BCIT®

POLYTECHNIC INSTITUTION

School of: Business
Program: Business Management, Human Resources
Management, and Information Technology Management

Orgb 3600
Leadership And Change

Start Date:	September 5, 2007		**End Date:**	December 15, 2007	
Total Hours: 45	**Total Weeks:** 15		**Term/Level:** Fall	**Course Credits:** 3.0	
Hours/Week: 3	**Lecture:** 1	**Lab:** 2	**Shop:**	**Seminar:**	**Other:**

Prerequisites:

is a prerequisite for:

Course No.	**Course Name**	**Course No.**	**Course Name**
ORGB 1100 or ORGB 1105	Organizational Behaviour		

■ **Course Description (required)**

Designed for people from many backgrounds and cultures, this course provides essential diagnostic and strategic understanding, as well as personal insight and skill, for the practice of leadership. The purpose is to strengthen considerably one's ability to exercise both leadership and authority and to increase significantly one's capacity to sustain the demands of leadership.

■ **Detailed Course Description (Optional)**

The course is designed to enable students to learn by a variety of means. In addition to the traditional methods of lectures, readings, and films, the course uses three more innovative teaching methods: structured exercises, student cases, and "case-in-point" learning. The course has a strong experiential component. Students are expected to use the actual dynamics of the class as data to explore the principles of stewardship, role, authority, power, factions, work and work avoidance, group learning and adaptive work. In addition, to mine the richness of the individual student experiences, students will present their personal leadership case studies to a small peer consultation group that will meet during each class session.

The course prepares students to:
- See clear distinctions between adaptive and technical work; authority and leadership; and how these distinctions pave a clearer path for results.

- Listen beneath the words – understand the deeper issues that organizations present and how to address them.

- Partner effectively across lines of authority in and outside organizations.

- Have courageous and effective conversations up, down and across the hierarchical chain in organizations.

- Identify and work with dissonant voices – including all team members in forward motion.

■ **Evaluation**

			Comments:
Classroom Work and Participation	30 %	IN	
Assessment Exercise Development	20 %	GRP	IN=Individual Assignment
Creating and Leading Change Initiative	40 %	GRP	GRP=Group Assignment
Reflection Exercise	10 %	IND	
TOTAL	100 %		

■ **Verification**

I verify that the content of this course outline is current.

Dr. Mark Giltrow   Tuesday, 31 July 2007
_____   _____
Authoring Instructor   Date

I verify that this course outline has been reviewed.

_____   _____
Program Head/Chief Instructor   Date

I verify that this course outline complies with BCIT policy.

Chris Jacques
_____   _____
Dean/Associate Dean   Date

Note: Should changes be required to the content of this course outline, students will be given reasonable notice.

Instructor(s): **Dr. Mark Giltrow**

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Office Hours:	As posted at office	e-Mail Address:	mark_giltrow@bcit.ca

■ Learning Resources

Lectures, exercises and any and all assigned readings.

Links to electronic books and articles will be supplied.

World Changing a Guide for the 21st Century. Book Adams 2006, can be accessed via the library or purchased.

■ Information for Students

(Information below can be adapted and supplemented as necessary)

The following statements are in accordance with the BCIT Student Regulations Policy 5002. To review the full policy, please refer to: http://www.bcit.ca/~presoff/5002.pdf.

Attendance/Illness:
In case of illness or other unavoidable cause of absence, the student must communicate as soon as possible with his/her instructor or Program Head or Chief Instructor, indicating the reason for the absence. Prolonged ess of three or more consecutive days must have a BCIT medical certificate sent to the department. Excessive absence may result in failure or immediate withdrawal from the course or program.

Academic Misconduct:
Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances are prohibited and will be handled in accordance with the 'Violations of Standards of Conduct' section of Policy 5002.

Attempts:

Students must successfully complete a course within a maximum of three attempts at the course. Students with two attempts in a single course will be allowed to repeat the course only upon special written permission from the Associate Dean. Students who have not successfully completed a course within three attempts will not be eligible to graduate from their respective program.

Accommodation:

Any student who may require accommodation from BCIT because of a physical or mental disability should refer to BCIT's Policy on Accommodation for Students with Disabilities (Policy #4501), and contact BCIT's Disability Resource Centre (SW1-2300, 604-451-6963) at the earliest possible time. Requests for accommodation must be made to the Disability Resource Centre, and should not be made to a course instructor or Program area.

Any student who needs special assistance in the event of a medical emergency or building evacuation (either because of a disability or for any other reason) should also promptly inform their course instructor(s) and the Disability Resource Centre of their personal circumstances

■ **Assignment Details**

CLASSROOM WORK AND PARTICIPATION

This is based upon both an individual's effort and the quality of one's leadership in the class, and not the quantity or volume of comments. The key questions are: How much and how well did each student mobilize learning for fellow students in the class? Evaluation of classroom work is based upon how much and how well the student supports the learning of other students through powerful questions, comments and reflective practice. I will look at how students intervene to create learning for others and how well they build upon course readings and concepts in the class conversation. As part of this grade students will read and write one page summaries of all of the key ideas from each week's reading, summaries are due the night before the scheduled lecture and are to be placed in the Share-in folder. Summaries posted late will be graded zero. It is expected students will be able to summarize verbally in class the readings of the current week and apply them to the concepts being discussed.

ASSESSMENT EXERCISE DEVELOPMENT – IDENTIFYING AND DEVELOPING TALENT.

Each team will develop an assessment exercise. The exercise will be used to identify an individual's strengths and developmental needs in the leadership domain. Any aspect of leadership can be the focus of the assessment exercise and any media can be used in the administration of the exercise (e.g. written, video, computer, recording etc). The exercise will include background information and summary, competencies being assessed, behaviors used to demonstrate the competencies, administrator, role-player and assessor directions etc.

REFLECTION EXERCISE

The first of these pieces is the no more than one page assignment of two questions on leadership. In addition, there will be one other short piece reflecting on students' learning in class and associated aspirations or ambitions for applying this work in their professional lives.

CREATING AND LEADING CHANGE INITIATIVE EXERCISE

The major team project for this course is to identify, outline, and develop an implementation of a change using the skills developed in this class. Change ideas can be selected from the book *World Changing: a Guide for the 21st Century*. Adams 2006. Change initiatives will consist of a report outlining the intervention idea selected, background information, current state, potential market/users, obstacles, opportunities, etc. An outline of expectations for this project will be provided in class.

Schedule

Week	Models to Discuss	Readings From "Management Mess.doc"	Readings From "Leadership on the Line.doc"	Additional Readings
1.	Trait Theory (Stodgill, 1948) Leadership Trait Questionnaire (LTQ) **(Northouse, 1997, p. 28)** Simple categorization *Lab: Common Themes in Leadership Research.doc*	Part 1: Leadership	Chapter 1: The Heart of Danger	surviving leadership.pdf
2.	Style Approach (Stodgill, 1948) Style Questionnaire **(Northouse, 1997, p. 49)** Simple interpretation scale for task orientation versus relationship orientation LBDQ (Stodgill, 1963) Initiation of structure versus consideration The Leadership Grid **(Blake & McCanse, 1991)** Five major styles. *Lab: CHANGE TOOL FOCUSED LISTENING Knees to Knees - Activity.doc*	Part 2: Communication	Chapter 2: The Faces of Danger	learning to lead.pdf
3.	Situational Approach (Hersey & Blanchard, 1969) Situational Leadership: A Brief Questionnaire **(Blanchard, Zigrarmi, & Zigrarmi, 1992, p. 5)** Determines leaders' primary and secondary style. *Lab: CHANGE TOOL storytelling.doc*	Part 3: Motivation	Chapter 3:	survival guide for leaders.pdf
4.	Contingency Theory (Fiedler, 1964) Least Preferred Coworker (LPC) Measure **(Fiedler & Chemers, 1984)** Determines relationship versus task style; assesses situation on three variables	Part 4: Managing Change	Chapter 4: Think Politically	
5.	Path-Goal Theory (Evans, 1970) Path-Goal Leadership Questionnaire **(Northouse, 1997, p. 105)** Gives scores in four different styles: directive, supportive, participative, and achievement-oriented. *Lab: CHANGE TOOL creativity1.doc*	Part 5: Personal Development	Chapter 5: Orchestrate the Conflict	leadershipn euroscienc e.pdf
6.	Leader-Member Exchange Theory (Dansereau, Graen, & Haga, 1975) LMX 7 Questionnaire **(Graen & Uhl-Bien, 1995)** Can be used as a 360-degree survey; assesses quality of leader-member relationships. *CHANGE TOOL creativity2 problem solving.doc*	Part 6: Problem Solving	Chapter 6: Give the Work Back	front line leadership.pdf
7.	Transformational Leadership (Burns, 1978) Multifactor Leadership Questionnaire **(Bass & Avolio, 1990)** Gives scores for seven factors: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management-by-exception, and laissez-faire	Part 7: Customer Service	Chapter 7: Hold Steady	sustainable leadership.pdf
8.	Team Leadership Theory (Hackman & Walton, 1986) Team Excellence Survey **(LaFasto & Larson, 1989)** Individual item scores indicate team strengths and weaknesses	Part 8: Getting Results	Chapter 8: Manage Your Hungers	CASE ANALYSIS leadership ceo.pdf
9.	Psychological. Approach **(Zaleznik, 1977)** Myers-Briggs Type Inventory (Keirsey & Bates, 1984; Myers & McCaulley, 1985) Gives ratings along four dimensions: introvert—extrovert, sensing—intuition, thinking—feeling, and judging—perceiving. *Lab: How Is a Manager Different from a Leader.doc*	Part 9: General Management	Chapter 9: Anchor Yourself	Lies about learning Leadership Models Critique.pdf – lie 1
10.	Popular approaches: • Servant leadership (Greenleaf, 1977) • Spiritual—Ethical Orientation (Covey, 1989) • Empowerment of Followers (Block, 1993) Popular Leadership Approaches Questionnaire **(Bowman, 1997, p. 252)** Allows for discussion of pros and cons of multiple approaches	Part 10: Planning	Chapter 10: What's on the Line?	leadership in the real world.pdf Lies about learning Leadership Models Critique.pdf – lie 2

Week	Models to Discuss	Readings From "Management Mess.doc"	Readings From "Leadership on the Line.doc"	Additional Readings
11.	Kouzes—Posner Model (Kouzes & Posner, 1995) Leader Practices Inventory—Individual Contributor (LPI-IC) **(Kouzes & Posner, 1997)** Rankings on five practices: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart	Part 11: Company Culture	Chapter 11: Sacred Heart	Lies about learning Leadership Models Critique.pdf – lie 3
12.	Emotional Intelligence (Goleman, 1999) Emotional Competence Inventory—University Edition (ECI-U) **http://ei.haygroup.com/products_and_services/** Leadership is one of the 20 competencies in the ECI, scored on a scale from 1 to 7; it can be used as a 360-degree review	Part 12: The Basics		Lies about learning Leadership Models Critique.pdf – lie 4
13.	Various models of power and authority (Whetten & Cameron, 2002) Gaining Power and Influence **www.prenhall.com/whetten_dms/chap5_1html** Single score compared to quartiles of previous respondents	Part 13: The Big One		Lies about learning Leadership Models Critique.pdf – lie 5
14.	Various theories of motivation (Whetten & Cameron, 2002) Diagnosing Poor Performance and Enhancing Motivation **www.prenhall.com/whetten_dms/chap6_1.html** Single score compared to maximum and quartiles in existing data			Lies about learning Leadership Models Critique.pdf – lie 6