

COURSE CODE: BUAD 339

COURSE TITLE: Selected Topics: Management - Leading Impact in Service

Calendar Description

This course will focus on specialized topics in management. With different topics this course may be taken more than once for credit.

Prerequisite(s): Third year standing

Co-requisite(s): None

Prerequisite For: None

Substitutable Courses: None

Graduation Requirement: BBA Elective

Transfer Credit: N/A

Special Notes: Students can receive credit for BUAD 339 Selected Topics Management twice as long as the special topic is different in the second iteration from the first. Those previously enrolled in Service Leadership do not qualify for this course.

Credits: 3

Hours per Week: 3

Originally Developed: January 2021

EDCO Approval:

CHAIR'S APPROVAL: 

Course Description

Leading Impact in Service is an experiential-based, work-integrated educational approach that embeds 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 participate in a volunteer role (inside or outside of Okanagan College) that supports a community organization's social purpose. The students will gain experience navigating their volunteer service to meet their individual goals and organization's social mission, through initiative, reflection, and self-leadership.

The service role must involve students (normally 3-5 hours per week per student) in organized community service. The student **must be engaged in a community-based volunteer role during the course** and be able to verify this involvement to qualify for and proceed with the course.

Learning Outcomes

Outcome	Upon completion of this course students will be able to:
1	Demonstrate proactivity, adaptability, and synthesis of their skills and knowledge by actively engaging in community service and reflecting on their role in strengthening communities.
2	Execute a service-based project, role or initiative intended to promote civic responsibility and citizenship values/skills during the experiential process.
3	Integrate personal learning goals and self-leadership strategies to effectively navigate their volunteer service, and how it contributes to the organization's social mission.
4	Devise communication strategies to effectively and confidently engage with diverse stakeholders.
5	Evaluate hands-on community service experiences and their connection with course instruction/concepts through purposeful reflection, enriching overall learning and understanding.

Course Objectives

Objectives	This course will cover the following content: See weekly course schedule.
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Professors

Name	Phone Number	Office	Email
Kyleen Myrah (Course Captain)	250-575-9433 (cell)	E221	KMyrah@okanagan.bc.ca

Evaluation Procedure

Reflection Logs (individual-based assessment). Assesses Learning Outcomes 1, 3, 4, & 5	30%
<ul style="list-style-type: none">Critical reflection evaluating service-learning and leadership outcomes and process in your volunteer role. This includes your first submission detailing your initial goal setting (10%) using SMART criteria, and your second submission which focuses on outcome analysis of your goals throughout the semester, using key concepts and theories from the course (20%).	
Progress Discussion (Individual-based assessment). Assesses Learning Outcomes 1, 2, 3, 4, & 5	30%
<ul style="list-style-type: none">Consultations with the instructor (1-1, video, peer, and group) on volunteer service role progress, overcoming challenges, managing stakeholders, analysing self-leadershipProgress reports (5) to instructor which are graded (6% per report)	
Pre and Post Survey (individual-based assessment). Assesses Learning Outcomes 1, 3, & 5	2.5%
<ul style="list-style-type: none">Completes a comprehensive pre- and post-course survey (administered at the beginning and end, respectively) to measure changes in knowledge, attitudes, and expertise relating to the course concepts.	
Responsiveness to Learning Environment (Individual-based assessment). Assesses Learning Outcomes 4 & 5	5 %
<ul style="list-style-type: none">Peer feedback during the roundtable and class exhibitParticipation in peer roundtables and class learning activities.Openness and responsiveness to self-development analysis and growth	
Class Exhibit (individual based assessment). Assesses Learning Outcomes 1, 2, 4, & 5	12.5 %
<ul style="list-style-type: none">Visual presentation (through a modality of your choice) on the evaluation of your service-oriented leadership experience and outcomes, with application to course theories.	
Facilitation Activity (team-based assessment). Assesses Learning Outcomes 4 & 5	20%
<ul style="list-style-type: none">Leading a class roundtable facilitation on service-oriented leadership experiences, with application to course concepts.	
Total	100 %

Generative AI

Students are permitted to use artificial intelligence tools, including generative AI tools such as ChatGPT or Bing Chat, to gather information, review concepts, or help produce assignments. However, students are ultimately accountable for the work they submit, and any content generated or supported by an artificial intelligence tool must be cited appropriately (see How to cite ChatGPT (apa.org)). For further information regarding the use of AI tools see 'Using Generative AI In This Course' posted on Moodle.

Required Materials

Weekly thought pieces (articles, videos, blog postings, speakers) related to service-oriented leadership, service-learning, social/collective impact, allyship & managing perspectives, stakeholder management/impact measurement, time management, adaptability, persuasion & motivating volunteers, leading change, leadership potential and self-leadership, as posted in the Moodle shell. Self-assessments and tools to assess leadership and service capacity are also included.

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

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

Course Schedule

(Subject to change at the discretion of the professor)

Date		Topic & Readings & Learning Activities	Tasks
2026 Week of:			**Bold indicates assignment/tasks due
January	5-9	Course Introduction Leading Impact in Service Objectives Readings: Adaptability Part 1 materials (4-part blog on navigating uncertainty in the workplace) and BANI article	Establish verification of service leadership role
January	12-16	Collective Impact & Social Impact Measurement Readings: Collective Impact & Social Impact Measurement articles	
January	19-23	One-on-One Consultations (f2f or online)	Progress report 1 due
January	26-30	Knowing Oneself & Team building True Colours Assessment Readings: True Colours/personality articles	Facilitation team formation Reflection Log 1 (Goals) due
February	2-6	Video Consultations	Progress report 2 due
February	9-13	Leadership Potential and Dark Side of Leadership Readings: HPTI interview (MacRae) & HPTI Book Chapter HPTI & Dark Side Self-Assessment completed prior to class – see professor and Moodle for instructions	
February	16-20	Statutory Holiday + Mid-semester Reading Break	No classes
February	23-27	Time Management, Influence & Adaptability Part 2 Readings: Manage your energy not your time; The science of persuasion, Adaptability Part 2 materials Time Management/Balance Wheel Assessment Adaptability Assessment and Part 2 materials	Peer roundtable facilitation development
March	2-6	One-on-One Consultations (f2f or online)	Progress report 3 due
March	9-13	Peer Roundtable Facilitation Readings: Roundtable materials for each facilitation topic	Each team delivers their peer roundtable facilitation Peer feedback due
March	16-20	Peer/Professor Online Consultations	Progress report 4 due
March	23-27	Allyship & Relationship Building Readings: Allyship Toolkit & Videos	Reflection Log 2 due
March - April	30 - 3	Small Group Online Consultations Class Exhibit Preparation	Progress report 5 due
April	6-10	Class Exhibit Presentations	Exhibit peer feedback
No final exam in this course			

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, 6th edition (2009)). 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.