

Professors

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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.

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), this includes the readings and activities teams ask you to read in preparation for their seminar. Pay close attention to any classes in which formal self-assessments take place; StrengthsFinder, MBTI, VIA, and Emotional Intelligence classes are all mandatory to attend and include in your leadership plan.

You will upload an electronic copy of your _____ and Team _____ document via Moodle drop box week 13, at the scheduled class time. As the term evolves, you are encouraged to write notes and reflect on your participation so as to provide concrete examples to include in this assignment.

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 re

Course Schedule

| Date | | Topic Themes | Required Readings Note: Additional readings will be selected by students for team seminar presentations | Required Activities and Assignment Due dates |
|------|---------|--------------|--|--|
| Week | Week of | | | |

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| 1 | Sept. 9 | Leading in the VUCA Context of the 21 st Century | <p>Steege, M. van der (2017). Introduction. In R. Elkington, M. Steege, J. van der, Glick-Smith, & J.M. Breen, (Eds.). <i>Visionary Leadership in a Context</i> (Chapter 1). Bingley, UK: Emerald Publishing Limited.</p> <p>Elkington, R. (2017). Ethical Leadership at the Speed of VUCA In R. Elkington, M. Steege, J. van der, Glick-Smith, & J.M. Breen, (Eds.). <i>Visionary New VUCA Context</i> (Chapter 2). Bingley, UK: Emerald Publishing Limited.</p> <p>NOTE: This article will be discussed further week 8.</p> | |
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Leadership through
Resilience and Well-being

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| | | | | Discussion (Leadership through Relationships) Team Assignment – Leadership Seminar 2; Facilitate Discussion (Leadership through Followership) |
| 8 | Oct. 26 | Leadership through Virtues (Ethical Leadership and Servant Leadership) | Peterson, C. & Park, N. (2006), Character | |

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| | | | <p><i>leadership?</i> (Chapter 10) Improving research and practice. London, UK: Routledge.</p> | <p>Facilitate Discussion (Destructive Leadership)</p> |
| 10 | Nov. 9 | Leadership through Diversity (Gender and Culture) | <p>Tuleja, E.A. (2017). Cultural Intelligence in a VUCA World. In R. Elkington, M. Steege, J. van der, Glick-Smith, & J.M. Breen, (Eds.). <i>Visionary New VUCA Context</i> (Chapter 9). 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>wrong with leadership? Improving research and practice</i> (Chapter 6). London, UK: Routledge.</p> | <p>Team Assignment – Leadership Seminar 7; Facilitate Discussion (Leadership through Diversity-Gender)</p> <p>Team Assignment – Leadership Seminar 8; Facilitate Discussion (Leadership through Diversity-Culture)</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.

STUDENT CONDUCT AND ACADEMIC HONESTY

What is the Disruption of Instructional Activities?