



**HROD 559.01 L02**  
**Selected Topics in Management & Organizations**  
**Personal Leadership & Team Dynamics:**  
**The Haskayne Leadership Expedition**

Course Outline – Fall 2016 Block Week

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<b>Office hours</b>	By appointment
<b>Website</b>	<a href="https://d2l.ucalgary.ca">https://d2l.ucalgary.ca</a>
<b>Lecture location</b>	Kananaskis Country
<b>Lecture times</b>	September 5 <sup>th</sup> – 10 <sup>th</sup>

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**Course Description**

The Haskayne Leadership Expedition uses a five day mountain backpacking expedition in the Canadian Rockies to help students cultivate practical and transferable leadership skills. Team members on successful expeditions require many of the same skills and attitudes that are needed to thrive and perform effectively as leaders in the modern business world. The course is experiential and students will have multiple extended opportunities to practice and receive feedback on their leadership skills in a dynamic and challenging environment.

Each day of the course, students will work on their leadership skills through four inter-related roles:

- as a designated leader
- as a self leader
- as a peer leader
- as a team participant

The course will involve travelling by foot, carrying everything that will be needed for five days and nights in a backpack. Students will be under the close supervision of experienced mountain professionals at all times but will be expected to take full responsibility for every aspect of the course. Course elements will include training in a range of technical skills for

travelling safely and efficiently in the mountains. These include: trip planning, navigation & route-finding, risk assessment, campcraft, wilderness skills, ecological awareness. The course includes a range of problem-solving challenges, leadership assignments, structured personal reflection and small group work. Students are exposed to both the structured discipline and adaptive creativity required to achieve expedition goals while travelling in challenging wilderness terrain under unpredictable weather conditions.

The course is intense and challenging and is designed for students who are committed to both developing themselves as leaders and to playing a leadership role within the Haskayne School of Business. No previous outdoor or expedition experience is required. Students will be required to sign a liability waiver prior to the course.

The Haskayne Leadership Expedition is sponsored by the Hal Kvisle Adventure Leadership Fund and is supported by the Canadian Centre for Advanced Leadership in Business (CCAL) as part of its commitment to offer Haskayne students unique and compelling opportunities for students to develop and practice advanced leadership principles.

The course is run in partnership with the Outward Bound Canada's Rocky Mountain School who provide technical instructors, equipment and logistic support. ([www.outwardbound.ca](http://www.outwardbound.ca))

### **Course Objectives**

Leadership is a broad topic that has been defined in multiple ways. The course focuses on using a mountain expedition to help students:

- practice clear communication and feedback skills
- develop self-awareness and reflective skills
- hone their judgment and decision-making skills
- deepen their problem-solving skills and resourcefulness
- build compassionate resilience (mental toughness and maintaining positive influence under challenging circumstances)
- explore group management and facilitation skills
- learn how to foster and contribute to an effective team culture
- cultivate personal authenticity (aligning behaviour and values)

### **Required Textbook and/or Other Materials**

Readings package (this will be given to students at the course start). The package includes:

- 'Leader of the Day' Roles and Expectations
- 'How Accidents Happen'
- Association of Canadian Hiking Guides. (2008). Navigation & route finding. In: Professional hiking and backpacking guides handbook.

Graham, J. (1997). *Outdoor leadership: technique, common-sense and self confidence*. Seattle, WA: The Mountaineers Press.

- Women in leadership (40-53)
- Team-building: visionary leadership (108-122)

Jaworski, J. (1996). "The wilderness experience: a gateway to dialogue" In: *Synchronicity: The inner path of leadership*. San Francisco: Berrett Koehler. (1 – 9 & 91-108)

Priest, S., & Gass, M. (1997). Group development & dynamics. In: *Effective leadership in adventure programming*. (p. 61-71). Champaign, Ill: Human Kinetics

Raynolds, J et al. (2007). Leadership strategies on expeditions. In: *Leadership the Outward Bound Way* (p.155-196). Seattle, WA: The Mountaineers Press.

**Available through University library:**

Andrews, K. (1999). The wilderness expedition as a rite of passage. *Journal of Experiential Education*, 22(1), 35-43.

Fairholm, Matthew R. (2002). "The Themes and Theory of Leadership: James MacGregor Burns and the Philosophy of Leadership" The George Washington University Center for Excellence in Municipal Management, Working Paper CR01-01

George, B., Sims, P., McLean, A. N., & Mayer, D. (2007). Discovering your authentic leadership. *Harvard Business Review*, 85(2), 129-30, 132-8, 157.

Goleman, D. (1998). What makes a leader? *Harvard Business Review*, 76(6), 93-102.

Hayashi, A., & Ewert, A. (2006). Outdoor leaders' emotional intelligence and transformational leadership. *Journal of Experiential Education*, 28(3), 222-242.

Kass, D. & Grandzol, C. (2011). Learning to Lead at 5,267 feet: An Empirical Study of Outdoor Management Training and MBA Students' Leadership Development. *Journal of Leadership Education*. Vol. 10 Issue 1, p 41-62.

Leon, G. R. (1991). Individual and group process characteristics of polar expedition teams. *Environment and Behavior*, 23(6), 723-748.

Spears, L. C. (2004) "Practicing Servant-Leadership" *Leader to Leader*, 34 (Fall):7-11.

Tozer, M., Fazey, I., & Fazey, J. (2007). Recognizing and developing adaptive expertise within outdoor and expedition leaders. *Journal of Adventure Education & Outdoor Learning*, 7(1), 55-75.

Useem, Michael (2001). "The Leadership Lessons of Mount Everest," *Harvard Business Review*, (October): 51-58.

Watson, Sally & Elena Vasilieva (2007). "Wilderness Thinking: A Novel Approach to Leadership Development", *Development and Learning in Organizations*, 21(2): 10-13.

**Fee for Extra Readings**

None

**Class Preparation & D2L**

Instruction focuses on the material presented in the readings. Students are expected to read the assigned text chapters and readings before the course and be prepared for class discussion. Important information and additional readings for the Haskayne Undergraduate Leadership Expedition (HROD 559.01) will be posted on D2L. Students should regularly check the Announcements section of D2L for ongoing notices. *Your instructor may not necessarily cover all of the materials in the chapter, but it is the responsibility of the student to understand the concepts presented in the textbook and lectures. If you are unsure of any of the concepts, please take the initiative to ask the instructor during class.*

Students will be sent a personal clothing and equipment list prior to the course. All food along with group and specialized equipment (tents, backpacks, sleeping bags, cooking gear etc) will be provided. There will be a pre-course meeting to discuss logistics, personal clothing and equipment, individual preparation and to answer any questions.

**Contacting Your Instructor**

Students requiring assistance are encouraged to speak to their instructor during class or during their office hours. Should you wish to meet with the instructor outside of office hours, please telephone or email the instructor to make an appointment. Students should get into the habit of making and keeping business appointments.

**Proper Business Use of Email**

Email is commonly used by students to communicate with their instructor. However, it does limit the effectiveness of the communications and may not be the best way for instructors to answer student questions, especially those requiring an explanation of concepts covered in this course or some personal concerns. Therefore the instructor may request a telephone call or personal meeting. *Your instructor will inform you as to his/her expectations about emails.*

**Internet & Electronic  
Communication Devices**

The course takes place in an area with no cell phone reception or internet access.

**Grade Distribution**

Class Participation	20%
Personal leadership skills development	30%
Reflective paper	50%
Total	100%

**Class Participation**

The course is experiential and requires a high level of participation. Students will be assessed on their overall level of effort and engagement and their willingness to actively contribute to group discussion and participate in course activities.

**Assignments**

**Personal leadership skills development**

Students will be assessed on the development of their personal skills related to the four leadership roles they will be expected to play (designated leader, self-leader, peer leader & team participant) and the 8 leadership capacities outlined in the Course Objectives.

**Reflective paper**

Drawing from the course readings, together with your experiences and observations during the expedition, write a short paper (min 2,000 words excluding title page and references) that addresses the following questions:

1. What did you learn about leadership and team dynamics during the expedition? For example:
  - What kinds of leadership behaviours and attitudes are most helpful for a team on an expedition?
  - How might expeditionary leadership principles be relevant in the business domain and how could you apply them in your own life? (e.g. student leadership roles, work, personal life)
2. What did you learn about yourself during the expedition? Review the 8 leadership capacities described in the Course Objectives and reflect on your development in each domain. Which areas are most challenging for you and what are some practical ways that you can continue working on them after the course?
  - clear communication and feedback skills
  - self-awareness and reflective skills
  - judgment and decision-making skills
  - problem-solving and resourcefulness
  - compassionate resilience (mental toughness and maintaining

- positive influence under challenging circumstances)
- group management and facilitation skills
- fostering and contributing to an effective team culture
- personal authenticity (aligning behaviour and values)

The paper is due by **1700 on Tuesday September 20<sup>th</sup>**. Additional instructions will be given during class.

**Grade Scale**

The Haskayne School of Business endeavours to ensure consistency of final grades across courses and sections. Variations in distribution will always be considered by the instructor where called for by the performance in each individual class. The student does not have any 'right' to a certain grade, but is responsible for earning grades. The instructor has unfettered discretion to evaluate student performance and assign all grades.

**Note to instructor:**

<b>A+</b>	=	96 +	<b>B+</b>	=	80 +	<b>C+</b>	=	65 +	<b>D+</b>	=	50 +
<b>A</b>	=	90 +	<b>B</b>	=	75 +	<b>C</b>	=	60 +	<b>D</b>	=	45 +
<b>A-</b>	=	85 +	<b>B-</b>	=	70 +	<b>C-</b>	=	55 +	<b>F</b>	=	44 -

For the purposes of the table above, final grades will be rounded as follows:

85.4999% rounds down to 85. 85.5% rounds up to 86.

**Deferred Exams**

Writing of a midterm after the normal scheduled date may be allowed in cases of illness, domestic affliction, or religious conviction. If you are requesting a subsequent midterm you must contact your instructor before the exam and proper documentation must be submitted prior to approval of a subsequent midterm. Please refer to the current University of Calgary Calendar for more information.

**N/A**

**Appealing an Exam Grade**

As the grading of any exam is open to human error, please feel free to question your results. Students have *fifteen calendar days* (15) from the posting of the exam results to appeal an exam grade. Students are encouraged to consult the current University Calendar for more information.

**Late Policy**

A penalty of 10% per calendar day will be applied to all late submissions.

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## Emergency Evacuation Plan

In the event of an emergency, the building must be evacuated and all individuals are to meet at a predetermined location. Additional information on the emergency procedures and the list of rendezvous points can be found here <http://www.ucalgary.ca/emergencyplan/assemblypoints>.

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## University Regulations

### Academic Accommodation:

The University of Calgary is committed to ensuring that each student is afforded an academic environment that has been developed on the principles of equal and equitable access, respect for individual differences, and academic integrity. Student Accessibility Services (SAS) offers services to students with documented disabilities including learning disabilities, chronic health issues, hearing and visual impairment, disabilities and temporary impairment due to accident, illness or injury. It is the student's responsibility to contact Student Accessibility Services to request academic accommodation. The nature and type of academic accommodations vary from student to student and are dependent upon the student's disability and the academic requirements.

If you are a student with a documented disability who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at 403.220.8237. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodation. Students are also required to discuss needs for accommodation with the instructor no later than fourteen (14) days after the start of this course. For additional information on support services and accommodations for students with disabilities, visit: <http://www.ucalgary.ca/access>

### Accommodations on Protected Grounds other than Disability:

Students who require an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or to the Associate Dean, Undergraduate Program. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience).

### Academic Honesty:

Academic honesty is the cornerstone in the development of knowledge. A single offence of cheating, plagiarism or other academic misconduct on term work, tests or final examinations or assignments can lead to disciplinary probation, suspension or expulsion from the Faculty by the Dean. If a student allows his/her name to stand on group work when in fact there is essentially no contribution made, then that student is guilty of academic misconduct. Please refer to the current University Calendar for further details.

### Plagiarism:

Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged. Plagiarism includes but is not limited to:

- (a) The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) Parts of the work are taken from another source without reference to the original author,
- (c) The whole work (e.g., an essay) is copied from another source, and/or,
- (d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence.

It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis or dissertation.

**Software Policy:**

Faculty, students and staff of the University of Calgary are expected to use software in a lawful manner in accordance with the Canadian law of copyright and the software's specific license conditions.

**Copyright and Photocopying:**

All material used in this course is for the sole use of the individual and should not be recopied either in print or digital format. For copyright guidelines and University of Calgary policies please visit: <http://library.ucalgary.ca/copyright>. All copyright related questions can be directed to the Copyright Office: [copyright@ucalgary.ca](mailto:copyright@ucalgary.ca).

**Recording Lectures:**

Recording of lectures and labs is permitted for individual private study, only at the discretion of the instructor. Any other use of recording constitutes Academic Misconduct and may result in suspension or expulsion. Both the student and the instructor must sign the appropriate Release Form to facilitate recording lectures or labs.

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## Other Information

**Counselling and Student Development Centre:**

The Counselling Centre focuses on three major areas: personal counselling, career development and academic success. Should you require assistance, please phone 220-5893 or review the website at: <http://www.ucalgary.ca/counselling/>

**Student Accessibility Services (SAS)**

Student Accessibility Services exists to create an accessible and inclusive educational environment for those students with permanent disabilities or temporary impairments.

<http://www.ucalgary.ca/access>

**Students' Union Representative:**

Email: [haskayne1@su.ucalgary.ca](mailto:haskayne1@su.ucalgary.ca)

[haskayne2@su.ucalgary.ca](mailto:haskayne2@su.ucalgary.ca)

**Freedom of Information and Protection of Privacy Act:**

For information on the Freedom of Information and Protection of Privacy Act please visit <http://www.ucalgary.ca/secretariat/privacy>

**Safe Walk:**

<http://www.ucalgary.ca/security/safewalk>

**Office of the Ombudsperson:**

<http://ucalgary.ca/ombuds>

## Haskayne Undergraduate Statement of Student Responsibility

### **RESPONSIBILITY is:**

Respect for **Everyone** I care about, impact and represent, **so** I make a **positive impact on** my neighbors, peers, colleagues, and family. **Staying responsible** **Is** what keeps me grounded by reminding me the way **I** live is influenced by the actions of others; my actions impact **you** – today and in the future.

As a Haskayne School of Business Student:

- When faced with tough choices, I have a responsibility to ensure that alternatives are explored, their consequences understood, and priorities are set based on ethical values so that “win-win” solutions are possible.
- I am accountable for my actions and responsible for their consequences – both in the short and long term.
- I will be consistent in my actions, words, and intentions so they reflect commitment to my ethical and responsible core values.
- I can play a role in respectfully raising awareness among others and encouraging my peers and colleagues to find positive solutions to ethical challenges.
- I will develop and sustain lasting relationships through open and honest communication, and demonstrating personal integrity.
- I have the responsibility to strive for a career and life that embody my passions and reflect my sound values while living to an ethical standard.
- It is my responsibility as a student to develop to my full potential and in turn make a positive contribution to the world around me. It is my social responsibility to help my fellow students, coworkers, and members of the community at large to fully realize their potential as well.
- I am responsible for shaping a positive world for future generations, including the management of my own ecological footprint and respect for the environment in my decisions and actions.
- I have a responsibility to embrace, encourage, and sincerely accept diversity. Diversity of opinion, background, and belief is a competitive advantage and helps build a positive future.

***My ethics become “real” when I choose to live my life in a way that is true to my core values. It is my responsibility to live ethically – no one can do it for me.***

*This statement was created with the input of over 400 Haskayne undergraduate students in the 2008 – 2009 academic year. It was officially unveiled March 20, 2009 at the Corporate Social Responsibility and Sustainable Development Program conference on Corporate Tools. This statement applies to add undergraduate students at the Haskayne School of Business, University of Calgary.*

## Class Schedule & Topics

Important dates (e.g. Block Week, Lecture start dates, Reading Week, etc.) can be found at the following web site: <http://ucalgary.ca/pubs/calendar/current/academic-schedule.html>

DATE	DETAILS	CHAPTER
TBA	Course information session	
TBA	Pre-course meeting and orientation	
Sept 5th	<i><u>Students need to arrive at the University of Calgary Barrier Lake Field Station by 12.00PM on Monday September 5<sup>th</sup>. We will spend the day preparing and will plan to leave on the trail early the next morning</u></i>	
Sept 10th	Course finishes 5.00pm at the Field Station	
September 20th	Papers due by 1700	

**Please note:** At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and select courses. Typically these surveys are done either in class or online during the last two weeks of classes. Your responses make a difference – please participate in the USRI surveys. For more information, please visit <http://ucalgary.ca/usri>.