

**GBUS 874-001
Cases in Leadership
Summer 2022**

Dates: July 7, 8, 9, 15, 16
8:30 a.m. – 4:30 p.m.

Format: Hyflex – Online or onsite flexible instruction
UR Courses Discussion Forums

Instructor: Loretta Gerlach
loretta.gerlach@uregina.ca
NOTE: I have a preference that you email me using the UR Courses email function.
You can also phone or text me at any time at 306-529-1299.

Calendar Description

This course examines leadership issues in both for-profit and non-profit organizations. A major project for the course will involve researching and writing an original case study that examines leadership issues within a real organization.

Course Description

This course integrates theory and practice. Students will be expected to engage as reflective practitioners and consider the implications to their practice of leadership. Cases will be used to illuminate a variety of contemporary leadership challenges. Students will learn to distinguish between leadership and management decisions and develop recommendations fitting to the different types of decisions that leaders face.

Learning Objectives

By the end of the course:

- Students will gain an awareness of their own leadership philosophy, traits, skills, and behaviors.
- Students will gain through real-world observation exercises an understanding of the fundamental ways leadership is practiced in on-going organizations.
- Students will gain a basic understanding of some of the main roles, skills, and tasks associated with leadership and management, and be able to distinguish between the two.
- Students will gain through reflection and action activities an understanding and appreciation for ways to improve what they do as leaders.
- Students will understand and apply basic written and oral communication skills in a business environment.
- Through case analysis, group discussion, and role playing / simulation, students will be able to exercise specific leadership skills.

Format

This hyflex course will involve lectures, group discussions in class and via UR Courses, case discussions, and guest speakers. The course depends on participants to be ready in advance, having completed

required readings including assigned cases. We will not be repeated the material in the textbook, but rather building on the strategic implications of the subject matter. The course requires active participation of everyone. I appreciate that this can feel more complicated in the Zoom environment, so this requires some additional effort, but I see this as an opportunity to demonstrate our own leadership ability to build teamwork in a necessary organizational setting.

The course moves at a rapid pace so preparedness and organization will be critical factors to your success. There is a significant amount of reading, writing and collaboration required but if you stay on track early on it is achievable. I want you to know that I understand the busy lives of graduate students and thus have designed assignments to add value to your learning experience while at the same time be manageable.

Course Materials

Optional Textbook:

Leadership Theory and Practice (any edition 5-9 will do)
 Peter G. Northouse
 Sage Publications Inc.

Required Readings:

Reading:

As you can see below, the following are the required readings set out for each class. That said, you are basically required to complete the readings in advance to complete the Reflective Essay due July 7.

Required readings are set out in UR Courses and full access to links will be provided on June 1, 2022. Some are very short and some are longer. Please let me know if any library links are not working for you. It is not uncommon for them to change during a class.

Cases:

Cases will be made available to students on June 8, 2022, via UR Courses.

Tentative Class Schedule

Date	High Level Class Themes	Cases and Readings Required
Thursday July 7	<ul style="list-style-type: none"> • Class introductions • Expectations and questions Themes for Leadership Theory <ul style="list-style-type: none"> • Leadership Theory and Perspectives • Management versus Leadership 	<p>Required Reading:</p> <p>Ivey Article (charged): Leadership Styles Konstantin Korotov</p> <ul style="list-style-type: none"> • Still the zealous skeptic and scold • What leaders really do • Default leadership: how the last century became management’s century • Leadership theory and research in the new millennium: current theoretical trends and changing perspectives • Advances in leader and leadership development: A review of the 25 years of research and theory <p>In Class Case: Growing Managers: Moving from Team</p>

		<p>Member to Team Leader Ellington-Booth, Brenda; Cates, Karen</p>
Friday July 8	<p>Themes for Leading with Vision and Purpose</p> <ul style="list-style-type: none"> • Potential Guest Speaker • Inspiring and Motivating Leaders • Values-based Leadership • Ethics in Leadership • Communication is key 	<p>Required Reading:</p> <ul style="list-style-type: none"> • Organizational vision and visionary organizations • Leading for the long future • The effect of ethical leadership behavior on ethical climate, turnover intention, and affective commitment • Leadership development applying the same leadership theories and development practices to two different contexts • First, let's fire all the managers <p>Group Case Memo: The Future of Bush Brothers & Company: Developing a Shared Vision for a Complex Family Enterprise Lansberg, Ivan; Grady, Katherine; Waikar, Sachin</p>
Saturday July 9	<p>Themes for Leading High Performing Teams</p> <ul style="list-style-type: none"> • Building high performing teams • The role of leader in culture and organizational behaviours • Emerging Trends – Leading Remote and Hybrid Teams • Diversity, Equity, Inclusion and Leadership 	<p>Required Reading:</p> <ul style="list-style-type: none"> • Voiced inner dialogue as relational reflection on action the case of middle managers in healthcare • Chapter 6 ONLY: Bridging Communication Gaps in Virtual Teams in <i>Leveraging Constraints in Innovation</i> • Leading hybrid teams strategies for realizing the best the best of both worlds • How diversity can drive innovation • Symptomatic leadership in business instruction: how to finally teach diversity and inclusion for lasting change <p>Group Case Memo: CIBC: Fostering an Inclusive Culture, Leading with Gender Alison Konrad; Lindsay Birbrager</p>
Friday July 15	<p>Themes for Leading in Challenging Times</p> <ul style="list-style-type: none"> • Resilient Leadership • Change Management • Assertive Leadership • Leading in Conflict and Uncertainty 	<p>Required Reading:</p> <ul style="list-style-type: none"> • Memo to the CEO are you the source of workplace dysfunction? • Uncertainty during organizational change types, consequences, and management strategies • Leadership in a crisis: responding to the coronavirus outbreak and future

		<p>challenges</p> <ul style="list-style-type: none"> • Taboo scenarios: how to think about the unthinkable <p>Group Case Memo: Amazon: Legal Woes, Crisis, and Resilience Jyotsna Bhatnagar; Parul Gupta</p>
Saturday July 16	<p>Themes for Leadership Development</p> <ul style="list-style-type: none"> • Authenticity • Using Information for Leadership Decision-Making • Innovation and Creativity 	<p>Required Reading:</p> <ul style="list-style-type: none"> • Can charisma be taught? Test the two interventions • Leadership and creativity • Linking empowering leadership and employee creativity: the influence of psychological empowerment, intrinsic motivation, and creative process engagement • Emerging leadership skill sets: how can leaders lead when the map keeps changing? • The focused leader <p>Group Case Memo: Elon Musk: Saving the Fate of Tesla Arpita Agnihotri; Saurabh Bhattacharya</p>

Course Assessment Summary

	Component	Weight	Due Date
1.	Participation In discussion forum groups and class discussion	15%	On-going
2.	Reflective Essay	20%	July 7 at 8:30 a.m.
3.	Case Studies Analysis	15%	Due July 8 Federated Co-Operatives Limited: Change Management Dionne Pohler July 9 Dessa: Growing a Diverse and Inclusive Artificial Intelligence

			<p>Company Cheryl Gladu; Raymond L. Paquin</p> <p>July 15 Creating a Culture of Empowerment and Accountability at St. Martin de Porres High School (A) and (B)</p>
4.	Group Case Memos	20%	<p>July 8 The Future of Bush Brothers & Company: Developing a Shared Vision for a Complex Family Enterprise</p> <p>July 9 CIBC: Fostering an Inclusive Culture, Leading with Gender</p> <p>July 15 Amazon: Legal Woes, Crisis, and Resilience</p> <p>July 16 Elon Musk: Saving the Fate of Tesla</p> <p>COMPLETED IN CLASS</p>
5.	Leadership Case with Teaching Notes	30%	July 23, 2022, at 11:55 p.m.
	TOTAL:	100%	

Description of Assessments

1. Participation - Worth 15%

Your participation is critical to the success of this class. Students are expected to be present and engaged in class. As in any adult learning environment, we want to ensure that everyone feels comfortable and engaged to learn from each other's perceptions and experiences. Therefore, you will receive a portion of your grade that will be based on your attendance, efforts to come prepared, and regular effective contributions. This will include the ability to engage in appropriate collegial dialogue with fellow students and the instructor, challenging assumptions, and providing innovative suggestions.

Students will be assigned to discussion forum groups after the first day of class and then expected to engage with that group for the duration of the semester.

Elevated levels of participation would include active participation in class discussions, drawing others into discussions, demonstration of critical thinking (e.g., constructively criticizing articles discussed in class), and bringing in outside materials from popular press / current events and firsthand experiences / observations.

This course is designed on the expectation that most class time will be spent in discussion and engagement with each other. At a graduate level, students will have many great insights, firsthand experiences, and hypotheses that are critical to share to truly get the maximum value out of the course. Some suggested contribution opportunities include:

- Sharing firsthand experiences
- Offer observations that help clarify or integrate class concepts
- Sharing comparisons with various organizations, legal parameters, geographic locations, etc.
- Asking questions of classmates to drive further discussion and analysis
- Respectfully disagreeing and inquiring of additional information in information presented in class by the instructor and / or fellow students
- Bringing in additional research or current affairs into the course for discussion.

This is not about the quantity of engagement, but the quality. Discussion Forums should also include your own response to the question as well as the engagement of AT LEAST one fellow student on their post. Class engagement should be regular but also in a manner that engages others. The following guide may be helpful in framing the expectations.

The following guide will be used in assessing participation grades:

Exceeds expectations - 13 to 15.

Students in this category provide leadership in and out of the classroom and work towards enhancing the interpersonal dynamics of the class. Their level of engagement is high and consistent throughout the week and their contributions are thoughtful and relevant. Rather than dominating the setting, they act as facilitators, bringing others into the discussion.

Meets expectations - 10.5 to 12.

For showing in active interest in class activities and participating in classroom discussions; for regularly making insightful comments which help others to understand course materials; for being a positive group member, etc.

Does not meet expectations - 0 to 10.

7.5 to 10 for attending class and a regular basis but only occasionally contributing to the classroom experience.

Less than 7.5 for failing on all of the previously identified ways of contributing.

2. Reflective Essay – 20% Due July 7 at 8:30 a.m.

In advance of the course starting, students are required to submit a reflective essay which should include an overview of key theme/factors that affect leadership as revealed in the assigned course readings. This should include:

- a) a statement of what it means to be an effective leader.
- b) a critical assessment of the key content of the readings (e.g., Do you agree or not agree with the points raised in these articles? Do you think they are more applicable in some situations/organizations than others? Do you think there are any key elements missing that are important in your assessment?).
- c) a reflective assessment as to your own leadership philosophy, characteristics/skills/abilities, and practices given these articles.
- d) and any areas where you think you need to develop further as a leader.

This essay should be between 1500 and 2000 (maximum) and referenced appropriately. You may submit it using the appropriate assignment function in UR Courses.

All late submissions will be deducted 10% for each late day. This is an individual submission and therefore no collaboration is permitted.

Rubric is available in UR Courses.

3. Case Summaries (3x5) – 15%

Students must complete five individual homework case assignments.

For each of these three 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. Each case summary is worth 5% of your final grade. Guiding questions are in UR Courses effective June 6.

Due July 8

Federated Co-Operatives Limited: Change Management

Dionne Pohler

Due July 9

Dessa: Growing a Diverse and Inclusive Artificial Intelligence Company

Cheryl Gladu; Raymond L. Paquin

Due July 15

Creating a Culture of Empowerment and Accountability at St. Martin de Porres High School (A) and (B)

4. Group Memos (4x5) – 20%

We will also be completing group memos in class. Groups will consist of four individuals and should be the same group for all class events. You can self select groups, or I can place you in a group. You will have time to meet your group on the first day. You will want to have read the case in advance of the assigned date. Assignments are due at 11:55 p.m. on the due date. Again, class time for collaboration will be provided.

The group memos are graded and worth a maximum of 5 marks each and will follow a traditional case format, for example:

To: Safra Catz, CEO, Oracle

From: Student Names

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?

Due July 8

The Future of Bush Brothers & Company: Developing a Shared Vision for a Complex Family Enterprise

Due July 9

CIBC: Fostering an Inclusive Culture, Leading with Gender

Due July 15

Amazon: Legal Woes, Crisis, and Resilience

Due July 16

Elon Musk: Saving the Fate of Tesla

5. Final Leadership Case with Teaching Notes – worth 30%

Students must develop a 6–8-page leadership case plus teaching notes. You will identify a topic / concept from class and present a leadership situation at work or a situation you are familiar with that illuminates this topic in practice. The case should lead the reader to apply the concepts, tools, etc. identified in the course content to make a leadership decision or set of recommendations. You are expected to:

- a) Write up the case where readers will be expected to apply concepts to come to a decision and / or set of recommendations to address the leadership issue; and
- b) Submit your suggested responses to the questions in the form of teaching notes (question and answer, as well as any other concluding comments as appropriate).

This must be a real situation that can be verified by the instructor if necessary. If you need to discuss options in advance, please do not hesitate to let me know.

This assignment, including details on writing a case and assessment criteria, will be discussed further in class. You will submit it using the appropriate assignment function in UR Courses.

Other Grading Information

You must submit all assignments and obtain a grade of 70% to pass the class.

Late assignments will be penalized unless approved in advance and/or proper documentation is provided (e.g., medical or death certificates).

Please always keep an electronic copy of all assignments in case of an emergency and the one you submitted is lost or destroyed.

The percentage grades and their descriptions from the University of Regina Faculty of Graduate Studies at

<https://www.uregina.ca/gradstudies/current-students/grad-calendar/grading-system.html#gradingsystem>

PLEASE TAKE THE TIME TO FAMILIARIZE YOURSELF WITH THESE DESCRIPTIONS.

Grade Reviews

Please know that I am happy to answer any questions about grading and your assignments, but please note that grades are not negotiable. If you feel that an assignment has received an unfair grade, you must make a case for why it should be reassessed. Using the available outline of the grade, you will need to document in a paragraph or two your case and provide this to me. You should consider that grades could go down upon review.

Other Key Messages

UR Courses

Access to UR Courses is mandatory for this class. I will use URCourses to post required readings and other information on a regular basis. I recommend that you log on to the class page regularly.

Academic Ethics

Students shall abide by the regulations of the University of Regina. Students must adhere to the standards of ethics of the University (see the section on *Academic Conduct and Misconduct Regulations Governing Discipline for Academic and Non-academic Misconduct* in the Academic Calendar). All forms of academic dishonesty are serious academic offences. Students must appropriately reference material and must submit their own work. If unethical behaviour is suspected, all individuals involved will be reported to the Associate Dean.

Harassment

The University of Regina promotes a learning environment that is free of all forms of harassment and discrimination. The University will neither tolerate nor condone any inappropriate or irresponsible conduct including any behaviour which creates an intimidating, hostile or offensive environment for work or study through the harassment of an individual or group on the basis of any ground prohibited under the Saskatchewan Human Rights Code, including race, race and all race related grounds such as ancestry, place of origin, color, ethnic origin, citizenship, creed, sex, gender, sexual orientation or disability.

Accommodations

If you have a need for special accommodation for a disability, please come and discuss this with me, as well as contacting the Centre for Student Accessibility at 585-4631 at the University of Regina.

Guests

We may also have guests in our class over the semester. Please understand that these people are here of their own kindness and thus I request that you show them the utmost consideration and respect.

I am really looking forward to working with you and I hope that you enjoy the course.
Loretta