

GLOBAL BUSINESS AND DIGITAL ARTS

GBDA204, Section 001: APPLIED LEADERSHIP AND MANAGEMENT

Thursday, 11:30 – 14:20, in AL208

Project Assistant: Ms Christy den Haan-Veltman, cdenhaan@uwaterloo.ca

Course Description:

Leadership is not entirely innate; it can be learned. This course will attempt to provide students with the essential points of leadership as they pertain to a managerial role, whether in a corporate or non-profit setting. The objective will be to provide students with an oversight as to how to approach a managerial responsibility. This will involve a theoretical outline of problem solving, strategic planning, communication and motivation, and implementation methods. Understanding organisations and developing people skills will also be central to augmenting students' understanding. Practical education will be provided through analysis of case studies and through team-focused exercises. By the end of the semester, students will have been given sufficient knowledge to be able to assume an entry-level managerial leadership role.

Objectives:

- Learn theories of leadership and the application thereof in a managerial role.
- Apply the theories to analyse case studies to provide depth to analysis.
- Gain experience in working in teams to develop communication skills, develop active listening, conflict management, decision-making, and implementation strategies.
- Develop the leadership skills through self-reflection and on-going feedback to be persuasive.
- Appreciate best practices and ethical behaviour to successfully manage and lead teams in the twenty-first century.

Organisation:

Sessions of three hours duration are by definition intensive. It is next to impossible for both instructor and student to maintain a very high level of engagement for such a length of time. Consequently, the session will be divided into roughly one-hour segments.

The first hour will be given over to a lecture. These will concentrate on an aspect of leadership and managerial theory. The lectures will proceed in a thematic way, building upon the preceding sessions. While much of this may appear to be 'dry', it is the foundation; without this, the practical aspects of managerial leadership would be harder to grasp and assess.

The second hour is designated as a type of tutorial where an assigned reading has been given. The list of these readings is provided further on in the syllabus and all are available online. As a registered student at UW, you have access to all the articles and should have little difficulty acquiring them. You will be expected to read the assigned article before the scheduled class and come prepared to discuss the contents in detail. Whereas lectures tend to be passive, discussion groups are interactive. Participation is expected from all attendees.

Finally, the third part of a session is given over to team-building and responsiveness. All students will be assigned to a team by the instructor. Each of these teams will be given a challenge through an exercise or case study. Presentation or written submissions will be employed to judge the effectiveness of teams.

With this format, students will progress from passive to active and move from the theoretical to the practicalities of analysis, decision-making, and persuasion over each three hour session.

Requirements:

- A) Attending and participating regularly in discussion sessions. A specific reading has been assigned for each session which students are expected to read beforehand and be prepared to discuss. A participation mark has been assigned to ensure compliance. To ensure that students have read the assigned reading, periodic quizzes will be given.
- B) Participating and contributing to the development of a team. These will be put together by the instructor by the second session. The teams will have two fundamental tasks: i) developing a team response to a weekly exercise or case-study; and ii) making a presentation before the class on a specific case study assigned by the instructor at the end of the course.

The first of these will require a written submission before the end of the session as a .doc(x) or .pdf file sent as an e-mail attachment to the instructor. Members of a team are to read the work, discuss the problem(s) presented, make a collective decision as to a recommended solution, and finally set this down in proper English. The attachment is to be written with full sentences in grammatically correct English (no bullets or point form). The format is to take the form of an executive *précis* (summary), meaning no more than one standard page in length (not more than 300 double-spaced words) with font not less than 11 (preferably in sans-serif script, e.g. Ariel). Given the space limitation, it is advisable that the team response concentrate on the recommended solution and the rationale for adopting this response.

The second team assignment will build on the weekly team projects. Following the reading break, the instructor will give each team a larger case-study. Teams are to assess the issue(s) and make their recommendations. In addition to a written submission which will be upwards of one thousand words in length (roughly four double-spaced pages), the team will give a fifteen minute presentation of their analysis before the class as a whole in one of the two final sessions.

- C) The sitting of a mid-term examination before the winter break of one hour duration.
- D) The sitting of a final examination during the final examination period of two and a half hours duration. The material covered will be cumulative, meaning that all the lecture material from the first session will be potential subject material for the exam. Given the varied nature and detail of the discussion session readings as well as the team project material, these will not be including in the final.

No student or team will be allowed to re-write or re-submit any of the quizzes, exercises/case studies, examinations unless there are extenuating medical or personal circumstances.

Documentation is a requirement and the instructor reserves the right to decide on the availability of a make-up or alternative.

Assessment Format:

In general, substance is valued more highly than form. You may present beautifully, but if the answer is dodgy, all the stylistic effects will not alter the outcome. That is not to write that appearance has no value, but it will usually be subordinate to a substantive point. Emphasis should be placed accordingly.

The instructor will assess the progress of students on a weekly basis. Each tutorial will be assessed, so it is in your interest to participate – within reason. If the impression is given that answers are proffered merely to raise one's profile, this often comes at the expense of concerted thought and will be judged accordingly.

Given that there will be a number of teams, the instructor will not be in a position to effectively judge all participants. Consequently, members will be given an assessment form near the end of the course whereby their assessment of their team peers will be recorded. A fair evaluation of all members' contribution to the collective effort is expected and an average of all will be employed in the final appraisal. Should the assessments smack of collusion or bias, the marks for the team as a whole will be adjusted accordingly. The instructor reserves the right to make the final call. Over everything else, the instructor will provide a mark for all submissions.

Deadlines:

February 12 – Mid-term Examination

April 10-25 – Final Examination

Besides these, there are weekly team assignments. These are due by 14:20 in the instructor's e-mail in-box. The longer 'presentation' assignment is due in hard-copy form just prior to the presentation. Punctual delivery is an indispensable business attribute and the instructor places value on the self-discipline it instils. Penalty for an overdue assignment is **ten percent** for each ten minutes overdue, thus at 14:51 the penalty already stands at 40 percent even if it is 'only' 31 minutes late. Aside from the 'presentation' assignment paper, your *précis* should be transmitted electronically with the time arriving in the in-box as the determining time. The 'presentation' essay should be given to the instructor personally before the presentation itself – do not submit electronically. Do not submit anything under the instructor's office door as custodial staff have been known to discard submissions. If you cannot get something to the instructor directly, there is an essay drop-off box across from HH110.

Should there be an issue with meeting a deadline, communication with the instructor well beforehand would be appreciated. Consideration will be given for corroborated medical reasons or extenuating circumstances, but these will be evaluated on a case-by-case basis.

Academic Offences:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is

unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): <http://uwaterloo.ca/academicintegrity/>
If you are unsure about what constitutes academic offence, like plagiarism, double submission, cheating, please consult your instructor, academic advisor, or Policy #71 – Student Academic Discipline. Established offences will be referred to the Associate Dean – Undergraduate Affairs for adjudication and discipline.

Division of Marks:

Tutorial Participation	15%
Tutorial Quizzes	10%
Team Assignments	15%
Presentation Assignment	10%
Team Evaluations	5%
Mid-term Examination	15%
Final Examination	30%

This course grades on a numerical basis; no alpha marking will be used. Each assignment, examination, quiz, or participation assessment will be done on the basis of its overall value, therefore a number out of 15 will be given for the mid-term and something out of five for team evaluations, for example. For multiple assessments, like tutorial participation, a mark out of ten will be assigned for each and then averaged out over the course. For instance, your marks out of ten for the discussion groups were: 8, 6, 8.5, 7, -, 7.5, 6.5, 8.5, 9 = 61 which averaged out comes to 6.78 (61/90). Multiply that by 15 to get something out of 15% and you get 10.17/15 which would be rounded to the nearest half, therefore 10/15 would be your mark.

For the team assignments, the two components will be assessed separately. Each of the weekly assignments will be assessed and all members receive the same mark. As with the tutorials, these marks will be averaged out to a mark out of 15. The remaining 10 percent of this section will be based on the presentation case-study. The team evaluations of 5% are meant to ensure that those who have carried the burden are rewarded by their peers.

Adding up your marks will give you a good sense of where you currently stand. All marks will be added at the end of the course to give a final percentage mark. The final marks submitted to the Registrar's Office will not be adjusted to a bell-curve or any other weighted scale.

Required Textbook and Article Readings:

Whetten, David A. and Kim S. Cameron. *Developing Management Skills*, 8th edition.
Upper Saddle River, New Jersey: Prentice-Hall, 2011.
ISBN 10: 0-13-612100-4 and ISBN 13: 978-0-13-612100-8

Mayer, D.M., K. Aquino, R.L. Greenbaum, and M. Kuenzi. "Who displays ethical leadership, and why an examination of antecedents and consequences of ethical leadership?" *Academy of management Journal*, 55, #1 (2012), 151-171.

Collins, J.C. and J.I. Porras. "Building your company's Vision," *Harvard Business Review*, 74, #5 (1996), 65-77.

Owens, B.P. and D.R. Hekman. "Modeling how to grow: An inductive Examination of humble leader behaviors, contingencies, and outcomes," *Academy of Management Journal*, 55, #4 (2012), 787-818.

Battilana, J. and T. Casciaro. "Change Agents, networks, and institutions: A contingency Theory of organizational change," *Academy of Management Journal*, 55, #2 (2012), 381-398.

Latham, G.P. "The motivational Benefits of goal-setting," *The Academy of Management Executive*, 18, #4 (2004), 126-129.

Bazerman, M.H. and D. Chugh. "Decisions without blinders," *Harvard Business Review*, 84, #1 (2006), 88-97.

Cialdini, R.B. "Harnessing the Science of persuasion," *Harvard Business Review*, 79, #9 (2001), 72-81.

Howell, J.M. and B. Shamir. "The Role of followers in the charismatic leadership process: Relationships and their consequences," *Academy of Management Review*, 30, #1 (January 2005), 96-112.

DeNisi, A.S. and A.N. Kluger. "Feedback effectiveness: Can 360-degree Appraisals be improved?" *The Academy of Management Executive*, 14, #1 (2000), 129-139.

Accessibility:

Office hours have been set for Thursday from 14:30 to 15:30 and Friday from 13:00 to 14:00 in HH116. Should those times conflict with another course, please drop by at your convenience should the door to HH116 be open and the instructor available. Otherwise, see the instructor before or after a session or please use e-mail to get in touch if at all possible, but be aware that the instructor may take days to respond to e-mails, especially over weekends. I can be reached via the telephone at extension 37018, but since the office telephone is shared there is a chance that your message might not reach me. In case of emergencies, please contact departmental assistant Ms Anne Leask at (519) 888-4567, ext. 35828 or aeleask@uwaterloo.ca as she probably knows where the instructor can be contacted.

"Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term."

Course Outline:

Date	Lecture [Whetten chapters]	Discussion (Web articles)	Team {Whetten text}
January 8	Course overview and introduction to management [Introduction and Chapter 1]		Briggs-Myer self-evaluation at www.humanmetrics.com/cgi-win/jtypes2.asp
January 15	Management in the twenty-first century [Chapter 2]	Mayer, Aquino, Greenbaum "Who displays ethical leadership?"	"The Case of the missing time" {150-154}
January 22	Foundation of Management [Chapter 3]	Collins & Porras "Building your company's Vision"	"Keith Dunn of McGuffey's Restaurant" {217-220}
January 29	Centrality of Planning [Chapter 4]	Owens and Hekman "Modeling how to grow"	"United Chemical Company" {269-271}
February 5	Organising [Chapter 5]	Battilana and Casciaro "Change Agents, networks"	"9:00 to 7:30" {315-316}
February 12	Managing People [Chapter 6]	Latham "The motivational Benefits of goal-setting"	<u>MID-TERM EXAM</u>
February 16-20	READING WEEK (NO CLASSES)		
February 26	Leadership by example [Chapter 7]	Bazerman & Chugh "Decisions without Blinders"	"Educational Pension Investment" {405-409}
March 5	Successful Communication [Chapter 8]	Cialdini "Harnessing the Science of persuasion"	"Electro-Logic" {354-360}
March 12	Teamwork Dynamics [Chapter 9]	Howell and Shamir "The Role of followers"	"The Tallahassee <i>Democrats's</i> ELITE team" {519-521}
March 19	Evaluating the execution [Chapter 10]	DeNisi & Kluger "Feedback effectiveness"	"Lee Iacocca's Transformation of Chrysler" {574-580}
March 26	Managing for competitive advantage [Supplement A & C]		<u>Team Presentations</u>
April 2	Concluding Thoughts on leadership and the contemporary manager [Supplement B]		<u>Team Presentations</u>
April 10-25	<u>FINAL EXAMINATION</u>		