MGMT*3030 Project Management, Leadership & Communication W'23 (0.5 Credits)

Mon. 2:30 -5:30 pm* *select seminars may occur outside this time*

Location: MAC 232

General Course Information

Instructor:	Nicole McCallum
Email	mccallun@uoguelph.ca
Office Location	MAC 235 (x58167)* *I do not check voicemail – please email, set a virtual appointment, come to the office, or reach out on MS teams*
Office Hours	By appointment (but – open door policy for MGMT3030 students. Stop by anytime).
Department/School	Department of Economics and Finance; Department of Food, Agriculture and Resource Economics; Department of Management; Department of Marketing and Consumer Studies; School of Hospitality, Food and Tourism Management @ Gordon S. Lang School of Business and Economics.
Pre-requisites	None
Co-requisites:	none
Restrictions:	Restricted to third year students registered in Bachelor of Commerce program.

Course Description

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It's no secret the world is facing unprecedented challenges and opportunities that have profoundly shaped – and will continue to shape -- this epoch. MGMT3030 strives to develop skills in and create a community of inquiry around transformational leadership to consider complex challenges collaboratively. Students will develop a deeper understanding of the skillsets and traits necessary to be a successful leader, including decision making, negotiation, fostering healthy team dynamics, managerial communication, etc., via an open, immersive, and highly interactive learning environment that includes: critical dialogue, workshops, case studies, subject matter experts, industry practitioners, and more.

A major focus will be on successful teamwork. Students will identify the key factors that lead to dysfunctional teams and will learn tactics and skills necessary to lead and overcome these factors. Furthermore, a significant portion of this class will focus on effective verbal and non-verbal communication skills across various scenarios. With the aid of a hands-on project, students will be required to apply theory and concepts discussed in seminar in a way that fosters a motivating team atmosphere. Students will gain a better understanding of communication techniques as a leader and will be required to apply these techniques when trying to convince or direct a group to action and a specific outcome, including problem solving within sensitive contexts.

Students will undergo training in Equity, Diversity and Inclusion (EDI) and Seminar Skills Workshop (a starting point towards an ISW-O certification), embedded in the curriculum. Students will enhance their teaching effectiveness as potential new educators using an intensive experimental learning approach. Students will also reflect on leadership within the context of Sustainable Development Goals (SDGs) and other 'wicked' problems from within the business perspective.

The culminating projects for this course are designed to develop effective team leadership strategies, improve interpersonal communication, and develop critical project management skills. They are also intended to help students to build a network of industry mentors, and apply learning in leadership scenarios with opportunities for ongoing learning.

Course Learning Outcomes *(LO)*

LO1. Students will gain a broad-based understanding of leadership. Specifically,

    i.   Develop a definition of leadership
    ii.   Identify key leadership traits
    iii. Discuss various leadership theories and philosophies
    iv. Recognize the importance of 'context' when analyzing leadership styles
    v.   Understand the importance of administrative, interpersonal and conceptual skills
    vi. Recognize the importance of a strong vision
    vii. Understand the difference between intellectual intelligence, emotional intelligence, adaptability intelligence
    viii. Discuss and understand the ethical responsibilities of leadership in a complex world

LO2. Students will develop skills essential to effectively communicate as a leader and as a team player. Specifically,

    i.   Understand and define communication and its importance as it impacts the leadership role
    ii.   Develop a toolkit for navigating difficult conversations in a leadership, negotiation, and mediation context.
    iii. Incorporate learned verbal and non-verbal communication skills into the culminating project to improve the likelihood of project success.
    iv. Use communication effectively as a leader when trying to convince or direct a group to action and a specific outcome.
    v.   Enhance business written communication and presentation skills.

LO3. Students will develop essential skills to work effectively as a team and to lead a team. In particular students will gain knowledge and acquire tools necessary to enhance

    i.   Identification of the factors that lead to dysfunctional teams
    ii.   Team communication, including giving and receiving feedback effectively
    iii. Harnessing benefits of diversity and managing team challenges around it
    iv. Individual and collaborative learning
    v.   Project & time management
    vi. Facilitating group work

LO4. Students will develop essential skills for project management. Specifically, they will,

    i.   Develop an action plan with key responsibilities, timelines and accountabilities
    ii.   Organize event logistics (including estimating budgets), content & marketing and sales initiatives (including creating a marketing campaign and sales pitch)
    iii. Manage teammates and key stakeholders to ensure tasks are completed on time
    iv. Execute the event
    v.   Measure progress

LO5. Students will participate in the Seminar Skills Workshop (SSW). This workshop will

    i.   Help participants develop increased competence and confidence as facilitators of learning
    ii.   Provide resources to assist participants with their ongoing practice of professional reflection.
    iii. Provide participants with the opportunity to

- work closely with peers to improve each other's teaching,
- practice a variety of instructional strategies and techniques,
- recognize the importance of establishing a positive learning environment,
- experience and explore some of the individual differences found in contemporary learning environments,
- consider inclusive teaching and facilitation practices that respond to a wide variety of learning needs in these environments, and
- increase their knowledge of themselves as a teacher and facilitator.
- use learning outcomes or expressive outcomes to inform learners of expectations,
- Consider the many and various learning needs of learners,
- Write useful, practical lesson plans,
- Conduct participatory lessons,
- Use common instructional media and resources competently,
- use basic techniques to assess learning from a lesson,
- give and receive constructive feedback,

Knowledge and Understanding:
Students will gain a common language and understanding of leadership and communication, including key concepts and theories. Additionally, students will learn essential skills for project management. Students should be able to apply this knowledge, understanding and experience gained in their future careers. Students will gain a better understanding of student learning preferences and methods required to engage students to assist in maximizing deep student learning.

Discipline/Professional and Transferable Skills:
Students will develop essential skills for application in their professional life. In particular students in this class, will be provided with a toolbox of skills. These skills include knowing the most impactful leadership traits/styles given context of the leadership task; knowing how to participate as an active and effective team member, how to build an effective team, how to facilitate and lead a meeting, how to give and receive feedback, and how to set priorities and manage timelines. Furthermore, students are exposed to team projects that will require the application of superior problem solving and critical thinking skills. Students will develop skills necessary to be successful as a seminar leader for experiential learning environments (i.e., Mgmt. 1000).

Attitudes and Values:
The mission of the Gordon S. Lang School of Business and Economics is to "develop and inspire leaders for a Sustainable World". This is accomplished by "providing an active learning environment that encourages critical reflection, personal growth, community engagement and global awareness, in addition to promoting comprehensive understanding of both traditional and emerging themes in management and economics. In this class and throughout your time at this University we will foster social and ethical responsibility and prepare graduates for leadership roles that will improve the effectiveness of their organizations and the well -being of people in Canada and around the world." While this class will create the environment to foster and promote this mission, the attitude of the student in the program is paramount to success. Students must take an active interest in their education. This will involve full participation in all learning activities. Students will not be 'spoon fed' ideas and concepts but will be forced to actively engage in research and problem solving. Students are encouraged to ask questions, to think outside the box, to debate issues, challenge concepts and to be provocative in their thinking in an effort to keep an open dialogue that will lead to their greater knowledge and understanding. Students are expected in this pursuit of knowledge to embrace diversity, encourage other students to engage in the dialogue, be respectful at all times, and recognize that both failures and successes provide excellent learning opportunities.

Indicative Content
There is one three-hour seminar per week. The course calendar is broken down into twelve weeks. The first seminar will commence on Monday January 6.

activities tentative; subject to change. Changes will be announced on Courselink in advance of class.

Week	Topic	Readings, Activities, Submissions

1
Jan 9
	▪ **Icebreaker**
	▪ **Course Overview & Assessments**
	▪ **Leadership – understanding self & others**
	   o **Understanding leadership**
	   o **Personality theory & conflict test objectives**
	▪ **Team leadership -- Dysfunctions of a team (intro)**
		▪ Icebreaker – Intros & Landscape visualization
		▪ Complete the Personality test/ http://www.humanmetrics.com/cgi-win/jtypes2.asp
		▪ Discussion of personality styles
		▪ Story telling activity

2 **Jan 16**	▪ **Team leadership – dysfunctions of a team (contin..)** ▪ **Leadership in Innovation & Pitch training** ▪ **Next Steps Dean's office project (mktg, finance, content, logistics)**	▪ Icebreaker – Perception game ▪ Complete the Conflict test* (*in advance) ▪ Discussion of Conflict styles ▪ Activity – Wicked World Problems ▪ Activity (Maxine Cunningham) – Empathy & Leadership
3 **Jan 23**	▪ **Equity, Diversity, Inclusivity in Leadership: EDI Training**	Facilitated by Thomas Sasso
4 **Jan 30**	▪ **Fostering a healthy team: The Making Box**	Facilitated by Jay Reid

5 Feb 6	• Dysfunctions of a team (contin…) • **EDI Presentations**	• Icebreaker - Jellybeans in teams • Activity – Role play / simulation of conflict resolution scenarios • Activity – Stuck Problem / HCD (pt 1)
6 Feb 13	• Resource leadership & managerial communications • ½ Seminar skills training (timing / location TBA)	• Icebreaker – Reflecting on Privileges • Activity – Stuck Problems / HCD (pt 2)
7 Feb 20	**No class – reading week**	
8 Feb 27	Seminar skills training (timing / location TBA)	
9 Mar 6	Seminar skills training (timing / location TBA)	
10 Mar 13	Seminar skills training (timing / location TBA) **Leadership Book Report Due**	
11 Mar 20	**Ted Talks**	
12 Mar 27	• ½ Seminar Skills wrap-up • Debrief (1)	*March 28 – Woods Pitch Competition (if applicable)*
13 April 3	• Wrap-up & Debrief - (offsite) • Team dinner (offsite, evening)	

Course Assessment

			Associated Learning Outcomes	Due Date
Assessment 1:	15%	Journal (5 submissions)	1,2,3,4,5	*Jan 31, Feb 14, Feb 28, Mar 16, April 4*
Assessment 2:	35%	Leadership Book Assignment Written Report 10 Minute Ted Talk	1,2	*March 27* *March 20*
Assessment 3:	20%	SSW Completion	1,5	*April 3*
Assessment 4:	15%	Equity, Diversity & Inclusion Pitch	1,2,3,4	*March 12*
Assessment 5:	15%	Dean's Office Project	2	*TBA*
Total	**100%**			

Teaching and Learning Practices

Journal (5 submissions)

(15%)

Your journals should demonstrate your thoughtful analysis of your own leadership and communication skills as it pertains to the activities taking place in the class. Each activity should build upon the previous journal entry and should show evidence of your progression and insights gleaned over the course of the semester. You, where possible, should apply the concepts and theories taught and discussed in class to your personal leadership experiences. In particular, how do these concepts apply to the culminating projects that you have been assigned within this course? You of course, should investigate other literature outside of the seminar pertaining to this topic to enhance your knowledge and understanding of the topic. Journaling has been identified in research as an active learning tool that has been successful for many students in changing the way they think about certain topics and overall, broadening their perspectives.

Your journal entries must be submitted to the drop-box 5 times through the semester. Jan 31, Feb 14, Feb 28, Mar 16 and April 4 - by 11:30 pm.

Your journal writing should be about insights, personal reflections and commitments for the future. There is a very deliberate process for this reflection!

Please see further details for this assignment in CourseLink>Content>Weekly Journal Exercise

Leadership Book Assignment

(35%)

Certainly, immersing yourself in a hands-on activity can enhance your understanding of the topic at hand. However, we cannot underestimate the power of literature in transforming our understanding of the world. Leadership skills can be developed through the reading of literature. On course Link, I have provided a list of books from which you may choose. Please note that these books are first come first serve. That is, only one person in the class may read this book. Your task will be to identify the key leadership principles identified in the book (not always easy) and connect them back to concepts discussed and taught in class as well as to your own life. More specific details are posted on CourseLink. In addition to a written report, you will be required to conduct a 10-minute riveting Ted talk that was inspired from the book that you chose to read.

ISW

(20%)

The Instructional Skills Workshop (ISW) is offered within a small group setting (four participants per small group) and is designed to enhance the teaching effectiveness of both new educators. During the 5-session workshop, you will design and conduct three 10-minute "lessons" and receive verbal, written and video feedback from the other participants who have been learners in the lessons.

Using an intensive experiential learning approach, you will be provided with the following:

- Information on the theory and practice of teaching adult learners
- Selection and writing of useful learning objectives with accompanying lesson plans
- Techniques for eliciting learner participation
- Suggestions for evaluation of learning

The workshop encourages reflection and examination of your teaching practices with feedback focused on the learning process rather than on the specific content of the lesson. Effective feedback skills, practiced in the workshop, are useful for educators in both the classroom and institutional business environments. The ISW leads to participatory learning and the building of community that can transfer back into the classroom and the institution.

This workshop is essential for consideration as Mgmt. 1000 TA in the fall semester.

Equity, Diversity & Inclusion (EDI) Event Plan and execution (15%)	The Gordon S. Lang School of Business & Economics a long-standing commitment to equity, diversity, and inclusion – our commitment is outlined the University's strategic framework, Our Path Forward. A key pillar within framework is a dedication to Nurturing our Distinctive Culture by working together openly, respectfully, and inclusively. Recently, Lang has created an EDI committee consisting of students, staff, and faculty. The committee has agreed that a launch event that demonstrates our commitment to the school in this area is first order of priority. In particular, demonstrating that we walk the talk. This class has been tasked with determining what the event will be, planning the event and executing it. We will need to make various presentations to the committee and the Dean's office to gain consensus and approval. This is a great 'live' project to put into practise our project management learned skills.
Dean's Office Project (15%)	Details to be released on Courselink.

Course Resources

Textbook: None. There is a list of books on courselink for your book assignment, and I encourage you to read "The 5 Dysfunctions of a Team" by Patrick Lencioni – we will work through his model throughout the course.

Other Resources:

CourseLink (courselink.uoguelph.ca) is THE source for all things related to MGMT*3030—assignment descriptions, news, discussion boards, course notes, electronic drop boxes, grades, etc.

Grading Policies

1. *Late Policy:*
   The CourseLink Drop Box timestamp will be the sole arbitrator to determine whether an assignment is late or not. Drop Box is set up so that you can submit early drafts of work—only the last one submitted will be graded—but all submissions will be saved. Submit early and submit often to avoid late penalties. The CourseLink Drop Box will send out an automated acknowledgement e-mail that the work has been successfully uploaded. Late Journal submissions will lose 5% of the grade after 12 hours past the due date and then will be a zero after that. The benefits from journaling are only achieved if they are completed in a timely basis and completed often. If you are not at seminar and miss the group discussion on the topic then your journal submission will also not be accepted for that week. Specific due dates and penalties for each assignment can be found on Course Link.

2. *Turnitin.com:*
   In this course, we will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

   ALL submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

   A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports (like the Originality Report) that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

3. **Document Format:** *All written documents must be in Adobe's Portable Document Format (PDF) unless I Excel spreadsheet is assigned. You can create your document using Microsoft Word, Apple's Pages, Google Docs, etc., but the final submission must be in PDF (unless Excel is requested)-**I cannot read Apple pages.***

4. **Technology Policy:**
   Technology-related issues will NOT be considered grounds for an ex-tension to assignment deadlines or a reason to forgive a penalty for late or wrong format submissions. You need to ensure you plan for potential technology challenges or issues. 'No internet access' is NOT grounds for a late submission. The availability of free internet in many places as well as the ability to Hot spot phones makes this excuse non-valid. I strongly recommend that you back up your work, use google docs, shared drop boxes, email, etc….to ensure that you do not lose your work. During presentations, I strongly recommend you pre-test the technology (including sound etc….). There will be NO extra time to resolve technical difficulties. Always plan for a technical challenge, by coming to class early to test your technology and by having a back-up plan in case your audio visual does not work. There are many times in business where the technology is not working; when you only have one chance the show must go on!

   No academic consideration will be given for technology-related issues.

   Please note that these policies are binding unless academic consideration is given to an individual student.

5. **Course Policy on Group Work:**
   Work submitted by a team of students will be allocated one grade. Therefore, teams must work together to ensure that their submission is representative of the entire team. If plagiarism is detected through Turnitin the entire team will be held responsible for the misconduct and will be penalized accordingly (at Guelph this also entails a visit to the Dean's office). Make sure that once your document is complete that it flows as one document and that there is no plagiarism within the document. When grading, the group submission should be a cohesive (not a cut and paste of various different parts from different individuals). All members of the team get a grade for the final document; there are not different grades for different parts. The only time that a student will be graded separate from the team is in the case of on-going free-riding behaviours identified by others.

6. **Communication**
   I will be available for a meeting via appointment or drop-in. I have an open-door policy for Management 3030 students.

   All e-mail communication sent from students to instructors and from students to staff, must originate from the student's own U of Guelph e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a U of Guelph account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.
   - *Please READ the Course Outline and/or assignment instructions and/or Courselink Discussions before sending out an e-mail. Often the answer is already found therein!*
   - *Start the subject line of your email with MGMT*3030; makes it easy to sort out your requests from other emails.*

   Check COURSELINK daily. Any changes and critical information will be posted on COURSELINK. You are responsible for making yourself aware of any changes made to the course by checking COURSELINK daily.

7. **Course Modification Warning:**
   The instructor and university reserve the right to modify elements of the course during the term. The University may change the dates and deadlines for any or all courses in extreme circumstances. In particular the course may move from an in-class to on-line and back again, dependent on Covid-19.If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her U of Guelph email and course website on COURSELINK daily during the term and to note any changes.

8. ***Course Policy regarding use of electronic devices and recording of lectures:***

Electronic devices—phones, tablets, laptops: you may bring and use your device in class. However, as this is a small class and in the interest of 'Deep thoughts', I will insist that your handheld devise be turned off and that your laptop only be used for classroom exercises, otherwise both laptop and handhelds will be turned off.

Electronic recording—electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted (e.g., in the case of a CSD student) they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

Academic Consideration
When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration:

 www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml

Academic Misconduct
The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar: www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml

Accessibility
The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: www.csd.uoguelph.ca

Equity, Diversity, and Inclusion Statement
At the Lang School of Business and Economics, we are committed to developing leaders with a social conscience, an environmental sensibility, and a commitment to their communities. A core tenet within this vision is that diversity is a strength with which we can experience greater connection and understanding. As such, we affirm the importance and shared responsibility of our students, faculty, and staff creating and promoting equity and inclusion within our learning spaces. Creating these kinds of learning cultures is a process, not a destination; it requires ongoing willingness on the part of each person to thoughtfully and critically listen, unlearn, learn, and engage as they are exposed to a multitude of perspectives and lived experiences. We encourage dialogues between students and instructors to address and advance opportunities for fostering greater diversity and inclusion in the learning environment. Openness to conversations with each other enables us to reflect and grow as we learn from one another respectfully and holistically.

As a department that is training the professionals of the future, we expect our learning spaces to abide by all institutional policies and guidelines, in particular those outlined by the Office of Diversity and

Human Rights and the [University of Guelph Human Rights Policy](). Discrimination and harassment, as defined by our policies, will not be tolerated. Individuals should inform the appropriate party as per University policies if they experience any such behaviours.

Course Evaluation Information
Please refer to the Course and Instructor Evaluation Website: courseeval.uoguelph.ca

Important University Dates
The schedule of important university dates can be found at:
https://calendar.uoguelph.ca/undergraduate-calendar/schedule-dates/

Drop date
The last date to drop one-semester courses, without academic penalty, April 3rd. For regulations and procedures for Dropping Courses, see the Academic Calendar:
www.uoguelph.ca/registrar/calendars/undergraduate/2019-2020

Disclaimer
Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, midterms, and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (https://news.uoguelph.ca/2019-novel-coronavirus-information/) and circulated by email.

Illness
Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).For information on current safety protocols, follow these links: https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/
https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces. Please note, these guidelines may be updated as required in response to evolving University, Public Health, or government directives.

Date Submitted to Chair:	
Chair Signature (Approval):	
Date Approved by Chair:	Jan 10, 2023