

YORK UNIVERSITY
SCHOOL OF HUMAN RESOURCE MANAGEMENT
FACULTY OF LIBERAL ARTS AND PROFESSIONAL STUDIES
HRM 3440 A, Summer 2019
Leadership & Management Skills

Course Director:

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Time: Thursday, 4:00 p.m. – 7:00 p.m.

Location: **Ross South 203**

COURSE DESCRIPTION:

This course provides a comprehensive introduction to leadership and management skills by focusing on what it means *to be an effective leader*. Throughout the course, we will examine topics such as the nature of leadership, leadership traits, developing leadership skills, creating a vision, managing conflict and addressing ethics in leadership; in addition, we will discuss the topic of how leaders motivate and inspire followers.

PREREQUISITES:

Prerequisite: AP/ADMS 1000 3.00, AP/ADMS 2400 3.00, and AP/HRM 2600 3.00.

REQUIRED TEXTBOOK:

Northouse, P. G. *Introduction to Leadership: Concepts and Practice* (4th ed.). Thousand Oaks, CA: © 2017 SAGE

I have borrowed some of the materials and content for this course from Velda Warren, who has previously taught this course. Some of the class slides borrow heavily from Sage Publishing., the publisher of the course text book.

COURSE ORGANIZATION:

Certain chapters have “de-emphasize” notes listed below. This does not mean that you can skip them altogether. It means that while you must understand these topics and why they are discussed, you will not be expected to answer very detailed questions relating to them.

Date	Topic	Chapter
May 2, 2019	Introduction to the course: Discussion on course outline and performance evaluation. Understanding Leadership	Chapter 1
May 9, 2019	Recognizing Your Traits Engaging Strengths	Chapter 2 Chapter 3
May 16, 2019	Understanding Philosophy & Styles Attending to Tasks and Relationships	Chapter 4 Chapter 5

May 23, 2019	Developing Leadership Skills Creating a Vision	Chapter 6 Chapter 7
May 30, 2019	Establishing a Constructive Climate	Chapter 8
June 6, 2019	Diversity & Inclusion (Class presentations – optional date)	Chapter 9
June 13, 2019	No Class – Summer Reading Week	
June 20, 2019	Midterm exam on Chapters 1- 8 (In Class)	
June 27, 2019	Listening to Out-Group Members Managing Conflict & Overcoming Obstacles (Class presentations)	Chapter 10 Chapter 11
July 11, 2019	Conflict Management (Class presentations)	Chapter 13
July 18, 2019	Ethics In Leadership (Class presentations)	Chapter 12
July 25, 2019	Final Exam on Chapters 9 – 13 (In Class)	

*Class schedule may be changed at the discretion of the Instructor.

Specific Course Learning Objectives:

This course is designed to provide an introduction to management & leadership by focusing on what it means to be an effective manager and a leader. Grounded in theory, emphasis is on developing self-awareness and understanding personal and interpersonal competencies in the context of complexities of practicing leadership. We will examine personality traits of leaders, nature and styles of leadership, and key leadership skills required to create a vision, establish constructive climates and overcome obstacles. This is a highly interactive course based on lecture-discussion, and attention will be given to enabling students to reflect and become actively involved in the practice of leadership.

Students are expected to read the assigned chapters, as well as additional articles that will be posted on the course website. In addition, students are required to complete the chapter self-assessments questionnaires, observational exercises and reflection and action worksheets. These activities are designed not only to facilitate class discussion but also to help students understand the concepts of management and leadership within the context of their own life.

By completing the course and related activities, the students will be able to:

- Gain an awareness of their own leadership philosophy, traits, skills, and behaviors.
- Develop an understanding and appreciation for the unique dimensions of their personal style, their strengths and weakness, and ways to improve what they do as managers and leaders.
- Through discussion of shared experiences, expand their understanding of the fundamental ways leadership is practiced in the North American context.

COURSE EVALUATION:

Professionalism: 15% * See below and attached
Mid-term Exam: 35% * To be held in class, June 20th, 2019
Group Project: 30%

Final Exam: 20% * To be held in class, July 25th, 2019

All final grades will be reviewed by the School of Human Resources Management. The School reserves the rights to modify them in order to maintain high standards.

Professionalism: (15%): See below and attached

Mid-Term Exam: (35%): A mid-term examination will be held during the sixth week of the course. The mid-term exam is a closed-book exam covering materials covered in class. The format will most likely be a combination of multiple choice and essay/short answer questions, but that can change. Details to be confirmed closer to the date. You will be advised of the format prior to the midterm date. It is imperative that you attend the mid-term **since there will be no other alternative dates to write a make-up exam**. If you miss the midterm exam for a valid reason (as set out in York policies) then the value of the mid-term will be added to the value of your final exam, making your final exam worth 70%.

Group Project Details – BOOK REVIEW: (30%) – See Class Presentation dates starting June 27th (Class 8)
There are thousands and thousands of books about leadership. In this assignment you will critically review one of these books with your group and present a review to your classmates. A book review is a critical assessment of a book. It describes and evaluates the quality and significance of a book and does not merely summarise the content. As students you will be expected to demonstrate that you have examined the book from several angles. The points you raise (both positive and negative) need to be supported with evidence just as you would for other forms of academic writing.
This assignment is made up of two parts, a group written assignment and a group presentation; the paper will be handed in on the same day as the presentation.

Formation: The class will be asked to form groups of no less than five (4) people and no more than six (6) people. This may be adjusted due to class size. The goal is to have at least 5 total groups. **Please email me a list of all members in your group.**

Group Written Assignment (20%) Group Presentation (10%) Due Date: June 27th – July 18th

Group Written Assignment

The final product of your book review will be a comprehensive written paper, following the APA format for scholarly writing submitted as a paper, along with your presentation deck.

You must hand in your 8-10 page paper, and your presentation deck complete with speaking notes, prior to the presentations.

You should cover the following in your paper: **You can select the headings, this is just an example.**

- Complete bibliographic information
 - Title in full, author, place of publication, publisher, date of publication edition, number of pages.
- An Introduction
 - your overall impression of the book & statement about the author
 - a statement on the purpose of the book

- a statement of the significance of the work
- Body
 - greater detail on the author's thesis and a summary of the main points
 - evaluation of strengths, weaknesses, contribution or bias
 - the evidence that is the basis of your critique
- The conclusion (last paragraph) includes:
 - your final assessment
 - Succinct restatement of overall impression
 - (re)statement of your recommendation

You must also include a bibliography, if you reference the work of other authors, using the APA style. Your speaking notes will be judged on style (grammar, etc.) and content (the extent and quality of your research, analysis, and recommendations). This paper must be handed to the instructor on day of your presentation.

Group Presentation

Groups will present your book review to the rest of the class. The method of presentation is at the discretion of the group, i.e. role play, drama, power point presentation. Students should consult academic and non-academic sources and derive their presentation based on that material. All group members must participate in the presentation, it will be no longer than 20 minutes followed by a 5 minute Q&A period. The purpose of the presentation is to describe the following to your classmates:

- The authors purpose/intent
- To evaluate the accuracy and relevance of the book
- To present the issues it raises, issues that are omitted
- The effect of the book had on the group and your recommendation – Thumbs up, Thumbs down.

Sign-up for Presentations: Beginning **June 27th (Class 8)**, groups will present their findings to the rest of the class. Please sign up for a presentation slot no later than the **4th Class** or you will be slotted in the remaining openings. Shortly thereafter I will email each group confirming the list of members, your topic and the presentation date.

I encourage you to get an early start on your assignments. You may book appointments at the Writing Centre to work with a writing instructor on assignments at any stage in your writing process from understanding your assignment and getting started to substantive revision of drafts. Please note that the Writing Centre is not an editing service. In order to uphold your academic integrity, you are to play an active role in all decisions related to your writing. The Writing Centre is located at S311 Ross. Book an appointment for a one-to-one tutoring session.

In cases where contributions of group members are in question, the instructor reserves the right to adjust the grade on the group presentation and paper accordingly for those individuals.

Further details relating to the group presentation and paper will be provided later.

Final Examination: (20%): The exam will be held in class on **July 25th, 2019**. Details will be announced closer to the exam date. More details will follow as the semester progresses, but the exam will not be cumulative, it's

only covering Chapters 9-13 (see above). There will be no other alternative date to write the final exam. The instructor will provide more details of the format.

Criteria for Evaluation for Group Project

The criteria set out below are specific to the written paper. However, they are reflective of the evaluation criteria that will be used for the presentation as well (i.e. 20% of mark for presentation format and style, 80% for content).

1. Format and Writing Style (20 points)

- Overall presentation; Section Headings; Graphs, Tables and Illustrations; Footnotes; Bibliography; Appendices; Other; Sentence structure; Word choice; Flow of paper (including how fluid and seamless the various writing styles are); Vocabulary; Punctuation; Spelling

2. Content (80 points)

- Topic clearly defined; Directed at target audience; Arguments clearly presented; Originality of thinking; Thoroughness of research; Thoroughness of response; Quality of evidence; Coherence; Overall persuasiveness

Marks for *Professionalism vs. Participation*

My decision to base part of the course mark on *professionalism* is based, in part, on teaching experience, through which I found there to be a direct correlation between students' marks and their level of participation in class discussions.

However, in considering this further, I decided that mere *participation* is insufficient, but in fact, it is *professionalism* (which includes participation, among other things) that should be considered. It is my hope that in basing a material portion of your final mark on professionalism, this will better prepare you for the "real world".

The article "*Professionalism Marks vs. Participation Marks: Transforming the University Experience*"¹ is posted on this course's Moodle website and serves as the basis for the decision to award marks for professionalism in this course.

Practically-speaking, some of the things that will count towards this component of your final grade include (but are not limited to) the following:

- Attending class and being on time
- Having your name clearly displayed in a large, dark font so I can read it from the front of the room
- Bringing news articles of interest to class to discuss, and posting them on Moodle
- Paying attention in-class, not using mobile devices, iPhones or other electronic devices
- Being prepared for class, having done all of the assigned readings, and being prepared to speak when called upon, often *randomly*
- Participating in class discussions with *meaningful* contributions; including Moodle discussions online and in-class debates
- Asking pertinent questions
- Carefully following all instructions relating to classes, assignments and exams
- Handing-in your work on-time (or early)
- Respecting other students

This is not a kindergarten class and it is not my intent to "*police*" you. However, professionalism is extremely important in the real world, and what better training than to begin now! To be clear, you will not fail this course by missing classes, but if you regularly miss class with no valid reason, this will certainly impact your professionalism mark, the same way regularly missing work with no valid reason would certainly impact your career.

¹ Wells, Elizabeth A. "Professionalism Marks vs. Participation Marks: Transforming the University Experience." Collected Essays on Learning and Teaching: The Evolving Scholarship of Teaching and Learning. 1. Ed. Alan Wright, Shannon Murray, Margaret Wilson. Windsor: 2008. 115-118. Print.

IMPORTANT YORK POLICIES:

Academic Honesty (Senate Policy)

Breaches of the Senate Policy on Academic Honesty are serious matters. To quote the Senate Policy on **Academic Honesty**:

The Policy on Academic Honesty is a reaffirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. It outlines the general responsibility of faculty to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards.

Faculty members are encouraged to pursue suspected cases of academic honesty with formal charges. Students should, however, review the York Academic Honesty policy for themselves at: <http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: <http://www.yorku.ca/academicintegrity/tutorial.htm>

Grading Scheme and Feedback Rule (Senate Policy)

The course assignment structure and grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) must be announced, and be available in writing, to students within the first two weeks of classes. Under normal circumstances, some graded feedback worth at least 15% per cent of the final grade for Fall, Winter or Summer term, and 30% for 'full year' courses in the Fall/Winter term should be received by students in all courses prior to the final withdrawal date from a course without receiving a grade (see policy for exceptions to this aspect of the policy: <http://secretariat-policies.info.yorku.ca/policies/grading-scheme-and-feedback-policy/>

Final Examinations 20% Rule (Senate Policy)

No examinations or tests collectively worth more than 20 per cent of the final grade in a course will be given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the compressed summer terms.

Reappraisals

For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

Accommodation Procedures:

Deferred Standing

The School of Human Resource Management's Deferred Standing Request process for Final Exams: **Within 7 calendar days** of a missed final exam, students must request a deferred exam by following these steps:

1. Submit a request online using the HRM Deferred Standing system: <http://shrm.laps.yorku.ca/students/deferred-exam-request/>

2. Submit the Deferred Standing Agreement (DSA) form along with supporting documentation (ie. Attending Physician's Statement) to the School of Human Resource Management. Students will be notified via email about the status of their request once their forms have been processed by the Undergraduate Program Director.

Students with Special Needs (Senate Policy)

York University is committed to making reasonable accommodations and adaptations in order to make equitable the educational experience of students with special needs and to promote their full integration into the campus community. **Please alert the Course Director as soon as possible should you require special accommodations.**