

**GBUS 851AA-001 Indigenous Business and Leadership – WINTER 2022****Class Location: TBA****Class Time/Date:** Thursday, 1900 – 2145 (7:00 PM – 9:45 PM CST); Jan 6 – April 7/2022**Instructor:** Wanda Rockthunder, Ph.D. Student, M.B.A., B.B.A.**Office hours:** Monday to Friday 8:30 AM to 4:30 PM**Phone:** 306-540-3868**Email:** [Wanda.Rockthunder@uregina.ca](mailto:Wanda.Rockthunder@uregina.ca)**Land Acknowledgment:**

The University of Regina is located on Treaty 4 territory and the traditional lands of the First Nations people: Nêhiyawak (Plains Cree), Nahkawiniwak (Saulteaux), Nakota (Assiniboine), Dakota and Lakota (Sioux), and Denesuline (Dene/Chipewyan); and homeland to the Métis Nation.

**Office Hours:**

Available to discuss readings and assignments starting January 5, 2021. Please feel free to email to schedule a mutually agreed upon appointment via zoom or cellular.

**OVERVIEW:**

This course considers historical and contemporary topics relating to Indigenous Business and Leadership relevant to both Indigenous and non-indigenous leaders and organizations. A broad range of topics, issues, and contexts may be considered, such as Indigenous leadership styles, issues, and responsibilities, Indigenous rights, governance, economic development, civic activism, and decolonization. The overall learning is about authentic Indigenous Leadership and use critical thinking in the topics covered to enhance learning. Identified in the learning will focus on how to apply the knowledge to leadership skills. You will be encouraged to apply your interpretations of the learning to the culture, knowledge, and beliefs. There will be a focus on balance – mental, emotional, physical, and spiritual.

**Learning Outcomes:**

1. Analyze who is a leader and what skills leaders need
2. Assess leadership behaviour and motivation
3. Interpret Leadership of culture, ethics, and diversity
4. Discuss Indigenous rights, civic activism and its relevance to Indigenous Leadership, non-indigenous leaders and organizations
5. Review current and past Indigenous governance structures and history.
6. Discuss economic development, challenges and successes.
7. Evaluate the relevance of decolonization and its potential effects moving forward.
8. Discussion of Authentic Indigenous Leaders
9. Conclude how power, politics, networking, and negotiation influence people.

**Course Expectations:**

This course will use lectures, textbooks, journal articles, case reviews, classroom discussions and questions, group work, activities, exercises and guest speakers.

The class will be delivered Hyflex: on campus (location TBA) and live-streamed synchronously for anyone who wishes to join the class remotely on Thursdays from 1900 – 2145 (7:00 PM – 9:45 PM CST) January 6, 2022 - April 7, 2022.

**Assignments, Reading and Exercises:**

**Preparation** will be done mainly by reading the assigned textbook, articles, videos and cases assigned throughout the semester. To understand concepts and their application, you must complete the readings assigned from the textbook, articles, and cases before each class to contribute to the discussion and ask for clarity as needed.

The textbook is a guideline for topics - journal articles, videos, and cases are introduced as the semester progresses to enhance the textbook.

Late homework submissions will be docked accordingly at 5 percent per day unless mitigating circumstances are identified and managed on a case-by-case basis.

**Course Materials:****Textbook:**

Brown, K., Doucette, M.B., Tulk, J.E. (2017) “Indigenous Business in Canada: Principles and Practices.” *Nimbus Publishing*

**Required Cases:**

Will be posted in advance via URCourses prior to the start date of January 6, 2022. Some cases will be from the Hill/Levene faculty cases and the partnership with Ivey School of Business, however for other cases that may/will have copyright fees – these will be charged to your Student Account by financial services; this will not exceed \$25.

**Required Readings, Audio and Video:**

Will be posted to URCourses throughout the course. These topics will enhance the learning from the textbook and assist in understanding the topic and commencing critical thinking. The links will be attached to the file via URCourses; for some of them, you will be expected to use your *uregina.ca* username and password to access the files to retrieve the online resource. As well, a PDF version will be on URCourses when it is available from resources. Please reach out as needed if issues are accessing the files.

**COURSE ASSESSMENT:**

<b>Deliverable</b>	<b>Grading</b>
Reading Summaries – a total of 5 (3% each)	<b>15%</b>
Case Studies – a total of 3 (5% each)	<b>15%</b>
Team Presentation	<b>25%</b>
Proposal	<b>5%</b>
Term Paper	<b>35%</b>
Participation	<b>5%</b>

**Reading Summaries (worth 15% of the course)**

**Reading Summaries:** Throughout the term, students will submit a total of five reading summaries, each worth 3%, tied to specific topics within the course. Each student is to complete summaries of the course readings. Each reading summary is to be a minimum of **1 – 2 pages**.

The first section for each summary - **The Idea in Brief** - will summarize the source's content, 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 7).

**The Reading Summaries are worth 15% of the overall course.**

Due dates will be at various times throughout the semester (TBA), submitted via URCourses.

Details will be available prior to the start date.

**Case Studies & Analysis (15% of the course)**

**Case Study & Analysis:** Students must complete three case assignments. For each of these three assigned cases, you will be required to prepare a **1-page (minimum)** written case summary.

The case summaries should **identify significant issues** in the case and include a **brief explanation** of how **one** of the **assigned readings** helps to understand what can be done to resolve a leadership issue identified. Details will be available prior to the start date.

**Team Presentation (20%) and Facilitated Discussion (5%)**

Working in teams, students prepare a 30-minute presentation, followed by a 15-minute facilitated discussion. Discussion topics must raise societal issues that are pertinent to related topics in the class. Topics must be selected and pre-approved by the instructor; details will be available before the start date.

### Individual Leadership Project (30%) and Proposal (5%)

Final term papers provide students with the opportunity to deeply explore an idea or theme related to those explored throughout the course concerning authentic Indigenous Leadership. Students will be expected to go beyond simply summarizing the literature and understanding their chosen topic by either critiquing published work or making new connections between different works. Students will initially submit a short proposal for their term paper that will include their chosen idea or theme, as well as the synopsis of their final paper.

Details will be available prior to the start date.

**Due date: Monday, April 20, 2021, at 23:59 (11:59 PM) CST, submit via URCourses.**

### Class Participation (5% of course grade)

Students are expected to display leadership qualities through active participation, being prepared for class and participating. Participation will be assessed through attendance, participation in 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 in-class activities and participate actively in classroom discussions; regularly make insightful comments that help others understand the course material; act as positive group role models.

#### *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.

### STUDENT RESOURCES:

#### Accessibility Services:

If there is any learner who, because of a disability or other consideration, may need an accommodation(s), please contact the Centre for Student Accessibility before the start of the course (<https://www.uregina.ca/student/accessibility/>). The Centre will advise on how to proceed and indicate the required communication with the instructor.

## Counselling Services

If you are experiencing personal problems that may be affecting your studies, please consider accessing the U of R Counselling Services at:

<https://www.uregina.ca/student/counselling/services/index.html>.

## Writing Assistance

The Student Success Centre via: <https://www.uregina.ca/student/ssc/> offers both online resources and in-person tutoring on writing skills.

## 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.

### Class Schedule (subject to change, see URCourses)

#### Fall 2021 Schedule GBUS 874 Cases in Leadership

Time	Dates	Topic & Readings	Assignments Due	Team Presentations	Saturday, October 2
Week	January 1 6, 2022	Introduction & Ch 1 • Pre-contact Economies • Articles/Cases/Video via URCourses			
Week 2 - 3	Jan 13 & 20, 2022	Part One – Ch 2 & 3 • Land and Indigenous Business • Leadership and Management • Articles/Cases/Video via URCourses			
Week 4 - 5	Jan 27 & Feb 3, 2022	Part One – Ch 4 & 5 • Entrepreneurship • Strategic Alliances, Partnership, Joint Ventures • Articles/Cases/Video via URCourses			
Week 6 - 7	Feb 10 & 17, 2022	Part Two – Ch 6 & 7 • Indigenous: Governance, Law, Policy • Introduction to Taxation • Articles/Cases/Video via URCourses			
Week	February 8 24, 2022	<i>Reading Week – no class</i>			
Week 9 - 10	March 3 & 10, 2022	Part Two – Ch 8 & 9 • Finance & Banking • Demographics • Articles/Cases/Video via URCourses		Team Presentations	
Week 11 - 12	March 17 & 24, 2022	Part Three – Ch 10, 11, 12 • Marketing in Indigenous Contexts • Overcoming Barriers to Entry - Fishing • Indigenous Communities and Mining • Articles/Cases/Video via URCourses		Team Presentations	
Week 13 - 14	March 31 & April 7, 2022	Part Four – Ch 13 & 14 • Treaties and Land Claims in Canada • IRS, RCAP, TRC, UNDRIP • Articles/Cases/Video via URCourses	Final Term Paper Due April 20/22	Team Presentations	

A more detailed class schedule will be uploaded to URCourses prior to January 6, 2022.



## EXAMPLE READING SUMMARY

### 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 worldwide, 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.