on these readings, self-assessments and class learning activities for your own leadership development. Exam details are available in Moodle.

The exams takes place Week 5 and 10.

**Course Schedule**

		Classes Start: Wednesday, September 8 STAT Thursday, September 30 STAT Monday, October 11 STAT Thursday, November 11 & 12 Last day of regularly scheduled Classes: Monday, December 6		
Date		Topic Themes	Required Readings Note: Additional readings will be selected by students for team seminar presentations	Required Activities and Assignment Due dates
Week	Week of			
1	Sept 13	Leadership in the VUCA Context of the 21 <sup>st</sup> Century	<p>Steege, M. van der (2017). Introduction. In R. Elkington, M. Steege, J. van der, Glick-Smith, &amp; J,M. Breen, (Eds.). <i>Visionary Leadership in a Turbulent World : Thriving in the New VUCA Context</i> (Chapter 1). Bingley, UK: Emerald Publishing Limited.</p> <p>Uhl-Bien, M., R. Piccolo, &amp; J. Schermerhorn (2020). The Relational Process. In Uhl-Bien, M., R. Piccolo, &amp; J. Schermerhorn (2020). <i>Organizational Behaviour</i>, John Wiley and Sons Inc. p. 7-2-7-5 NOTE: Posted in your Moodle Course Shell</p> <p>Elkington, R. (2017). Ethical Leadership at the Speed of VUCA. In R. Elkington, M. Steege, J. van der, Glick-Smith, &amp; J,M. Breen, (Eds.). <i>Visionary Leadership in a Turbulent World : Thriving in the New VUCA Context</i> (Chapter 2). Bingley, UK: Emerald Publishing Limited.</p>	<p>Team Formations</p> <p>Online Reflection Journal-Weeks 1-10 (completed Monday to Sunday via Moodle)</p> <p>Weekly Online Discussion Forums-Weeks 1-4, 6, 11 as well as 7, 8, 9, 10 (completed Monday to Sunday under each week via Moodle)</p>
2	Sept. 20	Thinking Critically about Leadership and the Evolution of Leadership Theories/Approaches	<p>Uhl-Bien, M., R. Piccolo, &amp; J. Schermerhorn (2020). What Does It Mean to Think Critically? In Uhl-Bien, M., R. Piccolo, &amp; J. Schermerhorn (2020). <i>Organizational Behaviour</i>, John Wiley and Sons Inc. p. 1-8-1-12 NOTE: Posted in your Moodle Course Shell</p> <p>Gandolfi, F &amp; Stone, S. (2018). Leadership. Leadership Styles and Servant Leadership. <i>Journal of Management Research</i>, 18(4), 261-269. NOTE: This article will be discussed further week 8.</p>	

			<p>Summaries of the Major Leadership Approaches. Source: Northouse, P. (2019). <i>Leadership Theory and Practice</i>, London, UK. Sage Publications Inc. NOTE: Posted in your Moodle Course Shell</p>	
3	Sept. 27	Leadership through Resilience and Well-being	<p>Breen, J.M. (2017). Leadership Resilience in a VUCA World. In R. Elkington, M. Steege, J. van der, Glick-Smith, &amp; J.M. Breen, (Eds.). <i>Visionary Leadership in a Turbulent World: Thriving in the New VUCA Context</i> (Chapter 3). Bingley, UK: Emerald Publishing Limited.</p> <p>Schwartz, T. &amp; McCarthy (2007, October). Manage Your Energy, Not Your Time. <i>Harvard Business Review</i>. Retrieved from <a href="https://hbr.org/2007/10/manage-your-energy-not-your-time/ar/1">https://hbr.org/2007/10/manage-your-energy-not-your-time/ar/1</a></p>	<p>Team Assignment – Leadership Seminar Proposal Due (Sunday midnight, post to drop box via Moodle)</p>
4	Oct. 4	Leadership through Emotions	<p>Goleman, D. (2013, December). The Focused Leader. <i>Harvard Business Review</i>. 50-60. Retrieved from <a href="https://hbr.org/2013/12/the-focused-leader">https://hbr.org/2013/12/the-focused-leader</a></p> <p>George, J. (2000). Emotions and Leadership: The role of emotional intelligence. <i>Human Relations</i>, 53, 1027.</p>	<p>EI/EQ-Self Assessment (complete in class)</p>
5	Oct. 11		NO CLASS	<p>ONLINE OPENBOOK EXAM</p>
6	Oct. 18	Leadership through Personality, Preferences and Perceptions	<p>Briggs-Myers, I. (1998). <i>Introduction To Type</i>. Palo Alto, CA: Consulting Psychologist Press. NOTE: Any editions can be used as they have the same content NOTE: On one month loan through the OC library</p> <p>Krebs Hirsh, S. &amp; Kummerow J. (1998). <i>Introduction To Type In Organizations</i>. Palo Alto, CA: Consulting Psychologist Press. NOTE: On one month loan through the OC library</p>	<p>MBTI-Self Assessment (complete prior to class, bring to class)</p>
7	Oct. 25	<p>Leadership through Complexity and Adaptability</p> <p>Leadership through Followership</p>	<p>Uhl-Bien, M., Marion, R., &amp; McKelvey, B. (2007). Complexity leadership theory: Shifting leadership from the industrial age to the knowledge era. <i>The Leadership Quarterly</i>, 18(4), 298-318.</p> <p>Followership (Chapter 12). Northouse, P. (2019) <i>Leadership Theory and Practice</i>, London, UK. Sage Publications Inc. NOTE: Posted in your Moodle Course Shell</p>	<p>Team Assignment – Leadership Seminar 1; Facilitate Discussion (Leadership through Adaptability)</p>

				Team Assignment – Leadership Seminar 2; Facilitate Discussion (Leadership through Followership)
8	Nov. 1	Leadership through Virtues (Ethical Leadership and Servant Leadership)	<p>Peterson, C. &amp; Park, N. (2006), Character strengths in organizations. <i>Journal of Organizational Behavior</i>, 27(8), 1149-1154. Retrieved from <a href="https://onlinelibrary.wiley.com/doi/abs/10.1002/job.398">https://onlinelibrary.wiley.com/doi/abs/10.1002/job.398</a></p> <p>Hackett, R. D., &amp; Wang, G. (2012). Virtues and leadership. <i>Management Decision</i>, 50(5), 868-899.</p> <p>Uhl-Bien, M., &amp; Carsten, M. K. (2007). Being Ethical When the Boss is Not. <i>Organizational Dynamics</i>, 36 (2) 187–201. Elsevier Science Publishers. doi:10.1016/j.orgdyn.2007.03.006</p> <p>NOTE: Refer to earlier reading ( week 2) Gandolfi, F &amp; Stone, S. (2018). Leadership. Leadership Styles and Servant Leadership.</p>	<p>VIA-Self Assessment (complete prior to class, bring to class)</p> <p>Team Assignment – Leadership Seminar 3; Facilitate Discussion (Ethical Leadership)</p> <p>Team Assignment – Leadership Seminar 4; Facilitate Discussion (Servant Leadership)</p>
9	Nov.8	Leadership through Authenticity Destructive Leadership	<p>Ibarra, H. (2015, January-February). The authenticity paradox. <i>Harvard Business Review</i>, 52- 59. Retrieved from <a href="https://hbr.org/2015/01/the-authenticity-paradox">https://hbr.org/2015/01/the-authenticity-paradox</a></p> <p>George, B., Sims, P., McLean, A.M. &amp; Mayer, D. (2007, February). Discovering your authentic leadership. <i>Harvard Business Review</i>. Retrieved from <a href="https://hbr.org/2007/02/discovering-your-authentic-leadership">https://hbr.org/2007/02/discovering-your-authentic-leadership</a></p> <p>Schyns, B., Neves, P., Wisse, B. &amp; Knoll, M. (2018). Turning a Blind Eye to Destructive Leadership: The Forgotten Destructive Leaders. In Riggio, R.E. (Ed), <i>What’s wrong with leadership?</i> ( Chapter 10) Improving research and practice. London, UK: Routledge.</p>	<p>Team Assignment – Leadership Seminar 5; Facilitate Discussion (Leadership through Authenticity)</p> <p>Team Assignment – Leadership Seminar 6; Facilitate Discussion (Destructive Leadership)</p>

<p>10</p>	<p>Nov. 15</p>	<p>Leadership through Diversity (Gender and Culture)</p>	<p>Tuleja, E.A. (2017). Cultural Intelligence in a VUCA World. In R. Elkington, M. Steege, J. van der, Glick-Smith, &amp; J.M. Breen, (Eds.). <i>Visionary Leadership in a Turbulent World : Thriving in the New VUCA Context</i> (Chapter 9). Bingley, UK: Emerald Publishing Limited.</p> <p>Johnson, S.K., &amp; Lacerenza, C.N. (2018). Leadership Is Male-centric: Gender Issues in the Study of Leadership. In Riggio, R.E. (Ed), <i>What's wrong with leadership? Improving research and practice</i> (Chapter 6). London, UK: Routledge.</p>	<p>Team Assignment – Leadership Seminar 7; Facilitate Discussion (Leadership through Diversity-Gender)</p> <p>Team Assignment – Leadership Seminar 8; Facilitate Discussion (Leadership through Diversity-Culture)</p> <p>ONLINE OPEN BOOK EXAM</p>
<p>11</p>	<p>Nov. 22</p>	<p>Leadership through Strengths</p>		<p>StrengthsQuest-Self Assessment (complete prior to class, bring to class)</p> <p>Individual and Team Strengths Assessment (complete during class)</p>
<p>12</p>	<p>Nov. 29</p>	<p>Review and Integration</p>		<p>Individual and Team Participation Assignment Due (Sunday at midnight, post to drop box via Moodle)</p> <p>Leadership Plan Due (sunday at midnight post to drop box via Moodle)</p>



13	Dec.6	Final Exam Period Wed. Dec. 8-18		No Final Exam
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## **SKILLS ACROSS THE BUSINESS CURRICULUM**

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The Okanagan School of Business promotes core skills across the curriculum. These skills include reading, written and oral communications, computers, small business, and academic standards of ethics, honesty and integrity.

## **STUDENT CONDUCT AND ACADEMIC HONESTY**

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### **What is the Disruption of Instructional Activities?**

At Okanagan College (OC), disruption of instructional activities includes student “conduct which interferes with examinations, lectures, seminars, tutorials, group meetings, other related activities, and with students using the study facilities of OC”, as well as conduct that leads to property damage, assault, discrimination, harassment and fraud. Penalties for disruption of instructional activities include a range of sanctions from a warning and/or a failing grade on an assignment, examination or course to suspension from OC.

### **What is Cheating?**

“Cheating includes but is not limited to dishonest or attempted dishonest conduct during tests or examinations in which the use is made of books, notes, diagrams or other aids excluding those authorized by the examiner. It includes communicating with others for the purpose of obtaining information, copying from the work of others and purposely exposing or conveying information to other students who are taking the test or examination.”

Students must submit independently written work. Students may not write joint or collaborative assignments with other students unless the instructor approves it in advance as a group/team project. Students who share their work with other students are equally involved in cheating.

### **What is Plagiarism?**

Plagiarism is defined as “the presentation of another person’s work or ideas without proper or complete acknowledgement.” It is the serious academic offence of reproducing someone else’s work, including words, ideas and media, without permission for course credit towards a certificate, diploma, degree and/or professional designation. The defining characteristic is that the work is not yours.

“Intentional plagiarism is the deliberate presentation of another’s work or ideas as one’s own.” Intentional plagiarism can be a copy of material from a journal article, a book chapter, data from the Internet, another student, work submitted for credit in another course or from other sources.

“Unintentional plagiarism is the inadvertent presentation of another’s work or ideas without proper acknowledgement because of poor or inadequate practices. Unintentional plagiarism is a failure of scholarship; intentional plagiarism is an act of deceit.”

### **What are the Students’ Responsibilities to Avoid Plagiarism?**

Students have a responsibility to read the OC Plagiarism Policy and Procedures outlined in the OC calendar, which is available in online format [www.okanagan.bc.ca](http://www.okanagan.bc.ca). Students must acknowledge the sources of information used on all their assignments. This usually involves putting the authors’ name and the year of publication in parentheses after the sentence in which you used the material, then at the end of your paper, writing out the complete references in a Reference section.

“Students are responsible for learning and applying the proper scholarly practices for acknowledging the work and ideas of others. Students who are unsure of what constitutes plagiarism should refer to the UBC publication “*Plagiarism Avoided; Taking Responsibility for your Work*”. This guide is available in OC bookstores and libraries.

Students are expected to understand research and writing techniques and documentation styles. The Okanagan School of Business requires the use of the APA or MLA style, but suggests that students cite references using the APA guidelines (see Publication Manual of the American Psychological Association, 7<sup>th</sup> edition (2019)). A copy of the APA manual is available in the reference section and also available for circulation from OC libraries. The library website has access to these two major citing styles.

### **What are the Penalties for Plagiarism and Cheating?**

The Okanagan School of Business does not tolerate plagiarism or cheating. All professors actively check for plagiarism and cheating and the Okanagan School of Business subscribes to an electronic plagiarism detection service. All incidents of plagiarism or cheating are reported and result in a formal letter of reprimand outlining the nature of the infraction, the evidence and the penalty. The Dean of the Okanagan School of Business and the Registrar record and monitor all instances of plagiarism and cheating. Penalties for plagiarism and cheating reflect the seriousness and circumstances of the offence and the range of penalties includes suspension from OC.