

**IBH 3AA3
Relationship Management
Fall 2020 Course Outline**

**DeGroote School of Business
McMaster University**

COURSE OBJECTIVE

Very little in this world can be accomplished without interacting with others. As such, being successful often depends on our ability to manage relationships. This course is intended to help students consider the impact that relationships will have in their future and both identify and develop the skills needed to manage those relationships.

INSTRUCTORS AND CONTACT INFORMATION

INSTRUCTOR
Dr. Alpha Abebe
abebea@mcmaster.ca
Office: CNH 401
Office Hours: By Appointment

TEACHING ASSISTANT
TBD

Wednesday 12:30-2:20pm
Monday 1:30-2:20pm

NOTE: Some portions of this course will be offered asynchronously (pre-recorded). This means you will have the flexibility to view some course content at a time that suits you. As such, the class will not always be meeting virtually as a group during the time allotted to this course that is listed above.

COURSE ELEMENTS

Credit Value: 3	Leadership: Yes	IT skills: No	Global view: Yes
A2L: Yes	Ethics: Yes	Numeracy: No	Written skills: Yes
Participation: Yes	Innovation: Yes	Group work: Yes	Oral skills: Yes
Evidence-based: Yes	Experiential: Yes	Final Exam: No	Guest speaker(s): Yes

COURSE DESCRIPTION

Team work, conflict management, negotiation, giving and receiving feedback, communicating vision and expectations – these are all key elements of leadership. Ultimately, succeeding in these areas is about managing relationships. Building upon the foundational elements of leadership already acquired, students will gain a deeper awareness of their own and others' motivations, strengths, filters, and responses to conflict, of and how to apply this knowledge to communicate effectively.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to complete the following key tasks:

1. Explain how relationship management is both a leadership model itself and is integrated into other leadership models.
 2. Communicate more effectively using active listening and reflective statements. They will recognize their own communication styles and the assumptions they sometimes operate under that can lead to miscommunication. They will learn and apply coaching techniques in their mentoring relationships.
 3. They will learn and develop self-awareness in a variety of areas including values, motivations, strengths and weaknesses, emotional intelligence, and more.
 4. They will learn how to manage themselves in relationships by clearly setting and communicating boundaries as well as by recognizing their own and others' conflict triggers and reaction patterns.
 5. They will explore how these principles of relationship management play out in several leadership domains including influencing and inspiring others, developing others, managing change, and resolving conflict.
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COURSE MATERIALS AND READINGS

1. Web-based platforms used in this course (note: additional online tools and/or platforms may be introduced during the course):
 - Avenue to Learn (A2L) registration for course readings, discussions, and announcements: <http://avenue.mcmaster.ca>
 - Echo360 registration for course lectures, discussions, and engagement: <https://help.echo360.com/hc/en-us/articles/360039793831-Getting-Students-Started>
 - Zoom registration for course lectures and discussions: <https://zoom.us/>

2. Each student will be responsible for purchasing/borrowing a book that they will read and discuss in their assignments (see below). This will have to be a book on a topic relevant to the themes explored in this course. Further direction on this will be provided in class and on A2L.
3. Electronic copies of the following and additional course readings will be posted on A2L:
 - *Principles of Community Engagement, Second Edition.* (2011). Clinical and Translational Science Awards Consortium Community Engagement Key Function Committee Task Force on the Principles of Community Engagement. National Institutes of Health (NIH).
 - *Understanding Conflict and Conflict Management.* The Foundation Coalition.
 - *The 5 Essentials for Having Courageous Conversations.* Performance Frontiers.

COURSE OVERVIEW AND ASSESSMENT

ACTIVITY	DELIVERY	DESCRIPTION	TOOL(S)
PRE-RECORDED LECTURE ON CORE CONTENT	Asynchronous	Recorded lecture vids (~20min. each)	Video or Voiceover PowerPoint in Echo360
DISCUSSION FORUM	Asynchronous	Discussion questions based on pre-recorded lecture and readings posted	Echo360 or A2L
LIVE LECTURES AND TUTORIALS	Synchronous	1hr. live session with Instructor and/or TA; opportunity to elaborate on content, present challenges, engage discussion	Zoom
READINGS	Asynchronous	Tied to weekly topics and discussions	Readings linked in Avenue or in assigned book
TEAM WORK AND SMALL GROUP DISCUSSIONS	Both	Synch: Breakout rooms during live lecture/tutorials Asynch: Small groups/team discussion threads	Synch: Zoom Asynch: Echo360 or A2L

GRADE COMPONENT	WEIGHT	DESCRIPTION
CHECKING IN	5%	Written assignment (400-500 words)

CRITICAL BOOK REVIEW	20%	Written assignment (800-1000 words)
GROUP PROJECT	40%	30% of grade based on team deliverables 10% of grade based on peer evaluations
PARTICIPATION	10%	Attendance & contributions on Zoom Contributions to weekly online discussions on Echo360 or A2L
LEADERSHIP PHILOSOPHY STATEMENT	25%	Written assignment (1200-1500 words)

COURSE DELIVERABLES

1. Checking In (5%)

Learning Objective:

Starting the course off with reflexivity, setting personal expectations for the course, and helping the Instructor and TA understand students' hopes and desires for the course.

Task:

A lot has happened over the last year! A pandemic, global protests, environmental disasters, and a transition into online learning. This assignment is an opportunity for you to pause and reflect on how you are feeling in light of all of this, what you have learned about yourself and the world, and how this shapes your thinking and motivations as you enter into this school year and this course. How can this course help you prepare for the realities of education, the workforce, and the community given all of this rapid social, political and economic change? What should we, as the Instructor and TA for this course, be aware of that will help us create a supportive and effective learning environment for you?

This submission will be worth 5% of your final grade, should be 400-500 words in length and can be written in a personal and informal manner.

2. Leadership Book Critical Review (15%)

Learning Objective:

Delve deeper into an aspect of relationship management that relates to leadership through the careful reading and review of a personally selected book.

Task:

Through this assignment you have an opportunity to choose a portion of your reading material for this course. You are tasked with selecting a book related to a topic of relevance to this course. The book should be focused on some aspect of relationship management as it relates to leadership and

personal development. You will need to get your book selection approved by the Instructor/TA before beginning on the assignment. You are encouraged to select a book that is relevant to your group project topic, however this is not required.

You are to write and submit a critical review of the book once it is approved. Note that this is NOT a simple summary of the book. In addition, 'critical' does not necessarily mean negative. The task is to write a careful analysis of the book's contents, objectives, effectiveness, and relevance from your own personal and informed perspective. Further direction will be provided on this assignment.

Your critical book review should be 800-1000 words in length and will be worth 20% of your final grade.

3. Group Project: Design a Leadership Course (40%)

Learning Objectives:

How to effectively navigate relationships in a group to successfully accomplish a task.

Tasks:

You think you can do my job better than me? Here's your chance to prove it!

In this assignment, you are tasked to work together in a team to design a university-level leadership course on a sub-topic of relevance to this course. Teams will be assigned through random selection, at the beginning of the course. This project will give you an opportunity to look under the hood to see all that behind the scenes work that goes into the design and delivery of a course.

Your deliverables will include: 1) a written proposal making the case for the importance and relevance of the course; 2) a detailed course syllabus including course readings, a lecture outline, and assignments and grading scheme; 3) a promotion plan and material to get students to enrol into the course; and, 4) a presentation in front of the class which will be a simulated session from your course.

Note that you may want to choose a book for your book review assignment that is relevant to the topic of your group project course, and part of the syllabus.

Further direction, including a grading rubric, will be provided during class. 30% of your grade for this project will be determined by the deliverables submitted as a group, and 10% of the grade will be determined by an average of your peer evaluations.

4. Class Participation (15%)

Learning Objective:

Ensuring you get the most out of this course by regularly attending class and reviewing the assigned readings before each class.

Tasks:

Switching to an online platform in the middle of a pandemic means that course participation will look differently than it has in the past. However, actively engaging in the class is still critical to gaining the

most out of the course content and experience. Your participation mark will be evaluated based on your attendance and participation in the live tutorials/lectures, as well as the quality and quantity of your responses to online discussion forums. Note that failing to submit a satisfactory 'Checking In' submission will significantly impact your participation grade. Further direction on class participation will be provided on this at the beginning of the course.

5. Leadership Philosophy Statement (20%)

Learning Objective:

Reflecting on and synthesizing learning from the entirety of the course, and how this shapes your personal philosophy that will guide your leadership journey ahead.

Tasks:

As a final assignment, you will be asked to describe your own personal beliefs and philosophy around leadership, incorporating many of the concepts you learned throughout the course. Further direction will be provided partway through the semester.

This should be 1200-1400 words in length and will count towards 25% of the course.

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- *For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.*
- *For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.*

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work" and the link below;

<http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): <https://reo.mcmaster.ca/>

Hamilton Integrated Research Ethics Board (Medical board): <http://www.hireb.ca/>

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in IBH 1BB3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

IBH 1BB3 Relationship Management Fall 2020 Course Schedule

NOTES: Asynchronous pre-recorded lectures will usually be posted on Mondays and will remain available to view on the course page once uploaded.

The blend of synchronous and asynchronous content might be disorienting at first. So, to help here is a **sample** workflow to help you imagine how you might organize your time on this course during a typical week:

Sample Personal Work Schedule	
DAY OF THE WEEK	COURSE-RELATED ACTIVITY
Friday	Review reading assignment for the upcoming week
Saturday	Login to Echo360 to review and respond to discussion forum questions from the previous week
Sunday	<i>Take a nice walk in the park</i>
Monday	Login to Echo360 to view an approx. 20-minute pre-recorded lecture on a new topic for this week
Tuesday	<i>Bake some cookies and catch up on Netflix show</i>
Wednesday	Attend live synchronous lecture/tutorial for approx. 1 hour on Zoom to discuss reading and lecture from this week
Thursday	Work on upcoming assignment or group project

****The most important thing to remember is that before every Monday, which is when we will hold synchronous live lectures and discussions, you are expected to have viewed the pre-recorded lecture and completed the assigned reading from that week****

WEEK	DATE/FORMAT	TOPICS/ASSIGNMENTS
1	Date: Wednesday September 9 Format: Synchronous live lecture/tutorial and discussion	Introduction to the course and each other. Review of syllabus and class expectations.
2	Date: Monday September 14 Format: Asynchronous (pre-recorded) lecture	Understanding how relationship management connects to leadership
	Date: Wednesday September 16 Format: Synchronous live lecture/tutorial and discussion	
3	Date: Monday September 21 Format: Asynchronous (pre-recorded) lecture	Models of authentic and effective communication DUE: Check-In Note *Teams will be finalized for group project*
	Date: Wednesday September 23 Format: Synchronous live lecture/tutorial and discussion	
4	Date: Monday September 28 Format: Asynchronous (pre-recorded) lecture	Community and accountability; Building and maintaining trust
4	Date: Wednesday September 30 Format: Synchronous live lecture/tutorial and discussion	DUE: Approval on your Book Review selection
5	Date: Monday October 5 Format: Asynchronous (pre-recorded) lecture	Inter/Cross Cultural Communication
5	Date: Wednesday October 7 Format: Synchronous live lecture/tutorial and discussion	
6	Date: Monday October 19	Emotional intelligence

	Format: Asynchronous (pre-recorded) lecture	
6	Date: Wednesday October 21 Format: Synchronous live lecture/tutorial and discussion	
7	Date: Monday October 26 Format: Asynchronous (pre-recorded) lecture	Giving and receiving feedback DUE: Critical Book Review
7	Date: Wednesday October 28 Format: Synchronous live lecture/tutorial and discussion	
8	Date: Monday November 2 Format: Asynchronous (pre-recorded) lecture	Conflict resolution and transformation
8	Date: Wednesday November 4 Format: Synchronous live lecture/tutorial and discussion	
9	Date: Monday November 9 Format: Asynchronous (pre-recorded) lecture	Power dynamics in professional settings; managing up and down
9	Date: Wednesday November 11 Format: Synchronous live lecture/tutorial and discussion	
10	Date: Monday November 16 Format: Asynchronous (pre-recorded) lecture	Sticky situations and courageous conversations DUE: Group Project Document Deliverables
10	Date: Wednesday November 18 Format: Synchronous live lecture/tutorial and discussion	
11	Date: Monday November 23 Format: Asynchronous (pre-recorded) lecture	★ <i>Group Project Presentations</i> ★
11	Date: Wednesday November 25 Format: Synchronous live lecture/tutorial and discussion	
12	Date: Monday November 30	★ <i>Group Project Presentations</i> ★

	Format: Asynchronous (pre-recorded) lecture	
12	Date: Wednesday December 2 Format: Synchronous live lecture/tutorial and discussion	
13	Date: Monday December 7 Format: Asynchronous (pre-recorded) lecture	TOPIC: Final reflections, feedback and class evaluations ★ <i>Group Project Presentations</i> ★ DUE: Final class reflection paper
13	Date: Wednesday December 9 Format: Synchronous live lecture/tutorial and discussion	