



GBUS 874 Cases in Leadership

Spring 2024 – DRAFT

INSTRUCTOR DETAILS:

Name: [REDACTED]

Office Location: [REDACTED]

Phone: [REDACTED]

Office Hours: By appointment

Email: [REDACTED]

CLASS DETAILS:

Semester Dates: May 6, 2024, to June 19, 2024

Class Days: [REDACTED]

Class Times: [REDACTED]

Class Location: [REDACTED]

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.

Calendar Description: This course examines leadership issues in a range of organizational settings including for-profit and non-profit organizations. The major project for the course will involve writing an original case study that examines leadership issues within a real organization.

Course Overview: This course focuses upon leadership issues in all types of organizations. The course integrates theory and practice. Students will be expected to engage as reflective practitioners and consider the implications for their own 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 style, skills, and behaviours.
- Obtain an understanding of how leadership is practiced in modern organizations through cases and shared experience.
- Understand predictors and implications of constructive and destructive leadership.
- Engage in critical thinking and apply basic written and oral communication skills in a business environment.
- Refine decision-making abilities through cases, group discussion, self-assessments, guest speakers, and other experiential and engaging activities.

Course Evaluation Overview

Deliverable		Spring 2024 Due date	Value
I.	Multimedia Article Summary Assignment (individual)	<p>May 10, 2024 – Article preference due (1%)</p> <p>May 24, 2024 – Multimedia file containing article summary due (9%)</p> <p>May 24, 2024 – References and discussion questions due (2%)</p> <p>June 3, 2024 – 3 peer evaluations due (3%)</p>	15%
II.	Contribution and Discussion Forums (individual)	<p>Your level of preparedness of required readings, class participation, engagement with material, and quality of input in-class and online will be evaluated each week on an individual basis. (5%)</p> <p>May 8 – Discussion Forum 1 (2%)</p> <p>May 17 - Discussion Forum 2 (2%)</p> <p>May 31 – Discussion Forum 3 (2%)</p> <p>June 7– Discussion Forum 4 (2%)</p> <p>June 17 – Discussion Forum 5 (2%)</p>	15%
III.	Case Analyses Assignments (individual)	<p>Google Project Oxygen – May 10, 2024 (5%)</p> <p>Dessa – June 14, 2024 (5%)</p>	10%
IV.	In-class Case Groupwork (You will be pre-assigned to a large group)	<p>Mabel’s Labels. In-class group assignment 1 (5%) – May 23</p> <p>Campsie Arts. In-class group assignment 2 (5%) – June 6</p>	10%
V.	Leadership Inventory Reflection Assignment (individual)	June 12, 2024	15%
VI.	Leadership Case and Teaching Note (You will self-select small groups)	<p>Outline – May 27 (10%)</p> <p>Final Case and Teaching Note – June 21 (25%)</p>	35%
Total			100%

All required readings must be completed before you come to class. In-class ‘cold calls’ may be used at any time and the quality of responses will count towards your contribution grade.

Format

This *Hyflex* course will involve lectures, small and large group discussions, analyzing case studies, writing an original case, presentations, self-assessments, reflections, and peer evaluations. I use an experiential approach for teaching and learning that encourages students to become active participants in the learning environment as they move iteratively and in a non-linear fashion between the four stages of experiential learning – concrete experience, reflective observation, abstract conceptualization, and active experimentation. This approach is most effective when students fully engage with the material and the assigned activities.

To get most out of this course, students must prepare in advance by completing all assigned pre-readings and/or other assigned tasks. We will not repeat the material in the readings, but we will build on the strategic implications of the subject matter through reflection, engagement, and discussion. 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.

Contribution

My hope is for all students to make consistent and thoughtful contributions using both synchronous and asynchronous means throughout the entire term. This includes asking clarifying questions, taking part in appropriate collegial dialogue with fellow students and the instructor, engaging in online and in-class activities, challenging assumptions, and providing innovative suggestions. At a graduate level, students have many great insights, experiences, ideas, and expectations that are critical to share to get the maximum value out of the course. Therefore, I encourage students to take advantage of opportunities that will become available during this course to:

- Share your firsthand experiences
- Offer your observations to help clarify and/or integrate class concepts
- Share relevant comparisons based on your knowledge of various organizations, legal parameters, geographic locations, etc.
- Ask questions of classmates to drive further discussion and analysis
- Respectfully disagree or inquire about information presented in class by the instructor and / or fellow students
- Follow-up on class discussions by way of updates or presentation of relevant information.
- Share additional research or current affairs into the course for discussion.

Synchronous Class Zoom Meeting Details:

██████████ is inviting you to a scheduled Zoom meeting.

Topic: GBUS 874 Regular Class Link

Time: This is a recurring meeting Meet anytime

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Find your local number: <https://uregina-ca.zoom.us/j/91234567890>

Course Materials

1. **Required Coursepack**

This Ivey Publishing coursepack contains four cases (*Google Project Oxygen: Do Managers Matter?*, *Dessa: Growing a Diverse and Inclusive Artificial Intelligence Company*, *Mabel's Labels: Leading a Results-Only Work Environment*, and *Federated Cooperative Limited: Change Management*). It must be purchased online for \$22.79CAD. Due to copyright restrictions individual students must purchase their own copy of the case coursepack. Additional cases will come from your required textbook (see below). This coursepack contains the cases that will be discussed in class and used for your individual and group assignments. Please let me know if you are having any difficulty accessing or purchasing the coursepack of cases.

Link to purchase required coursepack:

<https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF000000NpTF2A0>

Instructions to purchase coursepack:

1. Go to the Ivey Publishing website at www.iveypublishing.ca
2. Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student" role.
3. Click on this link or copy into your browser: <https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF000000NpTF2A0>
4. Click "Add to Cart".
5. Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
6. When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.

7. Once you have completed your order, click on your username on the top right --> Orders --> Purchases

IMPORTANT: Access to downloadable files will expire on the course end date, so be sure to save a copy on your computer. The downloadable file is a PDF document that can be opened using Adobe Reader. This material is for your personal use only and is not to be shared, reproduced, or distributed in any form.

NEED HELP ? Email Ivey Publishing's Customer Support Team via a [Service Ticket](#)

2. Required textbook

Northouse, P.G. (2022) *Leadership Theory and Practice*, 9th ed, Sage Publications Inc. Older versions of this textbook up to the 5th edition are also acceptable.

3. Required Readings

A list of readings is provided in this syllabus. When possible, I will post PDFs of the readings to our course website. Otherwise, they should all be available through the library. Please let me know if you are having difficulty accessing one of the articles.

Accessibility and Accommodations:

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. It would also be beneficial for you to discuss the accommodation with me.

Writing Assistance

The Student Success Centre (www.uregina.ca/student/ssc) offers both on-line resources and in-person tutoring on writing skills.

COMMON QUESTIONS

Formatting

This will be our 'go-to' resource for all things APA, which is the required referencing and formatting guidelines we will use in this course:

<https://library.uregina.ca/c.php?g=606347&p=4202685>

This site is published and maintained by the Dr. John Archer Library here on campus. One of the resources on the site is the Purdue Online Writing Lab (OWL), a world-renowned referencing resource. There is an online chat tool and lots of great resources to help you make sure your writing is compliant with 7th edition APA formatting, referencing, and citations guidelines.

In addition to the above website, there are many resources and websites out there about how to format and reference a document according to APA guidelines. When in doubt refer to the 7th edition APA resources provided by the Dr. John Archer library at the link above. At a minimum you must:

- Include a title page with a running header

- No logos, images, or colour on title page
- Page numbers on all pages including the title page
- Black font only throughout submitted documents – *no colours*
- Times New Roman 12” font with standard margins
- Double space – unless otherwise stated
- Indent each new paragraph in the body text
- Use sub-headings to identify sections within your essay
- Have an introduction and a conclusion – unless otherwise stated
- Reference list must be formatted with a hanging indent and ordered alphabetically by last name

Deadlines and Extensions

Any late submissions will be deducted 10% for each additional day. So, if something is due on June 2, and submitted one day late on June 3, you will lose 10% and be marked out of 90 rather than 100. If it were submitted two days after the deadline, on June 4th, you would lose 20% and your work would be marked out of 80 rather than 100, and so on. If necessary, this will continue for 10 days 100% of the marks are accounted for.

I understand that the life of a graduate student can be challenging, so feel free to request extensions for any deliverable. Requests for extensions and additional time must be submitted to me via the course email for consideration at least 24 hours before the deadline. If requests are submitted well in advance of the original due date, I do my best to approve the requests for extra time whenever possible. Failure to request extra time within 24 hours of the due date will result in the regular late submission points deductions.

STUDENT CONDUCT

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.”¹

Artificial Intelligence

¹ Source: <https://www.uregina.ca/gradstudies/current-students/grad-calendar/policy-univ.html#conduct>. Retrieved February 20, 2018

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by you, the student(s). Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, submissions generated using generative artificial intelligence software (AI) are not permitted and will be treated as plagiarism. Should the 'Turn It In' software flag inappropriate usage of AI in any document you submit for grading in this course, it will be investigated by the Faculty of Graduate Studies and Research to determine if academic misconduct has occurred. If necessary, penalties will be meted commensurate with the offence up to and including failing the course, noting the infraction on your student record, and possible expulsion.

Course Evaluation Details

I. Multimedia Article Summary and Peer Reviews (15%)

The purpose of this assignment is to improve your understanding of empirical articles, increase your level of comfort with multimedia presentations, and engage in peer evaluation and feedback. While there is no substitute for doing the required readings yourself, my hope is that those of you who prefer to learn from audio and visual sources will benefit from viewing your classmates' submissions and preparing your own. It will also help us become familiar with each other in our condensed semester together.

Note: Your classmates will be able to see and listen to your multimedia presentation file asynchronously on our course website.

Article Preference: Required readings are comprised of all chapters in the required Northouse textbook and additional assigned articles. They are all listed on page 16 of this syllabus. By May 10, 2024, I would like you to indicate which three of these readings (either chapters or articles) are most interesting to you (listed at the end of this syllabus). You do not have to read all or even any of the chapters or articles in full before submitting your preferences. Browsing the reading list and/or skimming the titles and topics to figure out which articles might interest you is completely fine. I will use these preferences to assign you *one* article for you to focus your multimedia article summary on by Monday, May 13, 2024.

Article Summary: When I have assigned you a reading based on your list of preferences, you must then read it in full and then prepare a 5-minute multimedia presentation that you will post to our course website before 11:59pm on May 24th, 2024. The presentation must include the following points:

1. Article or chapter purpose
2. Summary of key points
3. Relevance to leadership in organizations
4. Insight provided into leadership theories or concepts
5. Real-world example or application

I suggest no more than one minute of speaking per point, the 5-minute time limit must be strictly adhered to.

Multimedia: The multimedia file must consist of a video and an audio component. The audio and video must be originally produced by you for this course and assignment. Some acceptable / expected formats for this submission include:

- A narrated PowerPoint file of you discussing the article you were assigned.
- A YouTube link with your original video and audio.
- A zoom recording in which you present your article summary.
- A 5-minute reel with your original video and audio.
- If you have an idea not listed above, please check with me.

References and Discussion questions: In addition to the multimedia article summary, you must also submit a separate MS Word file with a list of references used to inform the content of your multimedia file, as well as a list of discussion questions to our course website before 11:59pm on May 24th, 2024.

- 1) Discussion Questions - suggest three to five questions about the article you were assigned that could lead to an interesting group discussion.
- 2) Reference list - A list of references used to create your presentation formatted using APA. At a minimum, you must list the complete bibliographic information for the article you were assigned. Reference information for any articles consulted to enrich your presentation should also be included when relevant.

Peer Reviews: You must view and provide constructive feedback on your classmates' presentations using the article summary peer review form by June 3, 2024. This must be done for at least three presentations besides your own. After you have completed the form, using the course email, send it to the classmate whose presentation you have evaluated and copy me. If you do not copy me, I will have no way of knowing you completed this portion of the assignment by providing feedback for your peers.

KEY DATES - Multimedia Article Summary and Peer Review (15%)		
<u>Item</u>	<u>Due Date</u>	<u>Value</u>
Article Preference Submitted	May 10, 2024	1%
Instructor confirms which article you have been assigned	May 13, 2024	N/A
Multimedia file containing article summary	May 24, 2024	9%
References and discussion questions	May 24, 2024	2%
Peer Evaluations (3 or more) – email to classmate and cc Professor using course email.	June 3, 2024	3%

II. Individual Online Discussion Forums (10%) – Feb. 8 – March 28.

These discussion forums will be available on our course website per the schedule below and worth 2% each for a total of 10%.

KEY DATES – Individual Online Discussion Forums (10%)		
<u>Item</u>	<u>Due Date</u>	<u>Value</u>
Discussion Forum 1	May 8, 2024	2%
Discussion Forum 2	May 17, 2024	2%
Discussion Forum 3	May 31, 2024	2%
Discussion Forum 4	June 7, 2024	2%
Discussion Forum 5	June 17, 2024	2%

III. Two Individual Case Analyses Assignments (10%) (May 10 and June 14)

Please complete the assignment questions on these cases using the assigned readings. These assignments are due at 11:59pm on the due date. There is no length guideline for this assignment - simply follow the formatting guidelines to answer the questions with a list of references at the end of the document. You will submit it using the appropriate assignment function in UR Courses. Make sure you follow the formatting guidelines (p. 5 of this document), 7th edition APA, and no AI. It will be graded as pass/fail.

#1 - *Google's Project Oxygen: Do Managers Matter?* (5%) – May 10, 2024

#2 - *Dessa: Growing a Diverse and Inclusive Artificial Intelligence...* (5%) - June 14, 2024

IV. Two in-class Case Group Assignments (10%) (May 23 and June 6)

You will be assigned to groups of 4-5 students by the professor. These groups will work together to complete two case-based assignments worth 5% each. These assignments will consist of working collaboratively to complete a case analysis and present it in the requested format. Potential formats depend on the deliverable and may include a memo, vision statement, action plan, peer presentation, video analysis, and/or other interactive group tasks related to the assigned case. This work will be assigned and completed during class-time. It will be graded as pass/fail.

#1 - Mabel's Labels. In-class group assignment 1 (5%) – May 23

#2 - Campsie Arts. In-class group assignment 2 (5%) – June 6

V. Self-Assessment Inventory Reflection Assignment (15%) – June 12, 2024

This assignment is intended to help you reflect on your own leadership competencies using individual leadership related self-assessments. Complete the leadership self-assessments on transformational leadership, leader-member exchange, abusive supervision, and ethical leadership. The paper must contain an Appendix (not included in the page limit) showing the details of each scale you completed. Reflect on your results and consider the implications in a 5-page paper discussing:

- A) What do your scores tell you about your current leadership (or followership) strengths? Areas for development or improvement?
- B) What emotions (e.g., surprise, guilt, shock, reassurance, contentment, disappointment, motivated, etc.) were elicited by the process of completing, scoring, and interpreting the outcomes of your self-assessments? Explain.
- C) What do your scores tell you about your ability to deal with ethical, social, and environmental concerns in your field of work as a future leader? You may think of a leader in this case as either formal with positional power afforded by hierarchical structure (i.e., manager, director, owner, CEO) or an informal leader (employee, diversity champion, inclusion advocate, etc).
- D) How could you improve your ability and level of preparedness to deal with ethical, social, and environmental concerns in the future?

VI. Leadership Case Outline and Teaching Note (35%)

The major assignment in this course is to write an original leadership case – similar to the cases we read and analyze during the course. In groups of one, two, or three, students are to develop an original leadership case and teaching note based on their own experiences. The case must incorporate key leadership concepts that have been covered in this class or in a previous leadership theory course (e.g., GBUS-870 Leadership Theory & Practice).

To write the case, identify a leadership theory or concept and present an organizational situation that illuminates the leadership theory in practice. Your case should lead the reader to apply theories, frameworks, concepts, tools, etc. to make a leadership decision or set of recommendations. For example, your group might write a case on how a leader creates stress for his/her staff and guide students toward making a set of recommendations about how to reduce stress in the organization by applying appropriate leadership principles. Your case should encourage the reader to use evidence-informed concepts to eventually make key decisions and/or recommend a series of responsible actions that would benefit the organization and the protagonist. The case must be followed by a teaching note. Read below for details of each component:

Draft Outline (10%): This document will identify who is in the group, the storyline idea for your case, and a summary of the leadership concepts/topics that will be covered by the case and in the teaching note. Use the template provided to complete this preliminary document to describe your group's ideas, plans, and questions about this assignment. Completing this outline serves several purposes. First, it will help you finalize group membership as these groups will be self-selected without input from the instructor. The outline should get all group members

thinking and talking about their personal experiences on which your group’s case could potentially be based. Finally, after receiving feedback, your group will then settle on the plan for the case you will write. Remember, this is an outline only! If what you originally thought was a good idea ends up not working out after all, you can still change directions subject to mutual agreement,

Leadership Case (15%): Your original leadership case must be based on true events that have been experienced by one or more group members. Names and other identity-revealing details can be altered to protect the identities of the actual individuals and organizations involved. Just as the cases we have read for this course, your group’s case should present an organizational leadership situation that you are familiar with, which illuminates leadership theory, topics, and concepts in practice. Your storyline should guide readers towards relevant leadership theory, concepts, and tools to make a decision or set of recommendations. Write the case in a way that will make it accessible for readers to apply concepts to come to a decision and / or set of recommendations to address the leadership issue.

Teaching Note (10%): In this section, you will comprehensively identify and explain key issues in your case to shed light on the relevant leadership theories and concepts your group has selected. You will also suggest evidence-informed recommendations or desirable courses of action that could address the situation described in the case. This section must integrate leadership theory and concepts based on evidence and best-practices and apply it to the context of your case. In addition, the teaching note should contain three to five discussion questions with suggested answers based on leadership theory and course concepts.

Submit both your original case and teaching note in a single MS Word file by June 21, 2024.

KEY DATES – Leadership Case and Teaching Note Final Assignment (35%)		
<u>Item</u>	<u>Due Date</u>	<u>Value</u>
Outline	May 27, 2024	10%
Case	June 21, 2024	15%
Teaching Note	June 21, 2024	10%

DETAILED COURSE SCHEDULE

Day	Topic	Required Readings*	Deliverables
WEEK 1: <i>Introduction and Evidence-based Management</i>			
Tuesday, May 7	Syllabus overview	Northouse, Chapter 1 – Introduction Nohria, N. (2021, December 21). What the case study method really teaches. <i>Harvard Business Review</i> . April 4, 2024 https://hbr.org/2021/12/what-the-case-study-method-really-teaches	Discussion Forum 1 due Wednesday, May 8
Thursday, May 9	Case #1 Evidence-based management	<u>Garvin, D.A., Wagonfeld, A.B., Kind, L. (2013). Google’s Project Oxygen: Do Managers Matter? 313110. Harvard Business School.</u> Briner, R. B. and Walshe, N. D. (2013). Evidence-based management and leadership. In H. S. Leonard, R. Lewis, A. M. Freedman and J. Passmore (Eds.), <i>The Wiley-Blackwell handbook of the psychology of leadership, change, and organizational development</i> (49-64). Oxford: John Wiley & Sons. Pfeffer, J. & Sutton, R.I. (2006), Evidence-based management, <i>Harvard Business Review</i> , 84(1). Thomke, S., Loveman, G.W. (May – June 2022). Act Like a Scientist. <i>Harvard Business Review</i> . https://hbr.org/2022/05/act-like-a-scientist	Article Summary Selection due Friday, May 10 Individual Case Analysis 1 due Monday, May 13
WEEK 2: <i>Indigenous Leadership and Full-Range Model of Leadership</i>			
Tuesday, May 14	Guest speaker Case #2	Lori Campbell, Associate Vice-President, Indigenous Engagement, University of Regina. <u>Bachiu, V., Wolf, P., Fulton, M. (2024). First Nations Bank of Canada Johnson Shovama Graduate School of Public Policy, University of Saskatchewan.</u> Available online: www.schoolofpublicpolicy.sk.ca/research-ideas/projects-and-labs/indigenous-leadership-governance-and-development-project.php#CaseStudies	Article summary assignments will be available for students by Monday, May 13.
Thursday, May 16	Full-range model of leadership	Northouse, Chapter 8 – Transformational Leadership Arenas, F. J., Connelly, D., & Williams, M. D. (2017). The Full Range Leadership Model. In <i>Developing Your Full Range of Leadership: Leveraging a Transformational Approach</i> (pp. 11–36). Air University Press. Rafferty, A. E., & Griffin, M. A. (2004). Dimensions of transformational leadership: Conceptual and empirical extensions. <i>The Leadership Quarterly</i> , 15(3), 329–354.	Discussion Forum 2 due Friday, May 17
WEEK 3: <i>Organizational Culture and Climate</i>			
Tuesday, May 21	Case #3	<u>Birbrager, L., Konrad, A. (2015) Mabel’s Labels: Leading in a Results Only Work Environment. Richard Ivey School of Business Foundation. W15469.</u>	

		<p>Chatman, J.A., Cha, S.E. (2003) Leading by leveraging culture, <i>California Management Review</i>, 45(4), p. 20-34.</p> <p>Ehrhat, M.G., Schneider, B. (2016) Organizational Climate and Culture. <i>Oxford Research Encyclopedias, Psychology</i>,</p> <p>Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context. <i>Online Readings in Psychology and Culture</i>, 2(1).</p> <p>Watkins, M.D. (2013) What is organizational culture? And why should we care? <i>Harvard Business Review</i>.</p> <p>Review the website “Hofstede Insights”: https://www.hofstede-insights.com/</p>	
Thursday, May 23	Case #3 con'td	In-class group assignment #1 – Mabel’s Labels	Multimedia article summary, discussion questions, and reference list due May 24
WEEK 4:	<i>Organizational Change and Leader-Member Exchange</i>		
Tuesday, May 28	Case #4	<p><u>Pohler, D. (2016) Federated Co-Operatives Limited: Change Management, Ivey Publishing, W16253.</u></p> <p>Review FCL website: https://www.fcl.crs/</p> <p>Kotter, J. (1995). Leading Change – Why Transformation Efforts Fail, <i>Harvard Business Review</i>, 73(2), 59-67.</p> <p>Uzea, F.N., Fulton, M. (2014). Mechanisms for Effective Alliance Management: Insights from a Federated Cooperative Marketing System. <i>The International Food and Agribusiness Management Review</i>. 17.(1), 95 – 126. https://ifama.org/resources/Documents/v17i1/Uzea-Fulton.pdf</p>	Case outline due May 27, 2024
Thursday, May 30	Leader-Member Exchange	Northouse, Chapter 7 – Leader-member Exchange	Discussion Forum 3 due Friday, May 31
WEEK 5:	<i>Ethics and Destructive Leadership</i>		
Tuesday, June 4	Case #5	<p><u>Searle, R. (n.d.) Campsie Arts, unpublished case available on course website with author’s permission.</u></p> <p>Northouse, Chapter 15 – Leadership Ethics</p> <p>Fischer, T., Tian, A.W., Lee, A., Hughes, D.J. (2021) Abusive supervision: A systematic review and fundamental rethink, <i>Leadership Quarterly</i>, 32, 101540.</p> <p>Tepper, B.J., Simon, L., Park, H.M. (2017). Abusive Supervision. <i>The Annual Review of Organizational Psychology and Organizational Behavior</i>. 4, 123-152.</p> <p>Podcast: Working with Assholes by Adam Grant https://www.youtube.com/watch?v=EoxGA-UQUfg</p>	Multimedia Article Summary Peer Evaluations due June 3

Thursday, June 6	Case #5 con'td	In-class group assignment #2 – Campsie Arts	Discussion Forum 4 due Friday, June 7
WEEK 6:	<i>Leading Inclusive Organizations</i>		
Tuesday, June 11	Special Guest:	Case Writing Workshop with Sara Smit	Leadership Inventory Reflection Assignment due June 12
Thursday, June 13	Case #6	<p>NO CLASS – Independent work on individual case analysis #2 (Dessa) or final assignment.</p> <p><u>Gladu, C., Paquin, R.L. (2020). Dessa: Growing a diverse and inclusive artificial intelligence company. Ivey Business School Foundation, [W20880]. Harvard Business School Publishing.</u></p> <p>Northouse, Chapter 12 – Inclusive Leadership</p> <p>Northouse, Chapter 14 – Gender and Leadership</p> <p>Podcast: Reinventing the job interview by Adam Grant https://www.youtube.com/watch?v=-vgSTV4SMqs</p> <p>Mor Barak, M.E., Lizano, E.L., Kim, A., Duan, L., Rhee, M., Hsiao, H. & Brimhall, K.C. (2016) The Promise of Diversity Management for Climate of Inclusion: A State-of-the-Art Review and Meta-Analysis, <i>Human Service Organizations: Management, Leadership & Governance</i>, 40(4), p. 305-333.</p> <p>Nishii, L. H. (2013). The benefits of climate for inclusion for gender-diverse groups. <i>Academy of Management Journal</i>, 56(6), 1754–1774.</p>	Individual Case Analysis 2 due Friday, June 14
WEEK 7:	<i>Followership, Well-being, and Wrap-up</i>		
Tuesday, June 18		<p>Northouse, Chapter 13 – Followership</p> <p>Fan, Y., Shepherd, L. J., Slavich, E., Waters, D., Stone, M., Abel, R., & Johnston, E. L. (2019). Gender and cultural bias in student evaluations: Why representation matters. <i>PloS One</i>, 14(2), e0209749–e0209749. https://doi.org/10.1371/journal.pone.0209749</p> <p>Hancock, A.J., Daher-Moreno, E., Arnold, K.A. (2023) Chapter 5 - The Role of Line Managers in Promoting and Protecting Employee Well-Being.</p> <p>Hancock, A.J., Gellatly, I.R., Walsh, M.M., Arnold, K.A. & Connelly, C.E. (2023). Good, bad, and ugly leadership patterns: Implications for followers' work-related and context-free outcomes. <i>Journal of Management</i>. DOI: 10.1177/01492063211050391</p>	<p>Discussion Forum 5 due Monday, June 17</p> <p>Final Case and Teaching Note due Friday, June 21</p>

***All required readings must be completed before you come to class. In-class ‘cold calls’ may be used at any time and the quality of responses will count towards your contribution grade.**

Options for Multimedia Article Summary: 1. Any of the 16 chapters in the Northouse (2022) textbook OR 2. Any of the following publications:

- Arenas, F. J., Connelly, D., & Williams, M. D. (2017). The Full Range Leadership Model. In *Developing Your Full Range of Leadership: Leveraging a Transformational Approach* (pp. 11–36). Air University Press.
- Briner, R. B. and Walshe, N. D. (2013). Evidence-based management and leadership. In H. S. Leonard, R. Lewis, A. M. Freedman and J. Passmore (Eds.), *The Wiley-Blackwell handbook of the psychology of leadership, change, and organizational development* (49-64). Oxford: John Wiley & Sons.
- Carless, S.A., Wearing, A.J., Mann, L. (2000) A short measure of Transformational Leadership, *Journal of Business and Psychology*, 14(3), p, 389-405.
- Chatman, J.A., Cha, S.E. (2003) Leading by leveraging culture, *California Management Review*, 45(4), p. 20-34.
- Ehrhat, M.G., Schneider, B. (2016) Organizational Climate and Culture. *Oxford Research Encyclopedias, Psychology*,
- Fan, Y., Shepherd, L. J., Slavich, E., Waters, D., Stone, M., Abel, R., & Johnston, E. L. (2019). Gender and cultural bias in student evaluations: Why representation matters. *PloS One*, 14(2), e0209749–e0209749. <https://doi.org/10.1371/journal.pone.0209749>.
- Fischer, T., Tian, A.W., Lee, A., Hughes, D.J. (2021) Abusive supervision: A systematic review and fundamental rethink, *Leadership Quarterly*, 32, 101540.
- Graen, G.B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The Leadership Quarterly*, 6(2), 219–247.
- Hancock, A.J., Daher-Moreno, E., Arnold, K.A. (2023) Chapter 5 - The Role of Line Managers in Promoting and Protecting Employee Well-Being.
- Hancock, A.J., Gellatly, I.R., Walsh, M.M., Arnold, K.A. & Connelly, C.E. (2023). Good, bad, and ugly leadership patterns: Implications for followers’ work-related and context-free outcomes. *Journal of Management*. DOI: 10.1177/01492063211050391.
- Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context. *Online Readings in Psychology and Culture*, 2(1).
- Kotter, J. (1995). Leading Change – Why Transformation Efforts Fail, *Harvard Business Review*, 73(2), 59-67.
- McLaughlin, L.M. (2024). Eight Essential Leadership Tips for 2024. In *MIT Sloan Blogs*. Massachusetts Institute of Technology, Cambridge, MA.
- Mor Barak, M., Cherin, D., Berkman, S. (1998). Organizational and Personal Dimensions in Diversity Climate Ethnic and Gender Differences in Employee Perceptions. *The Journal of Applied Behavioral Science*. 34. 82-104. 10.1177/0021886398341006.
- Mor Barak, M.E., Lizano, E.L., Kim, A., Duan, L., Rhee, M., Hsiao, H. & Brimhall, K.C. (2016) The Promise of Diversity Management for Climate of Inclusion: A State-of-the-Art Review and Meta-Analysis, *Human Service Organizations: Management, Leadership & Governance*, 40(4), p. 305-333.
- Nishii, L. H. (2013). The benefits of climate for inclusion for gender-diverse groups. *Academy of Management Journal*, 56(6), 1754–1774.

- Nohria, N. (2021, December 21). What the case study method really teaches. *Harvard Business Review*. April 4, 2024 <https://hbr.org/2021/12/what-the-case-study-method-really-teaches>
- Pfeffer, J. & Sutton, R.I. (2006), Evidence-based management, *Harvard Business Review*, 84(1).
- Rafferty, A. E., & Griffin, M. A. (2004). Dimensions of transformational leadership: Conceptual and empirical extensions. *The Leadership Quarterly*, 15(3), 329–354.
- Sartori, R., Costantini, A., Ceschi, A., & Tommasi, F. (2018). How do you manage change in organizations? Training, development, innovation, and their relationships. *Frontiers in Psychology*, 9, 313–313. <https://doi.org/10.3389/fpsyg.2018.00313>
- Tepper, B.J. (2000) Consequences of Abusive Supervision, *Academy of Management Journal*, 43(2), 178-190.
- Tepper, B.J., Simon, L., Park, H.M. (2017). Abusive Supervision. *The Annual Review of Organizational Psychology and Organizational Behavior*. 4, 123-152.
- Thomke, S., Loveman, G.W. (May – June 2022). Act Like a Scientist. *Harvard Business Review*. <https://hbr.org/2022/05/act-like-a-scientist>.
- Uzea, F.N., Fulton, M. (2014). Mechanisms for Effective Alliance Management: Insights from a Federated Cooperative Marketing System. *The International Food and Agribusiness Management Review*. 17.(1), 95 – 126. <https://ifama.org/resources/Documents/v17i1/Uzea-Fulton.pdf>
- Watkins, M.D. (2013) What is organizational culture? And why should we care? *Harvard Business Review*.