

**IBH 3AA3
Relationship Management
Fall 2022 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 Hours: By Appointment

TEACHING ASSISTANT
Chelsea Whitwell
whitwelc@mcmaster.ca
Office Hours: TBD

Lectures: Mondays 2:30-5:20pm
Location: T13 106

NOTE: There are NO TUTORIALS for this course

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): No

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

By the end of the course students will have learned:

- Critical thinking skills, including the ability to be personally and socially aware and continuously reflexive in thinking, writing and practice.
 - Self-awareness in a variety of areas including values, motivations, strengths and weaknesses, emotional intelligence, and more.
 - 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.
 - Intercultural communication skills relevant to academic, personal, professional, and community settings;
 - Key principles of excellence in leadership, and how to put these principles into practice;
 - 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) for course readings, announcements, assignment submissions and grades: <http://avenue.mcmaster.ca>
 - **Zoom** for synchronous course lectures and tutorials: <https://zoom.us/>
 - **Microsoft Teams** for recorded lecture uploads, in class activities, and some announcements (invitation/code for the class team will be provided).
2. Each student will be responsible for purchasing/borrowing a book that they will read and discuss in their Critical Book Review assignment (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 any additional course readings will be posted on A2L:
 - Wright, J. (2017). Authentic Dialogue: The Communication of Collaborative Leadership. *Advances in Social Sciences Research Journal*, 4(2) 208-215.

- Clinical and Translational Science Awards Consortium; Community Engagement Key Function Committee Task Force on the Principles of Community Engagement. *Principles of Community Engagement*. Washington, DC: US Department of Health and Human Services; 2011. Pp. 3-29.
- Froyd, J. (2002). Understanding conflict and conflict management. *Foundation Coalition: An agent of change*.
- Halualani, R.T. (2019) Speaking for Others and Intercultural Communication. In: *Intercultural Communication: A Critical Perspective*. Cognella, pp. 95-118.
- Harvard Business Review (2013). *Guide to Managing Up and Across*. Harvard Business Review Press, pp. 1-13.
- Performance Frontiers. *The 5 Essentials for Having Courageous Conversations*. 2017. https://performancefrontiers.com/leadership/wp-content/uploads/2017/06/PF_Article_Five_Essentials_Courageous_Conversation_2017_a.pdf

COURSE OVERVIEW AND ASSESSMENT

COURSE CONTENT DELIVERY:

Activity	Delivery	Description	Tool(s)
Lectures	Synchronous in Person	Lectures will be led by the Instructor and will also include in-class activities and discussions.	In Person (via Zoom if there is need to switch to virtual delivery)
Recorded Lectures	Asynchronous	Lectures will be recorded and available to view for the entirety of the course	Uploaded to Microsoft Teams weekly.
Announcements	Asynchronous	Important course information, material, and announcements will be shared on both A2L and MS Teams. Please ensure you have notifications and/or email alerts enabled for both of these platforms.	A2L and Teams

GRADE COMPONENT	WEIGHT	DESCRIPTION
CHECKING IN	5%	Written assignment (400-500 words)
CLASS ENGAGEMENT	10%	Short weekly reflection entries (1-2 paragraphs each)
CRITICAL BOOK REVIEW	20%	Written assignment (800-1000 words)
GROUP PROJECT	40%	30% of grade based on team deliverables

LEADERSHIP PHILOSOPHY STATEMENT	25%	10% of grade based on peer evaluations Written assignment (1200-1500 words)
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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 couple of years! A pandemic, global protests, environmental disasters, and the ups and downs of virtual 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. Class Engagement (10%)

Learning Objective:

Ensuring you get the most out of this course by regularly attending class as often as possible, reviewing the assigned readings, and reflecting on course material and discussions.

Task:

Actively engaging in the class is critical to gaining the most out of the course content and experience and succeeding academically in the overall course.

Students will be responsible for submitting weekly reflection entries on A2L (1-2 paragraphs long) and this will serve as evidence of your engagement in the course. In these entries, you will be invited to reflect on something that stood out to you, challenged you, surprised you, sparked a particular emotion, and/or expanded your thinking from that week's lecture, discussions and/or readings. The writing does not have to be polished, and point form is fine as long as your thoughts are fully articulated.

Entries will not be graded individually; however successful completion of these entries will impact your grade in two ways:

1. These weekly entries will serve as very useful raw material for your final paper. In the past, students who took the time to write consistent and thoughtful weekly reflections had the strongest final papers – by far!
2. The successful completion of these weekly reflection entries will also count towards 10% of your final grade. This will be evaluated based on: a) how many entries you submit; b) whether or not you submit these weekly (you should submit one entry on A2L per week) or rush them in at the end of the term; and, c) overall evidence that your reflections demonstrate you are meaningfully engaging with and thinking through the course content.

3. Leadership Critical Book Review (20%)

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 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.

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

Learning Objectives:

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

Tasks:

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

In this assignment, you are tasked with working 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 the 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.

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.

5. Leadership Philosophy Statement (25%)

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. You will be encouraged to draw on content from your weekly reflection entries, however this should not be a simple regurgitation of the entries, but rather, a summary and analysis of them.

Further direction will be provided partway through the semester. This should be 1200-1500 words in length and will count towards 25% of the course.

COURSE POLICY ON MISSED WORK, EXTENSIONS, AND LATE PENALTIES

Unless otherwise stated, all written assignments are due by 11:59pm on the due date indicated on the course outline.

Late assignments will be subject to a 3% per day late penalty (includes weekends and holidays) for up to seven (7) days. After this date, no assignments will be accepted and a grade of zero (0) will be applied.

Extensions for course work that will not incur a late penalty must be approved by the Instructor before the due date. Extensions are generally only granted for illness, emergencies, and extenuating circumstances. Note that this is distinct from the **McMaster Student Absence Form (MSAF)** submission process.

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. Instructors are required to provide evaluation feedback for at least 10% of the final grade to students prior to Week #9 in the term. Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

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.

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.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy*, located at: www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

ONLINE COURSE COMPONENTS

In this course we will be using A2L, email and MS Teams. Students should be aware that when they access the electronic components of this course, 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 this course will be deemed consent to this disclosure.

If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

Students may request relief from a regularly scheduled midterm, test, assignment or other course components. Please refer to the policy and procedure on the DeGroot website at the link below;

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

STUDENT ACCESSIBILITY SERVICES

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca.

For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

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 requiring a RISO accommodation should submit their request, including the dates/times needing to be accommodated and the courses which will be impacted, to their Faculty Office normally within 10 days of the beginning of term 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.

POTENTIAL MODIFICATION TO THE COURSE

The instructor reserves the right to modify elements of the course during the term. There may be changes to the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

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 3AA3 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

NOTE: The Instructor may modify elements of the course, including the schedule below, and will notify students accordingly both in class and on the course platforms.

WEEK	DATE	TOPIC	READINGS	DEADLINES
1	Sept 12	Introduction to course structure and content. Syllabus overview and course expectations	No assigned reading	
2	Sept 19	Understanding how relationship management connects to leadership	No assigned reading	
3	Sept 26	Models of authentic and effective communication	Authentic Dialogue: The Communication of Collaborative Leadership. Wright, J. (2017).	DUE: Check In Paper (Sept 27) *Teams will be finalized for group project*
4	Oct 3	Community and accountability; Building and maintaining trust	Principles of Community Engagement. Department of Health and Human Services (2011).	DUE: Book title submitted for approval (Oct 4)
5	Mid-term Recess: October 10-14 (No classes)			

6	Oct 17	Giving and receiving feedback	No assigned reading	
7	Oct 24	Conflict resolution and transformation	Understanding Conflict and Conflict Management. The Foundation Coalition (2002).	Mid-term class engagement grade based on weekly reflection entries (grade released Oct 28)
8	Oct 31	Emotional Intelligence and Agility	No assigned reading	
9	Nov 7	The politics of intercultural communication	Speaking for Others and Intercultural Communication. Halualani, R.T. (2019).	DUE: Critical Book Review (Nov 9)
10	Nov 14	Power dynamics in professional settings; managing up, down, and across	Guide to Managing Up and Across. Harvard Business Review (2013) -- Focus on pages 1-13.	
11	Nov 21	Sticky situations and courageous conversations	Five Essentials to Having Courageous Conversations (2017). Performance Frontiers.	DUE: Group Project Document Deliverables (Nov 25)
12	Nov 28	★ <i>Group Presentations</i> ★	No assigned reading	
13	Dec 5	Course wrap up and reflections	No assigned reading	DUE: Final Leadership Philosophy Statement (Dec 6)