

APS 1501F - Leadership and Leading for Groups and Organizations

Description

This course reflects the Faculty's commitment to promoting the development of leading and leadership competencies in engineering students and covers a wide range of topics from enhancing self-leadership, to setting strategic direction, to implementing change in a business enterprise. The concepts presented will be useful for aspiring leaders of large, small, for profit, and not-for profit organizations. The course will consist of lectures, group discussions, case studies, written reflections and a final paper. Students will learn the skills, character attributes and behavioural capabilities to prepare them to lead effectively themselves and others; and will discuss thinking effectively, leadership styles, leading versus managing, progression from aspiring leadership to higher performance leadership and other comparators as a means of further understanding the challenges of role model leading. Finally and importantly, a framework for understanding the role and work of leading the business organization will be discussed in terms of high performance work systems such as teaming, organizational culture, organizational design, a change process and decision making.

Instructors

Professor Emily Moore

Emilyl.moore@utoronto.ca

Bio: Emily Moore is the Director of the Troost Institute for Leadership Education in Engineering (Troost ILead). Professor Moore joined the university in 2018 after 20+ years in industry. The first part of her career was at the Xerox Research Centre of Canada where she led teams in industrial R&D delivering new toner formulations to market. She then moved to Hatch, and international engineering consultancy, where she led innovation processes and the Hatch water business as a senior executive. Throughout Emily's career she has been recognized as a role model leader who develops and mentors others around her. She is now translating her experience into research on how engineers lead and preparing the next generation of engineers to become better leaders.

Nader Yared:

nader.yared@mail.utoronto.ca;

Bio: Nader Yared is a Senior Engineer working at Telesat Canada in Ottawa. He has over 13 years of hands on experience in the space industry. Nader started his career at COM DEV (now Honeywell) in Cambridge Ontario as a project Engineer. He oversaw several key projects and qualifications and led and mentored teams of junior Engineers towards the successful and on-time delivery of space qualified hardware for commercial GEO spacecraft. His last position at COM DEV was the primary point of contact between Engineering and production in order to resolve short term and long term issues as part of a multidisciplinary team. At Telesat, Nader led the payload efforts for one of Telesat's recent GEO satellites and was involved in all activities from design to in-orbit test. Nader is currently focused on new satellite technologies. Nader completed his M.Eng in Aerospace Engineering from the University of Toronto in 2018 and continues to share his leadership experience with UofT via this course as a co-lecturer and TA.

Office Hours

Professor Moore is available Thursdays 11-12 and by appointment

Office: MY772

Nader will monitor on-line forums via Quercus for questions and discussions.

Learning Objectives

- Students will be able to describe the nature of leadership and the key characteristics of role model leadership.
- Students will apply various leadership frameworks to assess their own leadership styles, character, skills and behaviour.
- Students will develop a personal leadership development plan.
- Students will be able to describe the processes of leadership in high performance teams, work systems and organizations.
- Students will be able to understand and use frameworks taught in lecture to structure their thinking and their actions from current to future state. Students will be able to use these frameworks to influence others in a positive way and to achieve a higher level of performance from themselves, their teams and ultimately from their organizations.

Course Outline

DATE	LECTURE #	Module	COURSE MATERIAL
Sept 12th	1. Introduction	1: Meaning of Leadership	Introduction to Course, Staff and Students
Sept 19th	2. Foundation for Leading Effectively		
Sept 26th	3. Leading, Managing, Following		
Oct 3rd	4. Process of Leading – How Leaders Lead		
Oct 10th	5. The Work of Leaders – What Leaders Do		
Oct 15th	CEO Panel		SF1101
Oct 17th	6. Leadership Skills	2: Self Leading	
Oct 24th	7. Leader Character		Reflection 1 due
Oct 31st	8. Behaviour and Leadership Styles		
Nov 7th	9. High Performance Business Organizations/	3: Leading Organizations	

	Service to Stakeholders		
Nov 14th	10. High Performance Work Systems – Viability of Organization		Reflection 2 due
Nov 21st	11. Vitality of the Organization		
Nov 28th	12. Virtue of Organizations		
Dec 5th	13. Summary		Final Paper Due at Start of Class

Teaching Methods

Lectures, Readings, In-class Discussions, Case Studies, Self-critical Reflection

Required Readings

The book “*Everyone a Leader*” by David Colcleugh is strongly recommended. Page references from the book required for the course will be posted on the course website as well as readings from other sources. Readings will be provided for some weeks, but not all, and are meant to enhance the classroom discussions, reflection questions and the lecture material – students are expected to read the material before class and to come prepared for discussion on the material.

Engagement – 20%

Your active engagement in class and team discussions, and your active experimentation using the course material in your other work and in life are essential to making the course a meaningful experience. Engagement is demonstrated by a combination of preparation and participation and can manifest in multiple forms: e.g. coming to class with readings completed, sharing resources and learning with the professor and the class, speaking publicly in front of the class, posting or answering questions about course content on the discussion board, etc. Marks will also be given for the quality of the insights that you share. Showing up to class is necessary but not sufficient to achieve a high grade in engagement. An interim grade for engagement will be shared midway through the course so that you have a sense of how you are doing.

Reflection Questions - 2x20%

Reflections are an opportunity to: reflect on the concepts and topics of the classes, and to explore your own leadership ideas and development in the context of your own experience. This course will use two formal reflection assignments to assess your understanding of the course material and to provide a basis for the final paper. You will write a personal response that combines elements of relevant course content with your own thoughts on leadership and/or elements of your own experience.

A reflection assignment will be assigned twice during the term. Responses to the questions must not exceed 500 words and must be electronically submitted through Quercus at the beginning of

the designated lecture. The TA will provide feedback on your work through Quercus within two weeks of submission. A rubric will be shared with the class for the reflection assignment.

CEO Panel

On Tuesday **October 15th 2019 at 6:10 pm**, there will be a unique learning opportunity to gain further insight and competence in the craft of leadership of groups and organizations by connecting the ideas of practicing leaders with the teaching concepts of the course. Specifically, four leaders with diverse backgrounds and different leadership styles will be invited to speak on a 1-hour panel, moderated by the course staff. This will be followed by a “World Cafe” session where the leaders will be engaged in small group discussions running concurrently. Students will be encouraged to network and “move” from one leader to another for approximately 1 hours.

Some important notes:

- ☑ Attendance is mandatory
- ☑ The dress code for this special event is business casual

Final Paper - 40%

The final paper is an opportunity to pull together the course content and the students’ own reflections into a Leadership Development Plan. The plan will build on the earlier reflection questions and look forward to the next phase of the student’s career. Each student shall submit a printed copy of a paper (3-5 pages, double spaced, maximum 1500 words) due at the beginning of the final class. The paper will describe the student’s current state and future vision, demonstrate a clear understanding of leadership, describe specifically his or her development plan to become a role model leader; and how he or she can positively influence others to achieve his or her goals.

The instructor will grade the final paper that will be marked based upon the following criteria:

- ☑ Quality of written communication
- ☑ Understanding of course content
- ☑ Clarity of thoroughness of the definition of role model leadership
- ☑ Clarity of the definition of desired changes
- ☑ Quality of the logic supporting this definition of change
- ☑ Quality of the plan to become a role model leader and have a positive influence on others

Grading

Engagement:	20%
Reflections [2]:	40% (20% each)
Final Paper:	40%

Course Policies

Communication

Information about the course, deliverables, and announcements will be available on Quercus. You are required to check this regularly. Some information will be e-mailed directly to your official Uoft email address by the instructors. You are also required to check this regularly.

In email communication with your instructor and TA, please include “APS1501” in the subject line, and send email from your official UofT email address. We will endeavour to respond to your emails by the next business day. If after this time we have not, please re-send your email.

Absence and Lateness

If you are to miss a class, you must notify your instructor by email as soon as possible. The email must explain the reason for the absence or lateness. Missing a class and not notifying us will result in penalties to course participation grades.

No exceptions will be made for late assignments; however, you may approach the Instructor and TA in advance of the deadline if extensions are needed due to situations such as family emergencies, illness and other situations out of your control. Assignments handed in late will have **10% per day deducted from the mark**.

Academic Integrity

In this course, we will hold you to the high standard of academic integrity expected of all students at the university. We do this for two reasons. First, it is essential to the learning process that you are the one doing the work. We have structured the assignments in this course to enable you to gain a mastery of the course material. Failing to do the work yourself will result in a lesser understanding of the content, and therefore a less meaningful education for you. Second, it is important that there be a level playing field for all students in this course and at the university so that the rigor and integrity of the university’s educational program is maintained. Third, integrity is central to leadership.

Violating the [Code of Behaviour on Academic Matters](#) in any way (e.g., plagiarism, unauthorized collaboration, cheating, etc.) will result in procedures as described in the Code. Possible sanctions include receiving a failing grade on the assignment or exam, being assigned a failing grade in the course, having a formal notation of disciplinary action placed on your record, and suspension. Please review the [Code of Behaviour on Academic Matters](#) and related resources and contact us if you have any questions about appropriate citation methods, the degree of collaboration that is permitted, or anything else related to the Academic Integrity of this course.

Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability and/or health consideration that may require accommodations, please feel free to approach us and/or Accessibility Services at (416) 978-8060 or accessibility.utoronto.ca.

Mental Health and Wellness

As a university student, you may experience a range of health and/or mental health issues that may result in significant barriers to achieving your personal and academic goals. The University of Toronto offers a wide range of free and confidential services and programs that may be able to assist you. We encourage you to seek out these resources early and often.

Student Life Website: <http://www.studentlife.utoronto.ca>
Health and Wellness Website: <http://studentlife.utoronto.ca/hwc>

If, at some point during the year, you find yourself feeling distressed and in need of more immediate support, visit the Feeling Distressed Webpage: <http://www.studentlife.utoronto.ca/feeling-distressed>, for more campus resources.

Off campus, immediate help is available 24/7 through Good2Talk, a post-secondary student helpline at 1-866-925-5454.

Other information

General information for Graduate Students can be found at

<https://gradstudies.engineering.utoronto.ca/grad-resources/>