

GBUS 874-001 Cases in Leadership

Class Time: 08:30 – 16:30 July 8, 9, 10, 16, 17

Instructor: Wanda Rockthunder, M.B.A., B.B.A. Ph.D. Candidate

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Office Hours:

I will be available to discuss readings and assignments starting Thursday, June 10th. Please feel free to email me to schedule a mutually agreed upon appointment via zoom or cellular. I will be unavailable June 21 – 25 inclusive.

Special Needs:

If there is any student in this course, who because of a disability, may have need for accommodation, please feel free to contact the Coordinator of Special Needs Services at 306-585-4631 or myself.

OVERVIEW:

This course examines leadership issues in both for-profit and non-profit organizations. This course is designed to provide introduction to various concepts of how “leadership” differs from “management”. Goals for this course is to provide students with an understanding of theory and concepts pertaining to leadership, as well as decision making skills associated with leadership. Students will get an understanding of their own leadership styles and improvements through various assigned readings and business cases.

This one-week module will be broken up into morning “lecture/discussion” sessions and afternoon “group work” sessions. The course will examine topics such as: developing leadership skills, creating a vision and setting the tone, handling conflict and overcoming obstacles, ethics in leadership and diversity in the workplace.

Assignments, Reading and Exercises:

Preparation will be done mainly through reading and cases. In order to understand concepts and their application, it is important that you read the articles and cases before class begins on July 8th so you can contribute to discussion and ask for clarity as needed. A major project for the course will involve researching and writing an original case study that examines leadership issues within a real organization.

Live lectures will be done via ZOOM during the scheduled morning lecture time at 10:00 am CST until noon. Some lectures may be pre-recorded and posted to UR Courses. There will be group discussion as well as small break-out sessions between 1:00 to 3:00 pm CST. During these sessions there will be discussions on reading material and lectures.

Course Readings:

The links are attached to the file, for some of them you will be required to use your *uregina.ca* username and password to access the files to retrieve the online resource. A PDF version will be on URCourses when it is available from resources.

DAY 1 THEME: IDENTIFYING and DEVELOPING LEADERSHIP SKILLS

Valeo, Angela (Dec 2010) "Be Strong, Know What you need: A Narrative on inclusive leadership." Issue 16(2) *University of Regina, Faculty of Education*. Retrieved from https://ourspace.uregina.ca/bitstream/handle/10294/3148/ie16%282%29_A8-A%20Narrative%20on%20Inclusive%20Leadership.pdf?sequence=2&isAllowed=y

Milliken, F. J. (1987). "Three types of perceived uncertainty about the environment: State, effect, and response uncertainty." *Academy of Management Review*, 12(1), 133-143. Retrieved from https://www.jstor.org/stable/pdf/257999.pdf?casa_token=RjvzYbzwue4AAAAA:tp5zyBLJ-97nxjY_MvdkkzodLRgq5jIZsph_LiLYR2mhyV7IAN_tuA_LHnvHJ_TEZrwpvuODX6QATzANoCvjxKCneNrU9AkzGp0A6SAVyhGIBtNKuA

Carmeli, Brueller, and Dutton. (2009). "Learning Behaviours in the Workplace: The Role of High Quality Relationships and Learning in the Workplace" *Systems Research and Behavioral Science*, 26: 81-98. Retrieved from <https://onlinelibrary.wiley.com/doi/pdf/10.1002/sres.932>

DAY 2 THEME: CREATING A VISION & SETTING A TONE

Criswell, Corey ; Cartwright, Talula (June 2010) "Creating a Vision" *Center for Creative Leadership*. Retrieved from <https://ebookcentral-proquest-com.libproxy.uregina.ca/lib/uregina/reader.action?docID=3007641>

Bordia, P., Hobman, E., Jones, E., Gallois, C., & Callan, V. J. (2004). "Uncertainty during organizational change: Types, consequences, and management strategies". *Journal of business and psychology*, 18(4), 507-532. Retrieved from https://www.jstor.org/stable/pdf/25092877.pdf?casa_token=xLPXfPUci0QAAAAA:qIBT4_EvAqvDlk19aXLvkqEgTqi08OigtzBPY7Mbyip9NQ6ZRBHRUYk-2WFNUBIFsBXmUa9F9sJ3yUwOxsoT4mVEPvDM80P5EomcrqYcx4VpvfFPKE

DAY 3 THEME: HANDLING CONFLICT and OVERCOMING OBSTACLES

Van Gramberg, Bernadine ; Teicher, Julian ; Bamber, Greg J ; Cooper, Brian "Employee Voice, Intention to Quit, and Conflict Resolution: Evidence from Australia" *Industrial & labor relations review*, 2020-03, Vol.73 (2), p.393-410. Retrieved from <https://journals-sagepub-com.libproxy.uregina.ca/doi/pdf/10.1177/0019793919876643>

D'Auria and De Smet (2020, Mar). "Leadership in a crisis: Responding to the coronavirus outbreak and future challenges." *McKinsey & Company*. 1-6. Retrieved from <https://www.mckinsey.com/business-functions/organization/our-insights/leadership-in-a-crisis-responding-to-the-coronavirus-outbreak-and-future-challenges>

Jurgens-Kowal, T. (2016). "Bridging Communication Gaps in Virtual Teams." *Huntsville: American Society for Engineering Management (ASEM)*. 1-10. Retrieved from <https://login.libproxy.uregina.ca:8443/login?url=https://search.proquest.com/docview/2010278514?accountid=13480>

DAY 4 THEME: ETHICS IN LEADERSHIP

Fasken (2019). "Directors' Liability & Fiduciary Duty in Canada." *Fasken Martineau DuMoulin LLP*. 1-4. Retrieved from <https://www.fasken.com/en/knowledge/doing-business-canada/2019/06/directors-officers-liability/>

Hermannsdottir, Audur, Štangej, Olga, & Kristinsson, Kari. (2018). "When being good is not enough: Towards contextual education of business leadership ethics." *Management (Split, Croatia)*, 23(2), 1-13. Retrieved from <https://www-proquest-com.libproxy.uregina.ca/docview/2197173494?OpenUrlRefId=info:xri/sid:primo&accountid=13480>

Demirtas, Ozgur, & Akdogan, A Asuman. (2015). "The Effect of Ethical Leadership Behavior on Ethical Climate, Turnover Intention, and Affective Commitment". *Journal of Business Ethics*, 130(1), 59-67. Retrieved from <https://link-springer-com.libproxy.uregina.ca/content/pdf/10.1007/s10551-014-2196-6.pdf>

DAY 5 THEME: DIVERSITY IN THE WORKPLACE

Pitts, David. (2009). "Diversity Management, Job Satisfaction, and Performance: Evidence from U.S. Federal Agencies". *Public Administration Review*, 69(2), 328-338. Retrieved from <https://onlinelibrary-wiley-com.libproxy.uregina.ca/doi/pdfdirect/10.1111/j.1540-6210.2008.01977.x>

Caron, Joanie, Asselin, Hugo, & Beaudoin, Jean-Michel. (2020). "Indigenous employees' perceptions of the strategies used by mining employers to promote their recruitment, integration and retention". *Resources Policy*, 68, 101793. Retrieved from https://casls-primo-prod.hosted.exlibrisgroup.com/permalink/f/1ed2416/TN_cdi_gale_infotracademiconefile_A640432136

Ridley, L. L.. (2018). "Symptomatic Leadership in Business Instruction: How to Finally Teach Diversity and Inclusion for Lasting Change". *Journal of Higher Education Theory and Practice*, 18(5), 112-120. Retrieved from <https://www-proquest-com.libproxy.uregina.ca/docview/2121518826/fulltextPDF/9C34FC25C37A4DEEPO/1?accountid=13480>

CASES:

Van Den Steen (2013) “Strategy and the Strategist” Harvard Business School. *HBS Case* 713533-PDF-ENG

Murray (2021) “The #Black Lives Matter Movement: Balancing Stakeholders at TechTeen” Harvard Business School. *HBS Case* UV8231-PDF-ENG

Pearson (2020) “Crisis Management, Signal Detection, and Organizational Destruction: When a Manager Whitewashes, Buries, and Demolishes the Evidence” Harvard Business School. *HBS Case* TB0617-PDF-ENG

Hill & Zalosh (2013) “Wendy Peterson” Harvard Business School. *HBS Case* 913560-PDF-ENG

Cates & Ellington-Booth (2019) “Leader as a Coach: Restoring Employee Motivation and Performance (A)” Harvard Business School. *HBS Case* KE1145-PDF-ENG

GRADING:**1. Reading Summaries and Literature Review (30% of the course)**

Reading Summaries: Each student is expected to complete summaries of the 14 course readings. They should be ½ to 1 page long. Each summary will be worth 1 point, if all summaries are completed a bonus 1 point will be given, to a maximum 15 points.

For each summary, the first section (The Idea in Brief) will summarize the content of the source, presenting its overarching thesis. What is the main content of the source? If this is a research article, what types of evidence does the author use? What is the author’s main viewpoint/argument? How does the source relate to other relevant sources? The second section for each summary (Implications for Applying the Ideas) will provide practical advice for applying the main ideas (see example on page 6).

Leadership Literature Review: Using the articles included in your reading summaries, write an 8–10-page literature review. The paper should be typed, double-spaced, using 12-point Times-Roman font, and with 2.5 cm margins. (For tips on how to write a literature, refer to the documents included in Topic One of the GBUS 874 URCourses page.) This portion of the assignment is intended to help you develop an integrated understanding of some of the main leadership ideas introduced in this course.

For this review, based on the themes presented; develop an argument for a psychologically safe approach to leadership that encourages and promotes high-performance and mental well-being for employees. In your discussion explain: 1) why team psychological safety is important for performance and psychological well-being; 2) What team psychological safety is; 3) leadership actions that support team psychological safety and how they are related to the leadership roles of envisioning, aligning, and inspiring. In addressing these questions consider a) the role of creating and communicating a vision of hope (rather than fear); b) the role of diversity and inclusion; and c) how hope and psychological safety help leaders to reduce uncertainty, anxiety, and stress for their

followers in order to encourage resiliency in employees and organizations. **The Leadership Literature Review will be graded and is worth 15 points.**

This assignment (summaries and lit review) is due via URCourses on Thursday, **July 1, 2021 (one week before the in-class portion of the course).**

2. Case Summaries and Analysis and Case Memos (30% of the course)

Case Summary & Analysis (2 points each to a maximum of 10 points): Students must complete five homework case assignments. For each of these five assigned cases you will be required to prepare a 1-page (maximum) written case summary. The case summaries should identify major issues in the case and include a brief explanation as to how one of the assigned readings helps to understand what can be done to resolve a leadership issue you have identified in the case. The case summaries are due at the **beginning of the class on July 8.**

During class we will draft group memos for *The #Black Lives Matter Movement: Balancing Stakeholders at TechTeen* and *Wendy Peterson*. The first completed group memo *The #Black Lives Matter Movement: Balancing Stakeholders at TechTeen* is due at the **beginning of class on Saturday, July 10.** The second group memo, regarding “*Wendy Peterson*,” is due at the **beginning of class on Saturday, July 17. The group memos are graded and worth a maximum of 10 points each.**

Follow a traditional case format, for example:

To: Phillip Boyer, CEO, Celeritas
From: Student Name
Subject: Identifying and overcoming sources of resistance

Each memo should be typed, double-spaced, using 12-point Times-Roman font, and with 2.5 cm margins. Unless otherwise indicated in class, memos should consist of three parts. The first part (1/2 page) is a summary of one immediate issue in the case. In this section, briefly identify one main issue/point/problem raised in the case that is germane to the readings and the assigned case questions. In this section fully describe who was involved, doing what, in what sequence, with whom and the outcomes that chain of events resulted in.

The second (1/2 page) part of the write-up is your analysis. In this section, briefly explain how the case issue described above relates to the specific course concepts. Explain how or why these issues are significant from a leadership perspective.

The third part (1 page) consists of your recommendations. Based on the case questions and specific issues you addressed in the previous two sections, briefly outline one possible solution/action for this case. For each write-up assume that you are a consultant writing a memo to the key decision maker in the case. What should the decision maker in the case do? (Additional directions may be provided for each case write-up on UR Courses.)

Sample Reading Summary:

Schein, E. H. (Fall 1996). "Three cultures of management: The key to organizational learning." *Sloan Management Review*, 38(1)

The Idea in Brief

Every organization includes three key subcultures of management: Operator (front-line supervisors), Engineering (middle management, including managers & directors), and Executive (including vice presidents and chief officers). "The three communities of executives, engineers, and operators do not really understand each other very well. A lack of alignment among the three groups and their core assumptions can hinder learning in an organization," and cause change to fail.

Operator Culture

The operator culture is an internal organizational culture based on operational success:

- Organizational success depends on people's KSAs and commitment (especially at the level of line units).
- KSAs required for success are "local" and based on the organization's core technologies.
- No system is perfect. Operators must be able to learn and deal with surprises.
- Complex operations are non-linear, involve complex interdependencies, and often defy simple, quantitative explanations. Operators must work as a collaborative team.

Engineering Culture

The engineering culture is world-wide, composed of the designers and technocrats who drive an organization's core technologies. Its key assumptions include the following:

- "Engineers" are proactively optimistic that they can and should master nature.
- "Engineers" are pragmatic perfectionists who prefer "people free" solutions.
- The ideal world is one of elegant machines and processes without human intervention.
- "Engineers" over-design for safety.
- "Engineers" prefer linear, simple, cause-and-effect, quantitative thinking.

Executive Culture

The executive culture is a world-wide occupational community focused on capital markets:

- **Financial Focus**
 - Financial survival and growth to ensure returns to "shareholders" and to society.
- **Self-Image: The Embattled Lone Hero**
 - Hostile, competitive environment where the CEO is isolated, yet in total control.
 - Executives must trust their own judgment.
- **Hierarchical and Individual Focus**
 - Organization hierarchy is the primary means of maintaining control.
 - The organization must be a team, but accountability must be individual.
 - Experimenting and risk taking only to permit the executive to stay in control.
- **Task and Control Focus**
 - Large organizations must be run by rules, routines (systems), and rituals
 - Ideal world is one in which the organization performs like a well-oiled machine.
 - People are a necessary evil, not an intrinsic value.

Implications for Applying the Ideas

Organizations will not learn effectively until they recognize and confront the implications of these three cultures and their differences: stimulate communication that fosters a greater level of mutual understanding. In communicating change to each of these audiences, recognize and communicate to deeply embedded (tacit), shared assumptions of executives, engineers, and operators.

3. Individual Leadership Project (30% of course grade)

Leadership Case with Teaching Note: Using the Case Writing Worksheet found in the URCourses page for GBUS 874, develop your own 8–10 page leadership case plus 2–3 page teaching note (additional tips and advice for writing a case are found in the additional documents in URCourses, *How to Write a Case Study*, *Case Writing Checklist* and *Case Sample*.). Follow the *Case Sample* for the Teaching Note format. Take a topic and based on your observations and experience, analyze a leadership situation at work or a situation you are otherwise familiar with, using concepts, tools, etc. identified in your annotated bibliography and through course presentations and discussions. The case should lead the reader to apply these concepts, tools, etc. to make a leadership decision or a set of recommendations (e.g., this could be a case on how a leader creates stress for his/her staff and what he/she can do through the application of appropriate leadership principles to alleviate this stress). If interviewing or distributing a questionnaire to gain information for writing the case be sure to follow ethical guidelines for conducting research with human subjects. This includes getting informed consent for using the information they provide to you (see *Sample Consent Form*). See information in *How to Write a Case Study* for options on anonymizing the names of the people in your case. Individual leadership projects are due via UR Courses by **21:00 (9:00 pm) CST on Sunday, July 25 (date subject to change)**.

4. Class Participation (10% of course grade)

Students are expected to display leadership qualities through active participation in the class, being prepared for class and participating. Participation will be assessed through online attendance, participation in daily lecture sessions, class discussion and group work.

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

4 – 6 Students attend class regularly but only occasionally contribute to the classroom experience.

< 4 Students fail to contribute in any of these ways.

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.” 5

“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.

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 June 6, 2021.