

## GBUS 874 - Cases in Leadership Winter 2024 Course Outline

<b>Instructor:</b>	<b>Class Time:</b> 8:30am – 4:30pm
<b>Phone:</b>	<b>Classroom:</b>
<b>Email:</b>	<b>Term Dates:</b> Reading period: January 25 – February 21. Synchronous: Feb 22, 23, 24; March 1, 2. Submission period: March 3-30.
<b>Office:</b>	<b>Office hours:</b> By appointment

*Land Acknowledgment: The University of Regina is situated on the territories of the nêhiyawak, Anihšînāpēk, 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 philosophy, traits, skills, and behaviours.
- Students will gain through real-world observation exercises an understanding of the fundamental ways leadership is practiced in modern organizations.
- Students will gain a basic understanding of some of the 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 cases, group discussion, self-assessments and other engaging activities, students will be able to exercise specific leadership skills.

## Asynchronous and Synchronous Format

This five-day intensive course is comprised of three main sections:

### 1. **January 25 to February 21, 2024 – Asynchronous: *Reading and Preparation.***

I will hold one optional course kick-off class via zoom on Friday, January 26<sup>th</sup> at 5:00pm (Saskatchewan time). We will spend most of our time at the kick-off class discussing the first four deliverables, which are due before our first synchronous day together. This work is intended to help you prepare for the class and must be completed during the Asynchronous ‘Reading and Preparation’ period. It accounts for approximately 20% your final grade. You can work through the material and assignments at your own pace subject to the guidelines and deadlines outlined below. You may submit before the deadline if you wish.

- Article summary assignment preference (1%) – February 1
- First discussion forum post (1%) –February 8
- Multimedia Article Assignment, Discussion Questions and References (11%) – February 16
- Individual Case Assignment 1 - ColorTech (10%) - Feb 21

### 2. **February 22, 23, 24 & March 1, 2 – Synchronous: *HyFlex Classes.***

On these days, we will come together synchronously (meaning *live* or *at the same time*) from 8:30am to 4:30pm. We will cover a different leadership case every day. Your attendance and engagement in all five synchronous sessions and related activities is mandatory. You may attend synchronous classes on zoom or in-person (“HyFlex”). Approximately 30% your final evaluation will be completed during this timeframe.

- In-class group assignment 1 (5%) – Feb 23
- Peer Evaluations of Multimedia Article Assignments (3%) – Feb 25
- Second discussion forum post (1%) –Feb 26
- Leadership Inventory Reflection Assignment (20%) – Feb 29
- In-class group assignment 2 (5%) – March 1

### 3. **March 3 - 30 – Asynchronous: *Reflection and Submission.***

This time is intended for you to process the material covered thus far. You will prepare and submit your second individual case assignment, complete the remaining discussion forum posts, and work on your leadership case and teaching note. These deliverables make-up approximately 50% of your final grade.

- Individual Case Assignment 2 - Dessa (15%) - March 4
- Third discussion forum post (1%) – March 5
- Leadership case outline (5%) –March 6
- Fourth discussion forum post (1%) - Latest submission date March 14.
- Final Assignment – Leadership Case and Teaching Note (25%) – March 22.
- Fifth discussion forum post (1%) - Latest submission date March 28, 2024.

## **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 (both before and after our five synchronous days together). 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.
- Bring in additional research or current affairs into the course for discussion.

## **Zoom Meeting Details:**

Topic: Regular Synchronous Class Zoom Link

Time: This is a recurring meeting Meet anytime

## Course Materials

### 1. Required Coursepack

This Ivey Publishing coursepack contains three cases (*Google Project Oxygen: Do Managers Matter?*, *Dessa: Growing a Diverse and Inclusive Artificial Intelligence Company*, *Mabel's Label's: Leading a Results-Only Work Environment*, and *Barbara Norris: Leading Change in the General Surgery Unit*). It must be purchased online for \$20.70CAD. 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 required coursepack:

<https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000FXNIJEAX>

### 2. Required textbook

Northouse, P.G. (2022) *Leadership Theory and Practice*, 9<sup>th</sup> ed, Sage Publications Inc. Older versions of this textbook up to the 5<sup>th</sup> 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](http://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>

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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 7<sup>th</sup> edition APA resources provided by the Dr. John Archer library at the link above. At a minimum you must:

- Submit everything in MS Word
- Include a title page with a running header
- No logos or colour on title page
- Page numbers on all pages including the title page
- Black font only – *no colours*
- Times New Roman 12” font with standard margins
- Double space
- Indent each new paragraph in the body text
- Use sub-headings to identify sections within your essay
- Have an introduction and a conclusion
- Reference list must be formatted with a hanging indent and ordered alphabetically

### **Deadlines and Extensions**

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

*I understand that the life of a graduate student can be challenging sometimes. Please feel free to request extensions for any deliverable. Every effort must be made to request additional time at least 24 hours before the deadline.*

## Course Evaluation Overview

Deliverable		Winter 2024 Due date	Value
I.	Multimedia Article Summary Assignment	February 1, 2024 – Article preference due (1%)*  February 16, 2024 – Multimedia file containing article summary due (9%)  February 16, 2024 – References and discussion questions due (2%)  February 25, 2024 – 3 peer evaluations due (3%)	15%
II.	Leadership Inventory Reflection Assignment	February 29, 2024	20%
III.	Discussion Forums	1. Feb. 8 – Introduce Yourself* (1%) 2. Feb. 26 - Evidence-based management (1%) 3. March 5 – EDI (1%) 4. March 14 – Ethics (1%) 5. March 28 – Wrap-up (1%)	5%
IV.	Individual Case Assignments	Google Project Oxygen – February 21, 2024 (10%)  Dessa – March 4, 2024 (10%)	20%
V.	Case Groupwork (You will be assigned to a large group before our synchronous sessions start)	Mabel’s Labels. In-class group assignment 1 (5%) – February 23  Barbara Norris. In-class group assignment 2 (5%) – March 1	10%
VI.	Leadership Case and Teaching Note (You will self-select small groups)	Outline – March 6 (5%)  Final Case and Teaching Note – March 22 (25%)	30%
<b>Total</b>			<b>100%</b>
<i>*No advance reading required</i>			

## Course Evaluation Details

### I. Multimedia Article Summary and Peer Reviews (15%) Feb. 1 – Feb. 25, 2024

The purpose of this assignment is to improve your level of comfort with multimedia presentations and to help us work through the list of readings together. 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. Finally, this assignment will allow you to practice the important leadership skill of providing feedback.

Note: *Your classmates will be able to view your multimedia presentation file asynchronously on our course website.*

**Article Preference:** There are 30 readings for this course. The readings are comprised of six chapters in the required Northouse textbook, and additional assigned articles. By February 1, 2024, I would like you to indicate which three of these readings (either chapters or articles) are most interesting to you (listed at the back of the 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* reading before the reading period ends.

**Article Summary:** When I have assigned your reading (a chapter or an article 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 February 16<sup>th</sup>, 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 (if relevant)

I suggest no more than 1 minute of speaking per point, the time limit must be strictly adhered to.

**Multimedia, what now?:** 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 video of yourself taken with a phone or laptop discussing the article you were assigned.
- A narrated PowerPoint file of you discussing the article you were assigned.
- Either of the above in a YouTube link with your original video and audio.
- A zoom recording in which you present your article summary.
- A 5-minute Tik Tok 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 MS Word file when you upload the multimedia presentation with a list of references and discussion questions to our course website before 11:59pm on February 16<sup>th</sup>, 2024.

- 1) Discussion Questions - suggest three to five questions about the article you presented, which 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 three or more of your classmates' presentations using the article summary peer review form. This must be done for at least three presentations besides your own. Your feedback will be made available to classmates' whose presentations you assess.

<b>KEY DATES - Multimedia Article Summary and Peer Review (15%)</b>		
<u>Item</u>	<u>Due Date</u>	<u>Value</u>
Article Preference	February 1, 2024	1%
Multimedia file containing article summary	February 16, 2024	9%
References and discussion questions	February 16, 2024	2%
Peer Evaluations (3 or more)	February 25, 2024	3%

## **II. Two Individual Case Assignments (20%) (February 21 and March 4)**

#1 - *Google's Project Oxygen: Do Managers Matter?* (10%)

To make sure you are prepared for the first day of synchronous classes, I would like you to read the first case before we meet because we will be discussing on the first day of our synchronous time together.

Answer the following questions about the case and submit them using the regular formatting guidelines by 11:59pm on February 21, 2024. You are encouraged to use the assigned readings to help you formulate your responses. There is no length guideline for this assignment; simply write a response that you believe answers each question with a list of references at the end of the document. You will submit it using the appropriate assignment function in UR Courses. This is an individual submission and therefore no collaboration is permitted. Please see the 'Common Questions' section for guidelines on referencing, formatting, extension requests, and late submissions.

1. Provide examples of how Google applied Pfeffer & Sutton's (2006) principles of evidence-based management.
2. Explain the differences and similarities between leadership and management.
3. Could an organization function without a) leaders? b) managers?
4. What characteristics do you look for in an effective leader? Manager?

## #2 - *Dessa: Growing a Diverse and Inclusive Artificial Intelligence Company*

On the last day of our synchronous classes, we will be discussing principles relevant to inclusive organizations and minimizing bias to promote diversity. Please complete the following two-part assignment as your second individual assignment.

1.RECRUITMENT: Wong's goal for the new Internal Recruiter is to create hiring procedures that are fair, mitigate the role of personal biases, and (hopefully) increase diversity throughout Dessa - including top management. Assess the current recruitment and selection practices at Dessa to determine if conscious and/or unconscious bias(es) could be playing a role in the selection process. Be sure to identify any parts of the current process that could result in some pools of highly qualified candidates will be under-looked and over-utilized. **Based on your analysis of Dessa's current practices, prepare a list for the new internal recruiter that a) identifies the key problems with Dessa's current recruitment and hiring procedures and b) offers suggestions to improve these process.**

2.RETENTION: Wong knows that getting them in the door is merely the first step. Now that the Internal Recruiter is looking after the hiring side of things, Wong needs to focus his attention on how operations may affect retention. **Develop a plan to ensure Dessa will be an inclusive, welcoming environment to assist with retention of existing staff and new hires alike.** This intentional plan to become an inclusive organization should address how Dessa plans to promote upward mobility of individuals from under-represented groups into leadership positions in a way that does not negatively affect morale at the growing organization.

### **III. Leadership Inventory Assignment (20%) – February 29, 2024**

This assignment is intended to help you reflect on your own leadership competencies using individual leadership related self-assessments. Informed by your score and experience with taking the ethical leadership questionnaire, complete any two of the following leadership assessments from the Northouse textbook (transformational, servant, abusive and gender-leader bias questionnaire).

Considering the outcomes of these leadership style assessments (ethical and two others) write a 5-page paper on:

a) your ability to deal with ethical, social, and environmental concerns in your field of work as a future leader. You may think of 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).

b) What could you do to improve your ability and level of preparedness to deal with ethical, social, and environmental concerns?

c) What do your scores tell you about your current leadership strengths? Areas for development?

The paper must contain an Appendix showing the details of each scale you completed. This will develop your self-awareness about your leadership strengths and help you identify areas for development. If there is another area that you are very interested in but there isn't a self-assessment listed for that area, such as personality or emotional intelligence, please let me know and we can discuss alternate or additional scales for you to complete and reflect upon.

**IV. Individual Online Discussion Forums (5%) – Feb. 8 – March 28.**

These discussion forums will be available on our course website per the schedule below and worth 1% each for a total of 5%.

<b>KEY DATES – Individual Online Discussion Forums (5%)</b>		
<u>Item</u>	<u>Due Date</u>	<u>Value</u>
Introduce yourself discussion forum	February 8, 2024	1%
Evidence-based management discussion forum	February 26, 2024	1%
Equity, diversity, and inclusion discussion forum	March 5, 2024	1%
Leadership and ethics discussion forum	March 14, 2024	1%
Wrap-up and case progress discussion forum	March 28, 2024	1%

**V. In-class Case Groupwork (10%) (February 23 and March 1)**

Students will be assigned to groups before the start of our synchronous sessions. 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 a variety of formats depending on the case. Potential formats 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.

**VI. Leadership Case Outline and Teaching Note (30%)**

The major assignment in this course is to write an original leadership case – similar to the cases we read and analyze during the synchronous portion of 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 what he/she can do through the application of appropriate leadership principles to alleviate this stress. Your case should encourage the reader to use evidence-informed concepts to eventually make one or two 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 (5%):** 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 March 22, 2024.

<b>KEY DATES – Leadership Case and Teaching Note Final Assignment (25%)</b>		
<u>Item</u>	<u>Due Date</u>	<u>Value</u>
Outline	March 6, 2024	5%
Case	March 22, 2024	15%
Teaching Note	March 22, 2024	10%

## 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

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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.”<sup>1</sup>

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

**Reading list** (Reading period: January 25 – February 21, 2024; Submission period: March 3-30).

Synchronous Day 1: Feb 22 – Evidence-based leadership

**Northouse** – Chapters 1 and 8.

**Case:** Garvin, D.A., Wagonfeld, A.B., Kind, L. (20132). Google’s Project Oxygen: Do Managers Matter. 313110. *Harvard Business School*.

**Articles:**

Bogenschneider, B.N. (2016) Leadership epistemology, *Creighton Journal of Interdisciplinary Leadership*, 2(2), p. 24 – 37

Pfeffer, J. & Sutton, R.I. (2006), Evidence-based management, *Harvard Business Review*, 84(1).

Heffernan, M. (2012) Willful blindness: What a leader turns a blind eye. *Ivey Business Journals*.

Zaleznik, A. (2004) Managers and leaders: Are they different? *Harvard Business Review*, January 2004.

Synchronous Day 2 – Feb 23: Organizational Culture.

**Case:** Birbrager, L., Konrad, A. (2015) Mabel’s Labels: Leading in a Results Only Work Environment. *Richard Ivey School of Business Foundation*. W15469.

**Northouse** – Chapter 10

**Articles:**

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. <http://www.jstor.org/stable/resrep13849.15>

Barling, J., Christie, A., Hopton, C. (2011). Chapter 7 – Leadership, *APA Handbook of Industrial and Organizational Psychology*, Vol 1: Building and Developing the Organization, edited by S. Zedeck. American Psychological Association. <http://dx.doi.org/10.1037/12169-007>.

Chatman, J.A., Cha, S.E. (2002) Leading by leveraging culture, Next Generation Business Series: Leadership, Edited by Subir Chowdhury, Financial Times-Prentice Hall Publishers,

Ehrhat, M.G., Schneider, B. (2016) Organizational Climate and Culture. *Oxford Research Encyclopedias, Psychology*,

Review the website “Hofstede Insights”: <https://www.hofstede-insights.com/>

Watkins, M.D. (2013) What is organizational culture? And why should we care? *Harvard Business Review*, Accessed online January 2, 2023: <https://hbr.org/2013/05/what-is-organizational-culture>

## Synchronous Day 3 – Feb. 24: – Organizational Change.

**Case:** Groysberg, B., Nohria, N., Bell, D. (2009, March) Barbara Norris: Leading Change in the General Surgery Unit, *President and Fellows of Harvard College*, [9-409-090]. Harvard Business School Publishing.

- **Northouse** – Chapter 14

### **Articles:**

Denton, D. K. (2012). To manage change, manage the big picture. *Human Resource Management International Digest*, 20(6), 35-42.

Ensari, N., Riggio, R. E., Christian, J., & Carslaw, G. (2011). Who emerges as a leader? Meta-analyses of individual differences as predictors of leadership emergence. *Personality and Individual Differences*, 51(4), 532–536.

Kotter, J. (1995). Leading Change – Why Transformation Efforts Fail, *Harvard Business Review*, 73(2), 59-67.

Nohria, N., Groysberg, B., Lee, L.E. (2008) Employee motivation: a powerful new model. *Harvard Business Review*, 86(7-8): 78-84, 160.

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>

## Synchronous Day 4: March 1 – Leadership and Ethics.

**Case** – *Northouse Chapter 15*

**Northouse** - Chapter 15

Fischer, T., Tian, A.W., Lee, A., Hughes, D.J. (2021) Abusive supervision: A systematic review and fundamental rethink, *Leadership Quarterly*, 32, 101540.

Hoch, J. E., Bommer, W. H., Dulebohn, J. H., & Wu, D. 2018. Do ethical, authentic, and servant leadership explain variance above and beyond transformational leadership? A meta-analysis. *Journal of Management*, 44: 501-529.

Paustian-Underdahl, S. C., Walker, L. S., & Woehr, D. J. (2014, April 28). Gender and Perceptions of Leadership Effectiveness: A Meta-Analysis of Contextual Moderators. *Journal of Applied Psychology*. Advance online publication. <http://dx.doi.org/10.1037/a0036751>

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.

## Synchronous Day 5 – March 2: – Inclusive Leadership.

- **Case** – *Dessa: Growing a Diverse and Inclusive Artificial Intelligence Company*

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