

UNIVERSITY OF WATERLOO
GLOBAL BUSINESS AND DIGITAL ARTS
GBDA204: APPLIED LEADERSHIP AND MANAGEMENT

Winter 2017

Thursday, Section 001 from 8:30 – 11:20 in EV3 4412 and
Section 002 from 14:30 – 17:20 in AL208 [courses 3483/3484]

Instructor and T.A. Contact Information

Instructor: Dr. Sebastian Siebel-Achenbach
Office: HH135
Office Phone: (519) 888-4567, ext. 37018
E-mail: ssiebela@uwaterloo.ca
Office Hours: Monday and Friday, 12:30 to 13:30

Should that time conflict with another course, please drop by at your convenience should the door to HH135 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.

Teaching Assistant: Ms Annaka Willemsen
Office: DMS3006
Office Phone: (519) 888-4567, ext. 23039
E-mail: awillemsen@uwaterloo.ca
Office Hours: by appointment

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 scholarly articles 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 context.
 - Attending lectures regularly will provide the foundation.
- Apply the theories to analyse articles to provide depth.
 - Participating in discussion sessions will allow for greater appreciation of how theory can assist in understanding.

- Gain experience in working in teams to develop communication skills, develop active listening, conflict management, decision-making, and implementation strategies.
 - Becoming involved with a weekly team assignment.
- Develop leadership skills through self-reflection and on-going feedback to be persuasive.
 - Working with a team to develop a presentation and report on a case study.
- Appreciate best practices and ethical behaviour to successfully manage and lead teams in the twenty-first century.

Required Textbook:

Whetten, David A. and Kim S. Cameron. *Developing Management Skills*, 9th edition.
Upper Saddle River, New Jersey: Prentice-Hall, 2015.
ISBN 13: 978-0-13-312747-8

Articles Available on Learn:

- January 12: 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 (February 2012), 151-171.
- January 19: Collins, J.C. and J.I. Porras. "Building your company's Vision," *Harvard Business Review*, 74, #5 (September/October 1996), 65-77.
- January 26: 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 (August 2012), 787-818.
- February 2: Battilana, J. and T. Casciaro. "Change Agents, networks, and institutions: A contingency Theory of organizational change," *Academy of Management Journal*, 55, #2 (April 2012), 381-398.
- February 9: Bazerman, M.H. and D. Chugh. "Decisions without blinders," *Harvard Business Review*, 84, #1 (January 2006), 88-97.
- February 16: Latham, G.P. "The motivational Benefits of goal-setting," *The Academy of Management Executive*, 18, #4 (November 2004), 126-129.
- March 2: Cialdini, R.B. "Harnessing the Science of persuasion," *Harvard Business Review*, 79, #9 (October 2001), 72-81.
- March 9: 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.
- March 16: DeNisi, A.S. and A.N. Kluger. "Feedback effectiveness: Can 360-degree Appraisals be improved?" *The Academy of Management Executive*, 14, #1 (February 2000), 129-139.

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 three 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. Every student 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 and 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 case-study; and ii) making a presentation before the class and writing a report on a specific case study assigned by the instructor toward 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 deposited in the appropriate Learn dropbox. 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 included 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:

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 discussion session 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 a peer assessment form near the end of the course. 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.

Division of Marks:

Tutorial Participation	10%
Tutorial Quizzes	10%
Weekly Team Assignments	10%
Final Case Study Assignment	10%
Presentation Assignment	10%
Peer Evaluation	10%
Mid-term Examination	15%
Final Examination	25%

This course grades on a numerical basis; no alpha marking will be used. Only whole or half marks are used, such as 10.5/15 or 8/10, as anything smaller only invites questions about referencing and objectivity. 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 ten 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). This would be rounded to the nearest half, so the mark would be 7/10 in this case.

For the team assignments, the two components will be assessed separately. Each of the weekly assignments will be assessed and all members to receive the same mark. With the final case study, the written component is worth 10% as is the presentation itself. The peer evaluation of 10% is meant to ensure that those over the course of the semester who have carried more of the workload are recognised by their peers and suitably rewarded.

Adding up your marks at any given time 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.

Course Outline:

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

	[Chapter 10]	“Feedback effectiveness”	of Chrysler” {574-580}
March 23	Managing for competitive advantage [Supplement A & C]		<u>Team Presentations</u>
March 30	Concluding Thoughts on leadership and the contemporary manager [Supplement B]		<u>Team Presentations</u>
April 7-25	<u>FINAL EXAMINATION</u>		

Deadlines:

February 16 – Mid-term Examination

April 7-25 – Final Examination

Besides the exams, there are weekly team assignments. These are due by 11:20/17:20 respectively in the appropriate Learn dropbox. The longer ‘presentation’ assignment is due both in electronic and in hard-copy form prior to the presentation. Punctual delivery is an indispensable business attribute and the instructor places value on the self-discipline it instills. Penalty for an overdue assignment is **ten percent** for each ten minutes overdue, thus at 11:51/17:51 the penalty already stands at 40 percent even if it is ‘only’ 31 minutes late. Aside from the ‘presentation’ assignment paper, your weekly *précis* should be transmitted electronically with the time arriving in the dropbox 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 Standards:

Information on Plagiarism Detection

No electronic means will be employed by the instructor and teaching assistant. Both will employ their experience to guide them.

Electronic Device Policy

All cellular telephones or equivalents are to be turned off during class time. Students are permitted, encouraged even, to use laptops, tablets and other devices to record lecture notes and complete assignments. Students should refrain from Web-surfing as it is distracting for all parties. Should there be a recurrence of this, the instructor will ask that the offending student shut down their device and use alternative methods to make notes.

Attendance Policy

Only during the discussion sessions will attendance be taken. As undergraduates, students ought to know where they need to be. The instructor gives them the freedom to choose. Should a student's time be better spent elsewhere than in class time, that is their decision. However, it should be noted that missing more than a single class could be deleterious to a student's chances of doing well in the course. Sessions are intensive and being absent from a couple or more could compromise the possibility of receiving a high mark in the course.

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009:

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity Webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity Office Webpage \(http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility\)](http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility) for more information.

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 \(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70\)](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline

A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (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. For information on categories of offenses and types of penalties, students should refer to [Policy 71, Student Discipline \(http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm\)](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check [Guidelines for the Assessment of Penalties \(http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm\)](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

Appeals

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals \(http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm\)](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

Accessibility:

Note for students with disabilities:

The AccessAbility Services office, located in Needles Hall extension, Room 1401, 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 AccessAbility Services at the beginning of each academic term.