



Faculty of Business IBH 3AA3 Relationship Management *Fall 2024*

Instructor Information

Alpha Abebe
Email: abebea@mcmaster.ca
Office Hours:
By appointment

Course Information

Lectures: Fridays 11:30am-2:20pm

Course Dates: 09/03/2024 - 12/05/2024

Units: 3.00

Course Delivery Mode: In Person

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. Lectures (3 hours) Prerequisite(s): Registration in Level III of the Integrated Business and Humanities Program

Important Links

- [Mosaic](#)
- [Avenue to Learn](#)
- [Student Accessibility Services - Accommodations](#)
- [McMaster University Library](#)
- [eReserves](#)

Course Elements

Credit Value: 3	Leadership: Yes	IT Skills: No	Global View: Yes
Avenue to Learn: Yes	Ethics: Yes	Numeracy: No	Written Skills: Yes
Participation: Yes	Innovation: No	Group Work: Yes	Oral Skills: Yes
Evidence-Based: Yes	Experiential: Yes	Final Exam: No	Guest Speaker(s): N

Course Learning Outcomes

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.

Required Materials and Texts

Textbook Listing: <https://textbooks.mcmaster.ca>

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

Class Format

In Person

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

Course Evaluation

GRADE COMPONENT	WEIGHT	DESCRIPTION
Checking in paper	5%	Written assignment (400-500 words)
Class engagement	15%	Short weekly reflection entries (1-2 paragraphs each)
Experience with groups	25%	Written and creative assignment
Group project	30%	20% of grade based on team deliverables
		10% of grade based on peer evaluations
Final reflection paper	25%	Written assignment (1200-1500 words)

Course Evaluation Details

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 (15%)

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:

- 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!
- 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. Experience with Groups - Case Study Assignment (25%)

Learning Objective:

To reflexively analyze a past group or team experience through a case study and creative formats.

Task:

In this assignment, you are tasked with recalling a previous group or team experience in the IBH program (except the one in this course). You will produce a reflective piece and creative artifact that contribute to personal and professional development with regards to interpersonal and teamwork skills. With your consent, your submissions will be shared with IBH leadership to use for program improvement, instructor training, and student educational material.

Part 1) Case Study (500 words) (15%):

The first part of your submission includes a detailed case study based on a previous group or team experience in IBH. Your case study should address the following elements:

- **Case Description:** Provide an overview of the group or team project, including the project's objective, your role, and the team's composition. Describe the context and background of the project.
- **Team Dynamics:** Analyze the dynamics within the team, focusing on communication patterns, decision-making processes, power dynamics, and conflict management. Evaluate how these dynamics influenced the team's performance and project outcomes.
- **Challenges Encountered:** Identify and discuss key challenges the team faced during the project. Analyze how these challenges affected the team's work and the strategies used to address them.
- **Outcomes:** Examine how these challenges were approached/addressed and what the outcomes were (positive and/or negative). Evaluate the effectiveness of any solutions/efforts and the impact they had on the project and team dynamics.
- **Lessons Learned:** Reflect on the key lessons learned from this experience regarding teamwork, leadership, and problem-solving. Consider how these lessons can be applied to future team settings.

Part 2) Creative Artifact (Visual or Media-Based) (10%):

The second part of your submission includes a visual or media-based artifact (such as an infographic, digital poster, or short video) that encapsulates the key insights from your case study. This artifact should include:

- **Key Insights:** Highlight the major lessons learned and significant outcomes from the case study.
- **Visual Representation:** Use visuals to represent team dynamics, challenges, solutions, and key learnings.

- Engagement and Clarity: Ensure that the artifact is engaging and clearly communicates the case study's reflections and insights in broad and accessible terms.

Further direction and evaluation criteria will be provided in class.

4. Group Project: IBH Community Service (30%)

Learning Objectives:

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

Tasks:

The class will be randomly split into small groups (5-6 students per group). Each group will design and execute an initiative that will be of service to first year IBH students. You have quite a lot of flexibility in terms of what the initiative itself is (e.g. workshop, resource, event, learning experience); however you are encouraged to design an initiative that provides you with an opportunity to have some face-to-face time with the first year students. (Note: Since I (the Instructor) teach the first years in the fall term in the IBH 1BB3 class, it may be possible to offer some of the 1BB3 class time for your initiative).

The overarching goals of your initiative should be to offer first year IBH students with an opportunity to learn about and/reflect on topics/skills of relevance to our course (e.g. leadership, interpersonal communication, relationships, professional development, critical reflection, etc.).

One of the key objectives of this assignment is to create an opportunity to develop effective collaboration and communication skills with your peers by working on the project itself. As such, a significant portion of your grade (10%) for this assignment will be determined by a peer evaluation of your contributions.

The other 20% of your grade will be based upon a project portfolio that you submit as a group that will summarize your group project activities, accomplishments and learnings. We will be using your project portfolio to assess the following:

- A. Evidence that all group members were equally engaged throughout the process:
- B. Effective project management skills, demonstrated through outputs such as timelines, delegation of roles and responsibilities, etc.
- C. Demonstrated application of knowledge and skills discussed in this course, such as reflexivity, effective communication, community accountability, conflict resolution, etc.
- D. Effective execution of initiative, as evidenced by achieving objectives outlined by the group, positive feedback from participants, high return on investment of time and resources, etc.

Note: The lecture slot on October 20th will be dedicated to a collaborate workshop where each group will be tasked with providing a 5-10 minute presentation on their group's initiative planning and progress to date. The class will then be invited to share feedback and offer suggestions for any outstanding issues the group is trying to sort out for their initiative.

Further direction, including a grading rubric, will be provided during class.

5. Final Reflection Paper (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. You will be required to meaningfully integrate insights from at least 1 course reading and 3 external reputable sources, relevant to the themes and topics explored in your paper.

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.

Grading Scale

Grade	Equivalent Grade Point	Equivalent Percentages
A+	12	90-100
A	11	85-89
A-	10	80-84
B+	9	77-79
B	8	73-76
B-	7	70-72
C+	6	67-69
C	5	63-66
C-	4	60-62
D+	3	57-59
D	2	53-56
D-	1	50-52
F	0	0-49

Course Schedule

WEEK	DATE	TOPIC	READINGS	DEADLINES
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1	Sept 3	Introduction to course structure and content. Syllabus overview and course expectations	No assigned reading	
2	Sept 10	Understanding how relationship management connects to leadership	No assigned reading	
3	Sept 17	Models of authentic and effective communication	Authentic Dialogue: The Communication of Collaborative Leadership. Wright, J. (2017).	
4	Sept 24	Community and accountability; Building and maintaining trust	Principles of Community Engagement. Department of Health and Human Services (2011).	DUE: Check In Paper (Sept 21) Teams will be finalized for group project
5	Oct 1	Giving and receiving feedback	No assigned reading	
6	Oct 8	Conflict resolution and transformation	Understanding Conflict and Conflict Management. The Foundation Coalition (2002).	
Mid-term Recess: October 14-20 (No classes)				
7	Oct 22	Group project progress updates and feedback session	No assigned reading	
8	Oct 29	Emotional Intelligence and Agility	No assigned reading	Mid-term class engagement grade based on weekly reflection entries
9	Nov 5	The politics of intercultural communication	Speaking for Others and Intercultural Communication. Halualani, R.T. (2019).	DUE: Experience with Groups Case Study Assignment (Nov 10th)
10	Nov 12	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 19	Sticky situations and courageous conversations	Five Essentials to Having Courageous Conversations (2017). Performance Frontiers.	

12	Nov 26	Course wrap up and reflections	No assigned reading	DUE: Group Project Portfolio (Nov 29)
13	Dec 3	TBA	No assigned reading	DUE: Final Reflection Paper (Dec 6)

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.

Late Assignments

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.

Turnitin.com

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.

APPROVED ADVISORY STATEMENTS

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](#).

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

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. Avenue to Learn, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

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Courses with an On-line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn, 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.

Requests for Relief for Missed Academic Term 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/>

Non-Commerce students must follow the Missed Course Work protocols outlined by their home faculty and Program Office.

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, Avenue to Learn and/or McMaster email.