



Business Administration

Course Number:	BUAD 339
Course Title:	Special Topics: Management – Service Leadership
Credits:	3
Calendar Description:	Service leadership is an experiential-based educational approach that integrates meaningful community service with instruction and reflection, to enrich the learning approach, teach civic responsibility and strengthen communities. Students in this course will apply their skills and knowledge to address identified needs or issues, through organized community-based projects. The student's service learning experience must demonstrate civic participation, community involvement, and will require some measure of formal critical reflection.
Semester and Year:	WINTER 2024
Prerequisite(s):	Third-year Standing
Corequisite(s):	No
Prerequisite to:	No
Final Exam:	No
Hours per week:	3
Graduation Requirement:	BBA Elective
Substitutable Courses:	No
Transfer Credit:	
Special Notes:	Students can receive credit for BUAD 339 Special Topics Management twice as long as the special topic is different in the second iteration from the first. Requires approval of the Chair/Instructor before taking this course.
Development Date:	January 2021
Revision Date:	NA
Chair's Approval:	A handwritten signature in blue ink that reads "Devi Rubadeau".

Professors

Name	Phone number	Office	Email
Dr. Kyleen Myrah <i>Course Captain</i>	250-762-5445 ext. 4678	E221	kmyrah@okanagan.bc.ca

Learning Outcomes

<p>Upon completion of this course students will be able to</p> <ul style="list-style-type: none"> • apply service leadership developing a community-based project, role or initiative that addresses an identified need, issue or challenge • execute a service-based project, role or initiative intended to promote civic responsibility and citizenship values/skills during the experiential process • analyze complex problems in dynamic environments to determine responsible and effective decision-making and service leadership • evaluate and reflect on the ability to address a community need through service leadership, including the application of prior knowledge, experience and skills • develop skills, confidence, and leadership abilities through interacting/engaging with multiple stakeholders connected to this community need
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Evaluation Procedure

Type of Assessment	Weight
<p>Facilitation and Blog Activity (team-based assessment)</p> <ul style="list-style-type: none"> - Leading a class roundtable facilitation on service leadership experiences, with application to course concepts - Leading an interactive blog posting on a relevant topic with peer learners 	20%
<p>Responsiveness to Learning Environment (Individual-based assessment)</p> <ul style="list-style-type: none"> - Engagement in peer blog postings - Participation in peer roundtables and class learning activities - Openness and responsiveness to self-development analysis and growth 	5%
<p>Progress Discussion (Individual-based assessment)</p> <ul style="list-style-type: none"> - One-one-one consultations with the instructor on project/role/initiative progress, overcoming challenges, managing stakeholders, analysing self-leadership - Progress reports (5) to instructor 	25%
<p>Reflection Log (individual-based assessment)</p> <ul style="list-style-type: none"> - Critical reflection evaluating service-learning and leadership outcomes and process including initial goal setting and outcome analysis, using key concepts and theories the course 	30%
<p>Class Exhibit (individual based assessment)</p> <ul style="list-style-type: none"> - Visual presentation to class on the evaluation of their service leadership experience and outcomes, with application to course theories 	20%
Total	100%

Notes: The service project/role/initiative must involve students (normally 3-5 hours per week per student) in organized community service. **The student must be engaged in a community-based project/role/initiative prior to the course and be able to verify this involvement in order to qualify for, and proceed with the course.**

Course Objectives

The course will cover the following content: See weekly schedule

Required Texts/Resources

Weekly thought pieces (articles, videos, blog postings, speakers) related to service leadership, service-learning, social/collective impact, allyship, stakeholder management, /impact measurement, and leading change as posted in the Moodle shell.

Self-assessments and tools to assess leadership and service capacity

Students will also be facilitating a roundtable and incorporating curriculum materials on relevant service leadership topics as per their class assignment.

Materials and self-assessments are all open-access, or provided at no-cost to the students.

Course Schedule – Kelowna

2024 Week of		Readings can be accessed through Talis list in Moodle	Bold indicates assignment due
Date	Topic & Readings & Learning Activity		Tasks
Week 1	Jan 8-12	Course Introduction Service Leadership Objectives Guest Speaker:	Establish verification of service leadership role
Week 2	Jan 15-19	Collective Impact/Social Impact Measurement Guest Speaker: Readings: Collective Impact, Backbone Agency Journey Home Case	
Week 3	Jan 22-26	One-on-One Consultations	Progress report 1 due
Week 4	Jan 29- Feb 2	Knowing Oneself & Team-Building True Colours Assessment Guest speaker, Laura Thurnheer, Associate Dean, OSB and True Colors licensed facilitator (3:30-6:15pm)	Facilitation team formation Reflection Log Goals due
Week 5	Feb 5-9	One-on-One Consultations	Progress report 2 due
Week 6	Feb 12 -16	Disruptive Leadership HPTI & Leadership Styles Assessment Guest Speaker: Heather Stewart, Sage Transitions (3:30-4:45pm) Readings: HPTI blog (MacRae); Dark Side Self-Assessment See moodle for articles for this session	Peer roundtable facilitation Group 1
Week 7	Feb 19-23	Statutory Holiday + Mid-semester Reading Break	No classes
Week 8	Feb 26 – Mar 1	Managing Change & Resistance Adaptability & Resiliency Leadership Styles Assessment Imposter Syndrome Self-Assessment Readings: Leadership Styles Handbook; change articles on Moodle	Peer roundtable facilitation Groups 2-3
Week 9	Mar 4-8	One-on-One Consultations	Progress report 3 due
Week 10	Mar 11-15	Allyship & Relationship Building Guest Speakers: Professor Kerry Rempel; Dorothy Goodeye & Sherry Landry (Lived Experience Circle on Homelessness) 3:30-6:15pm Reading: Allyship Toolkit & Videos	
Week 11	Mar 18-22	One-on-One Consultations	Progress report 4 due
Week 12	Mar 25-29	Navigating complex situations Facilitating difficult conversations and personalities Courage to be vulnerable Readings: Brene Brown	Peer roundtable facilitation Group 4 Final Reflection Log due
Week 13	Apr 1-5	One-on-One Consultations	Presentation preparation Progress report 5 due
Week 14	Apr 8-12	Service Leadership Presentations No final exam in this course	Self-Assessment Due

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?

At Okanagan College (OC), disruption of instructional activities includes student “conduct which interferes with examinations, lectures, seminars, tutorials, group meetings, other related activities, and with students using the study facilities of OC”, as well as conduct that leads to property damage, assault, discrimination, harassment and fraud. Penalties for disruption of instructional activities include a range of sanctions from a warning and/or a failing grade on an assignment, examination or course to suspension from OC.

What is Cheating?

“Cheating includes but is not limited to dishonest or attempted dishonest conduct during tests or examinations in which the use is made of books, notes, diagrams or other aids excluding those authorized by the examiner. It includes communicating with others for the purpose of obtaining information, copying from the work of others and purposely exposing or conveying information to other students who are taking the test or examination.”

Students must submit independently written work. Students may not write joint or collaborative assignments with other students unless the instructor approves it in advance as a group/team project. Students who share their work with other students are equally involved in cheating.

What is Plagiarism?

Plagiarism is defined as “the presentation of another person’s work or ideas without proper or complete acknowledgement.” It is the serious academic offence of reproducing someone else’s work, including words, ideas and media, without permission for course credit towards a certificate, diploma, degree and/or professional designation. The defining characteristic is that the work is not yours.

“Intentional plagiarism is the deliberate presentation of another’s work or ideas as one’s own.” Intentional plagiarism can be a copy of material from a journal article, a book chapter, data from the Internet, another student, work submitted for credit in another course or from other sources.

“Unintentional plagiarism is the inadvertent presentation of another’s work or ideas without proper acknowledgement because of poor or inadequate practices. Unintentional plagiarism is a failure of scholarship; intentional plagiarism is an act of deceit.”

What are the Students’ Responsibilities to Avoid Plagiarism?

Students have a responsibility to read the OC Plagiarism Policy and Procedures outlined in the OC calendar, which is available in online format www.okanagan.bc.ca. Students must acknowledge the sources of information used on all their assignments. This usually involves putting the authors’ name and the year of publication in parentheses after the sentence in which you used the material, then at the end of your paper, writing out the complete references in a Reference section.

“Students are responsible for learning and applying the proper scholarly practices for acknowledging the work and ideas of others. Students who are unsure of what constitutes plagiarism should refer to the UBC publication *“Plagiarism Avoided; Taking Responsibility for your Work”*. This guide is available in OC bookstores and libraries.

Students are expected to understand research and writing techniques and documentation styles. The Okanagan School of Business requires the use of the APA or MLA style, but suggests that students cite references using the APA guidelines (see Publication Manual of the American Psychological Association, 7th edition (2019)). A copy of the APA manual is available in the reference section and also available for circulation from OC libraries. The library website has access to these two major citing styles.

What are the Penalties for Plagiarism and Cheating?

The Okanagan School of Business does not tolerate plagiarism or cheating. All professors actively check for plagiarism and cheating and the Okanagan School of Business subscribes to an electronic plagiarism detection service. All incidents of plagiarism or cheating are reported and result in a formal letter of reprimand outlining the nature of the infraction, the evidence and the penalty. The Dean of the Okanagan School of Business and the Registrar record and monitor all instances of plagiarism and cheating. Penalties for plagiarism and cheating reflect the seriousness and circumstances of the offence and the range of penalties includes suspension from OC.