

GBUS 870
Leadership: Theory and Practice
Winter 2022 Course Outline

Session Dates:

Classes: Thursday

Time: 7-10pm

Instructor: Erica Carleton, PhD

Office: Education Building, Room 514

Office hours: By appointment

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Land Acknowledgment

The University of Regina is situated on the territories of the nêhiyawak, Anihšīnāpēk, Dakota, Lakota, and Nakoda, and the homeland of the Métis/Michif Nation. The University of Regina is on Treaty 4 lands with a presence in Treaty 6.

Overview of the Course:

Leadership attracts considerable attention in both academic and popular business literature. This course is designed to help you integrate this diverse body of information to think about leadership in useful ways, and most important, to help you become a more effective leader.

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 we will review research related to the application of various leadership theories and examine the practice of leadership through the experiences of guest speakers, cases and simulations. Working in small groups, students will assess leadership through cases. Students can expect a relatively heavy reading load in the course and to be prepared to begin course work the start of January 2022.

Special Needs:

If there is any student in this course who, because of disability, may have a need for accommodation, please contact the Coordinator for Special Needs Services at (306)585-4631, as well as discussing the accommodation with me.

Required Textbook and Materials

- **Textbook:** Kouzes, J. M., & Posner, B. Z. (2017). *The Leadership Challenge: How to make extraordinary things happen in organizations* (6th edition). Jossey-Bass.
- **Materials:**
 - **Harvard Business Publishing Course Pack:** Additional articles and cases are in an online course pack. Access: <https://hbsp.harvard.edu/import/891569>
 - **Simulation link:** <https://hbsp.harvard.edu/import/891565>
You will have to create an account or login after following the link.

Course Assessment

Deliverable	Due date	
Group Case Analyses	See schedule below	30%
Article Summary	Will be assigned	10%
Individual Leader Analysis	April 7	20%
Personal Reflection	April 7	5%
Final Exam	April 7	35%
Total		100%

Assignment Details

Assignment Format and Grading

Written submissions must be double-spaced and apply 12-point font. Assignments should be emailed to the instructor via UR Courses email on or before the assignment due date.

Group Case Analyses

There will be **six** group case analyses throughout the semester (see class schedule). Your group will submit a brief (1-2 page), point-form summary of your small group case analysis for each case. The summaries will be graded on a five-point scale:

- 1-indicates that the group put little effort into the analysis or made obvious errors
- 2- indicates the group put in some effort but did not analyze the case properly or make relevant recommendations
- 3-indicates that the group put in appropriate effort and analyzed the case content and made relevant recommendations
- 4-indicates that the group put in a good effort and analyzed the case content and made relevant recommendations
- 5 indicates that the group did an exceptional job integrating multiple theories/perspectives in the analysis and made insightful recommendations. Each group member should take turns leading the case.

Article Summary

Each student will be required to summarize **one** article throughout the class and be prepared with discussion questions to lead the class. This portion of your grade will be based on a **one paragraph summary** review of one of the assigned readings and **prepared questions** for class discussion (three to five questions). The dates and readings will be assigned. Your summary should explain what the purpose of the reading was and how it is related to what we are currently learning about leadership. Your questions should guide and enhance the group discussion of that article. You should not simply reiterate the points made in the reading but should elaborate on the reading content with your own insight and use theory learned in class to enhance the understanding of the reading. More information will be provided in class.

Personal Reflection

You will be given class time throughout the course to develop a compendium of leadership characteristics that you find relevant in light of your personality, values, and life experiences. You will be asked to submit a brief document (2-3 double-spaced pages) that describes some of your self-insights and your personal leadership philosophy, including how you intend to live out your philosophy in the future. It should be well-formatted and grounded in course content. This is due at the end of the class.

Individual Leader Analysis

You will analyse the life of a real leader to develop a nuanced understanding of how personality characteristics, values, and behavioural styles are related to both effective and ineffective leadership behaviours. You can choose to write about any leader, just ensure that you can access enough information to provide a detailed analysis about the person's personality, values, and leadership behaviour. Your analysis should conclude about whether the person was an effective or ineffective leader. Further guidelines will be posted on UR Courses and discussed in class. The assignment is due on the last day of class by 10pm and must be submitted via Course Tools.

Final Exam

The final exam will be an individual written case analysis administered on the last day of class. It is an open book exam that will cover all course content. Readings, lectures, videos, and class discussions are eligible materials for the exam.

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

Class Schedule & Topics:

The following is a tentative schedule for the course. Students should come to class prepared by reading the assigned chapter(s)/article(s) and staying informed on current business issues.

Class 1: Jan 6: *What leaders do and what followers expect; The Nature of Leadership*

- **Lecture**
 - Ch. 1 – When Leaders are at Their Best (text)
 - Are leaders born or made
- **Reading:** *What Leaders Really Do* (course pack)
- **Homework:** Create leader philosophy

Class 2: Jan 13: *What leaders do and what followers expect Continued...*

- **Lecture**
 - Leadership philosophy
 - Ch. 2 – Credibility is the Foundation of Leadership (text)
- **Other materials**
 - TedTalk: The Power of Introverts
 - Personality assessment
- **Reading:** *The Authenticity Paradox* (course pack)
- **Group Case 1:** Katie Conboy: Leading Change at Simmons College (course pack)

Class 3: Jan 20: *Practice 1- Model the Way*

- **Lecture**
 - Ch. 3 – Clarify Values (text)
 - Ch. 4 – Set the Example (text)
- **Reading:** *Discovering Your Authentic Leadership* (course pack)
- **Group Case 2:** Body Shop International (course pack)

Class 4: Jan 27: *Practice 2- Inspire Shared Vision*

- **Lecture**
 - Ch. 5 – Envision the Future (text)
 - Ch. 6 – Enlist Others (text)
- **Other materials**
 - Ted Talk: Charisma
 - YouTube: Charisma clips
- **Reading:** “*I’m Not Mopping the Floors, I’m Putting a Man on the Moon*, Andrew Carton 2018” (conduct a Google Scholar search via the University Library)
- **Homework activity**
 - Learning Charisma (course pack)

Class 5: Feb 3: Practice 3- Challenge the Process

- **Lecture**
 - Ch. 7 – Search for Opportunity (text)
 - Ch. 8 – Experiment and Take Risks (text)
- **Other materials**
 - TedTalk: Grit
- **Reading:** *What good leadership looks like for this pandemic* (course pack)
- **Group Case 3:** The Perils and Pitfalls of Leading Change: A Young Manager's Turnaround Journey (course pack)

Class 6: Feb 10: Group Simulation

- Simulation (1.5 hours)
- Simulation debrief

Class 7: Feb 17: Practice 4- Enable Others to Act

- **Lecture**
 - Ch. 9 – Foster Collaboration (text)
 - **Reading:** “*Current Emotion Research in Organizational Behavior*” (conduct a Google Scholar search via the University Library)
- **Reading:** *If you can't empathize with your employees you better learn to* (course pack)
- **Group Case 4:** Gen Y in the Workforce (course pack)

Class 8: Mar 3: The Dark Side of Leadership

- **Lecture**
 - Dark triad and other negative leadership theories
- **Reading:** *The Disturbing Link Between Psychopathy and Leadership* (forbes.com)
<https://www.forbes.com/sites/victorlipman/2013/04/25/the-disturbing-link-between-psychopathy-and-leadership/?sh=735a36c74104>
- **Homework activity:** Dirty Dozen Scale

Class 9: Mar 10: Practice 4- Enable Others to Act Continued

- **Lecture**
 - Ch. 10 – Strengthen Others (text)
 - Leadership and well-being
- **Reading:** *Sleep well, lead better* (course pack)
- **Group Case 5:** Barbara Norris: Leading Change in the General Surgery Unit (course pack)

Class 10: Mar 17: Guest Lecturer (TBA)

- Time to work on individual leader analysis

Class 11: Mar 24: Practice 5- Encourage the Heart

- **Lecture**
 - Ch. 11 – Recognize Contribution (text)
 - Ch. 12 – Celebrate Values and Victories (text)
- **Reading:** *Great storytelling connects employees to their work* (course pack)
- **Group Case 6:** Cirque du Soleil (course pack)

Class 12: Mar 31: Gender and Leadership

- **Lecture**
 - Ch. 13 – Leadership is Everyone’s Business (text)
 - Special topic: Gender and leadership
- **Reading:** *Why Do Women Make Such Good Leaders During COVID-19?* Forbes (Google Search)

Class 13: Apr 7: Final Exam

- **Final Exam:** Kent Thirly: Mayor of DaVita
- **Individual Assignment due by 10pm**
- **Personal Reflection due by 10pm**