

GBUS 870
Leadership: Theory and Practice
Spring 2021 Course Outline (Draft)
Updated March 15, 2021

Session Dates:

Introductory session (optional): Early April 2021

Begin course readings in mid-April 2021

Classes: June 17, 18, 19 and June 25 and 26

8:30AM to 4:30PM

Remote instruction

Instructor: Sean Tucker

Office: Education Building, Room ED 524.9

Office Hours: By appointment

Phone: 337-3244 (Office)

Email: UR Courses email

Overview of Course:

In the first part of this course, students will learn about several popular leadership theories through a selection of related readings, self-reflection, and critical analysis of contemporary leaders and events. During the class portion of the course, which will be delivered on-line, we will review research related to the application of various leadership theories and examine the practice of leadership through the experiences of guest speakers. Working in small groups, students will assess leadership during crisis. Students can expect a relatively heavy reading load in the course and to be prepared to begin course work in mid-April 2021.

Special Needs:

If there is any student in this course who, because of a disability, may have a need for accommodation, please contact the Coordinator of Special Needs Services at 585-4631, as well as discussing the accommodation with me.

Required Readings:

1. Excerpts from articles posted on UR Courses.
2. Carlin, J. (2008). *Playing the Enemy: Nelson Mandela and the Game That Made a Nation*. Penguin Press. [Available at the U of R Bookstore or an on-line retailer of new and used books]
3. Northouse, P.G. (2021). *Leadership: Theory and Practice* (9th edition). Sage. [Available at the U of R Bookstore or an on-line retailer of new and used books]

Course Assessment

Component	Due date	Percentage of final grade
Assignment 1	May 17	20%
Discussion questions (Discussion topics 1-4)	May 17	5%
Assignment 2	June 14	20%
Discussion questions (Discussion topics 5-8)	June 14	5%
Assignment 3	June 24	10%
Class participation	June 17, 18, 19, 25, 26	5%
Group project	June 26	15%
Take home final exam	June 26-28	20%

Assignment 1 (20%) – Monday, May 17

Please read/watch the three materials related Dr. Bonnie Henry (see Topic 3) and respond to these questions:

1. How well does Northouse’s (2021) definition of leadership (Topic 1) explain Dr. Henry’s influence? (~300 words)
2. Evaluate the *process* of Dr. Henry’s leadership in terms of servant and authentic leadership (Topic 3). Please briefly define each of these theories (Northouse, 2021) and marshal relevant examples and, where appropriate, use direct quotes from the three assigned materials to support your analysis. (~1,000 words)

Assignment 2 (20%) – Monday, June 14

Please read Ibarra (2015), Lee et al. (2017), and the assigned chapters in Northouse (2021), *and then* read the book “Playing with the Enemy” (Carlin, 2008). In no more than 2,000 words, please respond to these questions marshalling relevant examples and quotes from Carlin’s book to support your assessment:

1. What influence tactics (Lee et al., 2017) does Mandela use? Why is Mandela’s approach to influencing others so effective? (~750 words)
2. Is Mandela a “true-to-selfer” or “chameleon” (Ibarra, 2015)? (~750 words)
3. Based on Carlin’s description of Mandela, what leadership theory (Northouse, 2021) covered in GBUS 870 best fits Mandela’s approach to leadership? (~500 words)

Assignment 3 (10%) – Thursday, June 24

James Comey's op-ed in the *New York Times* (Topic 4) offers a blunt assessment of the role of followership, character, and morality in leadership. Comey writes: "Accomplished people lacking inner strength can't resist the compromises necessary to survive Mr. Trump and that adds up to something they will never recover from. It takes character like Mr. Mattis's to avoid the damage, because Mr. Trump eats your soul in small bites."

How would Comey respond to Northouse's discussion of "followership" (Topic 7)? Does Northouse provide sufficient guidance to "followers" of "leaders" like President Donald Trump? What additional advice would you give to followers? 500 word maximum.

Assignment format and grading

Written submissions must be double-spaced and apply 12 point font. Seventy percent of each assignment grade will be related to the quality of the analysis and 30% to referencing and the quality of writing (i.e., structure, grammar, logical flow). Assignments should be emailed to the instructor via UR Courses email on or before the assignment due date. **Please do not include your name anywhere on your assignments, rather use your University of Regina student number to identify your assignments.**

Group Project (15%) – Saturday, June 26

Students will be assigned to groups and tasked with developing a practical leadership training intervention that addresses the challenges faced by a contemporary organization. Proposals will be presented in class (there is no written submission for this assignment) and should include, at a minimum, a problem statement, a concise and focused review of the relevant leadership research literature, detailed description of the leadership intervention and how its effectiveness will be evaluated, and limitations of the proposed intervention. Presentations will follow in class on Saturday, June 20th and should be no longer than 20 minutes each.

Class Participation (5%) – June 17, 18, 19, 25, 26

Class participation is based on the degree to which your comments and insights enrich the learning experience of the class. Contribution marks for comments and insights are earned by:

- Making observations that integrate concepts and discussions.
- Citing relevant personal examples.
- Asking key questions that lead to revealing discussions.
- Engaging in devil's advocacy: disagreeing with the instructor and other students when the difference of opinion serves as both counterpoint and a way of exploring all sides of a concept, issue, or practice.
- Working with others to come to a common understanding of the topics – in and out of the classroom.
- Participating enthusiastically in classroom group activities and group discussions.
- Listening open-mindedly and responding to what others say.

Contribution marks will be allocated in the following manner:

Exceeds Expectations

9-10 Students in this category provide leadership in and out of the classroom and work toward enhancing the interpersonal dynamics of the class. Rather than dominating the setting, they act as facilitators, bringing others into the discussion.

Meets Expectations

7-8 Students show an active interest in class activities and participate actively in classroom discussions; regularly make insightful comments which help others to understand the course material; act as positive group role models, etc.

Does not Meet Expectations

6 Students attend class regularly but only occasionally contribute to the classroom experience.
< 5 Students fail to contribute in any of these ways.

Your presence will make a big difference to the dynamics of the class, the in-class activities, and the degree of learning that occurs. Therefore, students are expected to come to class on time, stay for the whole class, and make a positive contribution while present. Students are expected to log into UR Courses regularly to check for e-mails or any course-related announcements.

Discussion questions (10%) – Monday, May 17 and Monday, June 14

Please submit, in writing, one question based on each of the assigned readings denoted by an asterisk (*). These questions will be used to generate class discussion and should be related to interesting aspects of a reading while integrating ideas and concepts from other readings. Discussion questions must be submitted using the submission form posted on UR Courses.

Take Home Final Exam (20%): Saturday, June 26 to Monday, June 28

The exam will consist of 4-6 questions with strict word limits for each response (approximately 200-500 words each). Students should spend no more than four hours writing the exam and the exam must be completed individually. More information about the coverage and format of the final exam will be provided during the week of class.

Academic Integrity:

“Assignments, tests, and examinations are designed for students to show the instructor how well they have mastered the course material. When the instructor evaluates the student's work, it must therefore be clear which ideas and words are the student's own. The general principles of academic integrity for students doing course work are that they are to do their own original, individual work, unless told otherwise by the course instructor, and are to give credit for other people's ideas or words. Students should be aware that while collaborative or group work on assignments may be encouraged in some disciplines, it is not acceptable in others. Discussion of ideas with faculty and other students (that is, intellectual debate) is both allowable and important, provided that credit is given in written work for ideas that are not one's own. Group study (as distinct from group work on an assignment that is to be graded) is likewise permissible unless explicitly forbidden by the instructor.”

“Acts of academic dishonesty or misconduct include acts which contravene the general principles described in section 2.1.2, above. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community.

Cheating

Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

1. unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
2. copying from the work of other students;
3. communicating with others during an examination to give or receive information, either in the examination room or outside it;
4. consulting others on a take-home examination (unless authorized by the course instructor);
5. commissioning or allowing another person to write an examination on one's behalf;
6. not following the rules of an examination;
7. using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
8. altering answers on an assignment or examination that has been returned;
9. taking an examination out of the examination room if this has been forbidden.

Plagiarism

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community.

Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice. Plagiarism includes the following practices:

1. not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
2. presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.”

Source: <https://www.uregina.ca/gradstudies/current-students/grad-calendar/policy-univ.html#conduct>. Retrieved February 20, 2018.

Course Readings

* Required readings for discussion questions

1. Defining Leadership

* Northouse, P.G. 9th edition (2021). Chapter 1.

2. Leader-Member Exchange and Servant Leadership

* Northouse, P.G. 9th edition (2021). Chapters 7 & 10.

3. Authentic and Ethical Leadership

* Northouse, P.G. 9th edition (2021). Chapters 9 & 15.

Interview with Dr. Bonnie Henry (November 7, 2020). Leadership Series 2020: Dr. Bonnie Henry on how it feels to be a famous face. *Global Television BC*. <https://globalnews.ca/video/7445578/leadership-series-2020-dr-bonnie-henry-on-how-it-feels-to-be-a-famous-face>

Henry, B & Henry, L. (2021). *Be Kind, Be Calm, Be Safe*. Allen Lane Publishing. [Excerpts to be posted on UR Courses].

Porter, C. (June 5, 2020). The top doctor who aced the coronavirus test. *The New York Times*. <https://www.nytimes.com/2020/06/05/world/canada/bonnie-henry-british-columbia-coronavirus.html>

* Ibarra, H. (January 2015). The authenticity paradox. *Harvard Business Review*. [Available on-line at: <https://hbr.org/2015/01/the-authenticity-paradox>].

4. Charismatic, Laissez-Faire, Transactional, and Transformational Leadership

* Northouse, P.G. 9th edition (2021). Chapter 8.

* Vinkenburg, C.J. van Engen, M.L., Eagly, A.H., & Johannesen-Schmidt, M.C. (2011). An exploration of stereotypical beliefs about leadership styles: Is transformational leadership a route to women's promotion? *The Leadership Quarterly*, 22, 2, pp. 10-21. [Please do not fuss about understanding the statistics in this article]

* Jensen, M., Potočník, K., & Chaudhry, S. (2020). A mixed-methods study of CEO transformational leadership and firm performance. *European Management Journal*, 38(6), 836-845.

* Comey, J. (May 1, 2019) How Trump co-opts leaders like Bill Barr. Accomplished people lacking inner strength can't resist the compromises necessary to survive this president. *The New York Times*. <https://www.nytimes.com/2019/05/01/opinion/william-barr-testimony.html>

5. Indigenous Perspectives on Leadership

* Wendy Grant-John. (no date). Beyond Politics (CPAC). Interview with Catherine Clark.

<http://www.cpac.ca/en/programs/beyond-politics/episodes/39827645>

* Varley, L. (2016). The challenge of indigenous leadership within mainstream organizations. *Challenging Organizations and Society*, 5, 976-987. [Posted on UR Courses]

6. Leadership and Gender

* Northouse, P.G. 9th edition (2021). Chapter 14.

* Ryan, M. K., Haslam, S. A., Morgenroth, T., Rink, F., Stoker, J., & Peters, K. (2016). Getting on top of the glass cliff: Reviewing a decade of evidence, explanations, and impact. *The Leadership Quarterly*. 1-8.

* MacDougall, A., Valley, J.M., Jeffrey, J. (2020). Report: 2020 Diversity Disclosure Practices - Diversity and leadership at Canadian public companies.

<https://www.osler.com/en/resources/governance/2020/report-2020-diversity-disclosure-practices-diversity-and-leadership-at-canadian-public-companies>

7. Influence Tactics and Leadership Development

* Northouse, P.G. 9th edition (2021). Chapter 13.

* Lee, S., Han, S., Cheong, M., Kim, S. L., & Yun, S. (2017). How do I get my way? A meta-analytic review of research on influence tactics. *The Leadership Quarterly*, 28(1), [Read abstract and pp. 210-215].

* Kelemen, T. K., Matthews, S. H., & Breevaart, K. (2020). Leading day-to-day: A review of the daily causes and consequences of leadership behaviors. *The Leadership Quarterly*, 31(1), [pages to be assigned].

* Bradley Smith, S. (March 5, 2021). How a lack of sponsorship keeps Black women out of the C-Suite. *Harvard Business Review*. <https://hbr.org/2021/03/how-a-lack-of-sponsorship-keeps-black-women-out-of-the-c-suite>

* Offermann, L. R., Thomas, K. R., Lanzo, L. A., & Smith, L. N. (2020). Achieving leadership and success: A 28-year follow-up of college women leaders. *The Leadership Quarterly*, 31(4), [Pages to be assigned]

8. Controversies in Leadership

* Pfeffer, J. (2015). Leadership BS. Sage. Introduction. [Posted on UR Courses]

* Rothman, J. (February 29, 2016). Shut up and sit down: Why the leadership industry rules. *The New Yorker*. <http://www.newyorker.com/magazine/2016/02/29/our-dangerous-leadership-obsession>

* Alvesson, M., & Einola, K. (2019). Warning for excessive positivity: Authentic leadership and other traps in leadership studies. *The Leadership Quarterly*, 30(4), 383-395.

9. Group Project - Leadership During Crisis

This project involves analyzing the leadership behaviour of chief medical health officers (CMHO) during the current coronavirus pandemic. Groups of 3-4 students will undertake an in-depth analysis of the leadership behaviour of one of the following CMHO: Dr. Deena Hinshaw (AB); Dr. Brent Roussin (MB); Dr. Saqib Shahab (SK); Dr. Teresa Tam (Federal); and Dr. David Williams (ON).

Your group's analysis must address the questions below. On Saturday, May 15th groups will share their findings with the class using PowerPoint or an equivalent platform (e.g., Prezi). Presentations will be no longer than 20 minutes followed by 10 minutes for questions and discussion. There is no written submission.

1. Briefly describe the CMHO's career prior to January 2020.
2. Provide a brief summary any media mentions of the CMHO one year prior to January 2020 (that is, between January 2019 and December 2019).
3. Review a selection of the CMHO's press briefings and related media reporting (print, video, and commentary/editorials) between February and August 2020. How do the media characterize the CMHO during this period? What behaviours are highlighted (here identify specific examples)? Were there any "critical moments" for the CMHO? Build a timeline to highlight your findings.
4. Review a selection of the CMHO's press briefings and related media reporting (print, video, and commentary/editorials) between September 2020 and present. How do the media characterize the CMHO during this period? What behaviours are highlighted (here identify specific examples)? Were there any "critical moments" for the CMHO? Build a timeline to highlight your findings.
5. Based on the evidence reviewed who is the CMHO trying to influence, and does the CMHO's behaviour meet Northouse's definition of leadership? How would you describe the *process* of the CMHO's leadership? What are the *consequences* of the CMHO's leadership? What other observations do you have about their leadership?
6. What is Rothman's (2016) main argument about leadership?¹ Based on your analysis of the CMHO how valid is Rothman's argument? More broadly, what insights into leadership can be gleaned from Rothman and your group's analysis of leadership during crisis?

¹ Rothman, J. (February 29, 2016). Shut up and sit down: Why the leadership industry rules. The New Yorker. <http://www.newyorker.com/magazine/2016/02/29/our-dangerous-leadership-obsession>