

Professors

Name	Phone number	Office	Email
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Learning Outcomes

Upon completion of this course students will be able to

- evaluate personal awareness through self- assessment tools, and apply this learning to team and group activities throughout the course.
- critique the effectiveness of relevant leadership theories using material presented.
- compare the differences between passive and active followership based on material provided.
- evaluate their own followership style in the context of class activities.
- discuss the challenges and opportunities of leading in less traditional roles, as demonstrated through industry leaders, case studies and interview assignment.
- appraise the leader's effectiveness using a variety of tools and techniques.

Course Exams (30% of grade)

Two class exams will test your understanding of leadership theories, concepts and practices from the course readings, team presentations, self- assessments, video clips, guest speaker presentations, class learning activities and class discussions. Exam 1 is written in class and is worth 10% of your course grade. Exam 2 is written during the final exam period and is worth 20% of your course grade. See professor for more details.

Class Participation (10% of grade)

This component of your grade will reflect the work you do before, during and after class. Participation includes full preparation for class, having completed all assigned required readings, and having gained familiarity with the various material assigned for the theme of the week (like videos, self-assessment questionnaires and other resources meant to deepen your understanding of the material). Pay close attention to any classes in which formal self-assessments take place; StrengthsFinder, MBTI, VIA, and Emotional Intelligence classes are mandatory to attend and include in your leadership plan. Observed lack of preparation will directly impact your participation grade.

Attendance is critical, and must translate into active presence. Participation in discussions is a very important part of the learning process in this course. All students are expected to contribute to these discussions and to enrich the collective learning that emerges from personal engagement and expression of our thinking. You are encouraged to actively listen (put aside distracting devices) and take risks in your participation: lead a group or facilitate a discussion, ask questions, share examples, provide feedback, encourage peers, make observations that integrate concepts... Be Proactive. You will be evaluated on the quality, rather than quantity, of your contributions and insights.

Students will provide a self and peer evaluation at the end of the term and are encouraged to collect weekly self-peer evaluation to reflect with integrity on their participation. Post-class reflection on factors having influenced the quality of your participation during that class deepens integration and is also an important part of the learning, allowing for greater richness over weeks.

Since group presentation marks are based on class engagement and learning it is most important that you support each other's team presentations; both leadership seminar and interview a local leader.

Discussing and debriefing course content and learning activities (such as self-assessments, debates etc.) with your team and others in the class is most important for the completion of your leadership plan which requires you to become more aware of and reflect on what others think, feel and act towards you. You will want to seek feedback from others, so engaging in dialogues during class time may help you with this aspect of your leadership plan.

You will want to refer to the 'Class Participation Guidelines and Evaluation Criteria' posted in Moodle.

Late Policy

The two team assignments are done in groups and individual assignments are not accepted. The team leadership seminar and interv/F1 11.04 Tf1 0 0 1 223.37 108.14 Tm0 G(an)3(d)13pT

Required Text and Materials

Require course readings (eBook chapters and articles) have been selected for their professional discussions about leadership and can be accessed online through the OC library with some posted in Moodle. Additional readings will be selected (by your professor and team presenters) and **'required'** to be read each week.

It is compulsory that you read the selected **'required'** weekly articles and eBook chapters prior to class, as well as bring them to class for discussion, this is a minimum requirement, with further suggested additional weekly readings highly encouraged (in that any additional readings will strengthen your presentations, exam answers and leadership plan). You will want to refer to the 'Required Readings' list

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Well-being and Leadership S

3 Jan. 20 Emotions in Leadership (Part I)

			Team Assignment – Leadership Seminar; Facilitate Discussion Team Assignment- Interview a Leader- Presentations	
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			<p>Bingley, UK: Emerald Publishing Limited.</p> <p>Johnson, S.K., & Lacerenza, C.N. (2018). Leadership Is Male-centric: Gender Issues in the Study of Leadership. In Riggio, R.E. (Ed), <i>What's wrong with leadership? Improving research and practice</i> (Chapter 6). London, UK: Routledge.</p>	<p>Team Assignment – Leadership Seminar; Facilitate Discussion (Team 5)</p> <p>Team Assignment – Leadership Seminar; Facilitate Discussion (Team 6)</p>
12	Mar. 23	<p>Strengths-based Leadership</p> <p>Destructive Leadership</p>	<p>Schyns, B., Neves, P., Wisse, B. & Knoll, M. (2018). Turning a Blind Eye to Destructive Leadership: The Forgotten Destructive Leaders. In Riggio, R.E. (Ed), <i>What's wrong with leadership? (Chapter 10) Improving research and practice.</i> London, UK: Routledge.</p>	<p>StrengthsQuest-</p>

SKILLS ACROSS THE BUSINESS CURRICULUM

The Okanagan School of Business promotes core skills across the curriculum. These skills include reading, written and oral communications, computers, small business, and academic standards of ethics, honesty and integrity.