

last updated: Nov 09 7:11pm EST.



MGMT5150 F2020 CREDITS: 3.00

MGMT 5150 A - SKILLS FOR LEADERSHIP

THU 08:00 - 11:00

INSTRUCTOR

Kate Ellis

kellis@schulich.yorku.ca

416.736.2100 Ext. 77935

N304M SSB



ADMIN

Laura Da Silva

lgreco@schulich.yorku.ca

416.736.2100 Ext.22853

N203B SSB



KATE ELLIS BIOGRAPHY

Kate Ellis is a Marketing professional with over 25 years of experience in packaged goods and retail strategy. Kate has been a member of the Schulich School of Business faculty for 20 years. As Schulich's retail specialist, Kate Ellis has designed and taught Retail Strategy in both BBA and MBA programs. Kate is a member of the capstone MGMT 5150 Skills for Leadership teaching team and a faculty advisor to 601 groups. Kate has recently joined the EMBA program as the Team Facilitator.

BRIEF DESCRIPTION

This course develops the thinking and reflective skills required for leadership in a turbulent world. Drawing on complexity science, the course applies a multiple perspectives framework to challenge embedded assumptions and advance students' ability to think creatively, analytically and strategically. Students learn to identify and reframe complex problems more effectively, and to develop and communicate actionable solutions compellingly.

LEARNING REMOTELY

Due to the COVID-19 situation, this course will run in an online format. All students are expected to have the following technology to participate in this course:

1. Computer
2. High speed internet
3. Web camera
4. Microphone

Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor, as well as with one another. Please review the technical specifications for **Zoom** (<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>) and **Canvas** (<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>). Please review the syllabus to determine how the class meets (in whole or in part) and how presentations will be conducted. Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.

- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Copying of any Zoom recordings or other course materials for public or commercial distribution is strictly prohibited and may lead to copyright and/or privacy law violations.

Time Zone

All course meeting times are Eastern Time (ET) unless otherwise indicated.


Etiquette and Courtesy



Courtesy in the classroom is crucial to an effective learning environment. Think of a Zoom lecture as a face-to-face meeting and conduct yourself as you would if you were all present in the same room. Zoom is our virtual classroom and therefore appropriate classroom behaviour is expected. Below are some useful tips to help ensure the session goes smoothly for all involved:

- Join early – up to 5 minutes before the session start time because the class will start on time.
- Attend from a distraction-free and quiet environment (to the extent possible).
- Turn-on your camera unless you are experiencing connection issues or have other concerns with having your camera being on, please speak to your instructor
- Understand that your audio will be on mute upon entry. Continue to mute your audio until you want to speak and after you are done speaking.
- Use “Raise Hand” feature if you want to speak. Wait for the instructor to call your name and then unmute your audio to speak.
- Chat feature can also be used to ask questions or share ideas to all (not as a private message). If you would like to use the chat box, remember that it is public and a record of the chat is kept and archived.
- Minimize doing other things (e.g., texting, talking to others) as it detracts from your and others learning environment. Focus and be present
- Have paper and a pen or pencil handy to take notes.

Overall, please conduct yourselves with the professionalism, respectfulness and courtesy that would be expected of you as students at the Schulich.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Grand Challenge Team Project 35%			
Team Contract		0%	Thu Sep 17, 2020 at 11:59pm EDT
Grand Challenge Team Project - Video Pitch Presentation		17.5%	Wed Nov 4, 2020 at 11:59pm EST
Grand Challenge Team Project - Deck Report		17.5%	Wed Nov 4, 2020 at 11:59pm EST
Grade Allocation Form		0%	Wed Nov 4, 2020 at 11:59pm EST
Grade Allocation Adjustment		0%	
Peer Learning Circle Reflections 10%			
Peer Learning Circle - Class 2		2.5%	Thu Sep 24, 2020 at 08:00am EDT
Peer Learning Circle - Class 3		2.5%	Thu Oct 1, 2020 at 08:00am EDT
Peer Learning Circle - Class 4		2.5%	Thu Oct 8, 2020 at 08:00am EDT
Peer Learning Circle - Class 6		2.5%	Thu Oct 22, 2020 at 08:00am EDT
Learning and Development Portfolio 40%			
Personal Case - Description		0%	Thu Sep 24, 2020 at 11:59pm EDT
Personal Case - Making a Leadership Difference		26.67%	Sat Dec 12, 2020 at 11:59pm EST
Reflection: As a Future Leader, I Will Need to...		13.33%	Sat Dec 12, 2020 at 11:59pm EST
Course Contribution 15%			
Course Contribution		15%	
Class 7 Homework: Key Takeaways		0%	Sat Nov 7, 2020 at 11:59pm EST
Class 8 Homework: Key Takeaways		0%	Sat Nov 14, 2020 at 11:59pm EST

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Class 9 Homework: The Reach of Managerial Responsibility		0%	Sat Nov 21, 2020 at 11:59pm EST
Class 11 Homework: Key Takeaways		0%	Sat Dec 5, 2020 at 11:59pm EST

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Team Contract

 **Due Date:** Thu Sep 17, 2020 at 11:59pm EDT

Each team is asked to submit a team contract which should specify the ground rules for how the team will work with each other. The contract may include – among other things – the following norms:

- How are decisions going to be made?
 - By majority?
 - By consensus?
 - By another mechanism?
- What are the performance expectations of each other?
 - Quality?
 - Quantity?
 - Timeliness?
- How are differences going to be resolved?
- How are people going to treat each other?
- How is the team going to communicate – internally and externally?
- How are issues relating to individual and team rewards (i.e., grades) going to be handled?
- How often and when will the team meet? Will there be an agenda for the meetings? Who is responsible for it? Are there any other roles that will help the team stay on track?
- Under what circumstances should the team contract be revisited and modified?

Moreover, the team contract should identify two permanent roles:

- **Team Spokesperson:** This team member is responsible for all communication with the course instructor and other external stakeholders, if applicable.
- **Academic Honesty Representative:** This team member is responsible for familiarizing her/himself with and educating her/his team about **Schulich's Academic Honesty Policy** (<http://schulich.yorku.ca/current-students/academic-honesty/>). At least half an hour at one of the first team meetings should be dedicated to a discussion of the policy and the implications for the team's work.

Other roles – such as project coordinator, record keeper, editor/proofreader, meeting facilitator, etc. – and whether they are permanent or rotating may be determined by the team.


We suggest you take this task seriously and commit some time to it as a team. Team contracts have been shown to be effective tools for enhancing team performance if they are thoughtfully drafted and used to guide a team's conduct. Moreover, your team contract will be the basis for the grade allocation process following the team project.

For more information on what to look out for when determining team norms and creating a team contract, please visit **Getting Your Team Going: Team Norms & Contract**, an online learning module on this topic.

Moreover, here are two sample team contracts for reference. Use them for guidance, not by simply copying them. Your team should come up with its own content and format for its contract.

Sample Team Contract 1.pdf [↓](https://schulich.instructure.com/courses/4361/files/275858/download?download_frd=1) (https://schulich.instructure.com/courses/4361/files/275858/download?download_frd=1)
Sample Team Contract 2.pdf [↓](https://schulich.instructure.com/courses/4361/files/275800/download?download_frd=1) (https://schulich.instructure.com/courses/4361/files/275800/download?download_frd=1)

Grand Challenge Team Project - Video Pitch | Presentation

 **Due Date:** Wed Nov 4, 2020 at 11:59pm EST

Grand Challenge Team Project

What is a "Grand Challenge"?

The concept of the “grand challenge” was first applied by the German mathematician Dr. David Hilbert, who listed a set of 23 “intractable” math problems and collectively termed them as “grand challenges” to focus the efforts of his colleagues. George et al. (2016) define “grand challenge as “specific critical barrier(s) that, if removed, would help solve an important societal problem with a high likelihood of global impact through widespread implementation” (p. 1881).

Examples of “grand challenges” include the **fourteen Grand Challenges in Global Health** (<https://www.gatesfoundation.org/Media-Center/Press-Releases/2003/10/14-Grand-Challenges-in-Global-Health>) articulated by the Bill and Melinda Gates Foundation in 2003 and the **seventeen Sustainable Development Goals (SDGs)** (<https://sustainabledevelopment.un.org/sdgs>) defined by the United Nations in 2015. **Grand Challenges for Development** (<https://www.usaid.gov/grandchallenges>), funded by USAID, and **Grand Challenges Canada** (<https://www.grandchallenges.ca/>), funded by the Government of Canada and other partners, are two organizations dedicated to addressing “grand challenges” in international development and global health, respectively.

Why a "Grand Challenge" as an assignment in an MBA course?

Because **Skills for Leadership** is designed to develop skills for solving complex problems; problems that may appear intractable at first, but require solutions because they have a great impact. Furthermore, businesses are expected to think beyond profit and shareholder value maximization. Many customers, employees, investors, community members, and other stakeholders hold business responsible for making a positive difference in society, including addressing “grand challenges” such as creating meaningful work, protecting the environment and setting ethical standards for the relationships with their partners in the value chain.


Businesses appear to be responding to this new reality. Close to 3,000 companies have now officially registered as **Certified B Corporations** (<https://bcorporation.net/>), “businesses that meet the highest standards of verified social and environmental performance, public transparency, and legal accountability to balance profit and purpose. B Corps are accelerating a global culture shift to redefine success in business and build a more inclusive and sustainable economy.”

And recently – on August 19, 2019 – 181 CEOs of leading US companies signed a new “**Statement on the Purpose of a Corporation**” (<https://www.businessroundtable.org/business-roundtable-redefines-the-purpose-of-a-corporation-to-promote-an-economy-that-serves-all-americans>), rejecting the notion that maximizing shareholder profits is the

primary goal of corporations.

Your Assignment and "Grand Challenge"

This assignment is modeled after the **2021 Hult Prize Challenge** (<http://www.hultprize.org/challenge/>) and calls on you **to build a viable food enterprise that will impact the lives of 10M people in the next decade while strengthening communities, increasing incomes, feeding the hungry, and creating jobs.**

This assignment challenges you to rethink the global food system. What are some of the key current problems and where lie the key opportunities to make a positive difference? How can you make an impact on the lives of 10M people and create a viable business? Please review the **2021 Hult Challenge One-Pager**  (https://schulich.instructure.com/courses/4361/files/284933/download?download_frd=1) for more information.

To address this challenge, you will need to turn deeply-held assumptions about how the food system operates on their heads. You will have to defy existing mindsets and propose revolutionary, not evolutionary change. You will "need to put aside your prior preconceptions of the failures in our food system. This is not primarily a challenge about global food security for example. This is also not a challenge about the exploitation of agricultural workers. It is not, in any other way, about abstract people "out there" that you're trying to help. You need to go deeper. This is a challenge about food and the human experience. This challenge is about your own life, your own body, your own family and the possibility of turning a looming crisis into opportunity."

There are **two deliverables for this assignment**:

1. A 7-minute video pitch
2. A deck report of no more than 25 slides

The deliverables should be targeted at a panel consisting of funders, social entrepreneurs and other experts such as Jeetu Patel, Chief Product Officer, Box; Arianna Huffington, Founder and CEO, Thrive Global; Taylor Scobbie, Founder and CEO, IMPCT Coffee; Liu Zhenmin, Under-Secretary-General for Economic and Social Affairs, United Nations; Bill Clinton, 42nd President of the United States; and Ahmad Ashkar, CEO and Founder of The Hult Prize.

To approach this "grand challenge" effectively, you will need to:

1. Identify current and future challenges and opportunities regarding the global food system or systems? What are the greatest challenges? What are the elements of the system that are most problematic? Production? Distribution and logistics? Trade? Nutrition? Accessibility? Working conditions? Where are possible opportunities for breakthrough change? In other words, obtain a good understanding of the context for this challenge.
2. Reframe and redefine the problem by applying the techniques introduced in class. What are the assumptions regarding the global food system? How might these assumptions create barriers to creating a viable food enterprise that will impact the lives of 10M people in the next decade? How can the assumptions be challenged? Who are the stakeholders and what are their perspectives on this topic? How may adopting different perspectives challenge existing assumptions? What provocative questions can be asked that unearth unique insights? What are the possible root causes of existing problems in the food system? What unique opportunities may be hidden in this "grand challenge"?
3. Once you have unearthed promising opportunities, explore possible high-leverage or breakthrough ("15%") solutions that take advantage of the identified opportunities and address the "grand challenge" of building a viable food enterprise that will impact the lives of 10M people in the next decade while strengthening communities, increasing incomes, feeding the hungry and creating jobs.
4. Identify possible barriers to execution and design "safe-to-fail" experiments that can provide insights into the viability, feasibility, and scalability of the proposed "15% solution(s)".
5. How can the solutions be scaled to reach 10M people within a decade?

- Pitch your venture proposal to the panel through a 7-minute video pitch and a deck report – up to 25 slides – that details your work on the project.

The final pitch should leave the panel (and your team) with a sense of “delight in the possible”. In other words, there is no right or best solution to this “grand challenge”. Instead, the panel will be looking for – as Grand Challenges Canada calls it – **Bold Ideas with Big Impact**. This also means that you will have to deal with ambiguity and make important judgment calls. The rigorous application of perspectives, concepts, and techniques covered in the course will help you tackle this process effectively and innovatively.

The instructor recognizes that in the time available for the project, you may not be able to complete it in an absolute sense. That is, you may not be able to finalize or formulate your ideas definitively or obtain all of the data that you consider relevant. Nevertheless, you should still move the project to a stage where it will command the panel’s attention and result in a “yes, maybe…” response.

The Video Pitch

Your team will submit a video pitch for your proposed venture that must not exceed seven minutes. The purpose is to get buy-in from the target audience for the project, an expert panel judging the promise of your proposal for building “viable food enterprises that will impact the lives of 10M people in the next decade while strengthening communities, increasing incomes, feeding the hungry and creating jobs.”

Specifications and Suggestions:

- Duration: Strict limit of 7 minutes.
- Format: Video (not to exceed 500MB)
- Structure your pitch as a compelling “story”. Successful pitches generally adopt a simple approach that
 - “hooks” the audience members with a logical and compelling story;
 - offers an innovative breakthrough initiative backed by sound justification;
 - clearly identifies key barriers to building positive net-impact businesses and key opportunities for overcoming them;
 - provides a solid proposal for how to scale the initiative to reach at least one million consumers within 10 years;
 - and loops back to the desired outcomes (i.e., the goals of the challenge).
- Style/tone: Think of your video pitch as a professional pitch to possible investors in your venture. To get their buy-in, keep the pitch focused and professional. You may include visual and/or audio aids in your pitch, but make sure that the logical story is the key “selling” point. Don’t use special effects for the sake of using special effects. Use them to enhance your story.
- The team - or at least some of its members - should be featured in the video pitch. You’re not selling an idea; you’re also selling your team to the decision-makers.

Note on the time limit: Seven minutes may seem very short, given the large amount of preparatory work involved. But it is a realistic restriction in today’s “time-scarce” executive environment. If you can’t get your audience’s attention in seven minutes you will likely not get it in ten, fifteen, or twenty minutes. In fairness to all teams, the time limit will be strictly applied.

Your Deliverable

Please submit your video using the “Media” tab and “Record / Upload Video” link on the assignment submission page (see picture).

The screenshot shows the 'Your Deliverable' section for an assignment. It states: 'Please submit your video. Late submissions will be penalized by one grade point (e.g. B+ to B) per day late.' Below this is the 'Evaluation Criteria' section, which includes a table of the Schulich Master's Level grading scheme. The table is as follows:

Letter Grade	Interpretation
A+	Excellent
A	
A-	
B+	Good
B	
B-	
C+	Acceptable
C	
C-	
F	Failing

Below the table, there are submission options: 'File Upload', 'Website URL', 'Media', 'Canvas LMS360 Homework Embed', and 'Office 365'. The 'Media' option is circled in red, with a red arrow pointing to it from a red box containing the text: 'Please select this tab and link to upload your video.' Below the submission options is a 'Record / Upload Media' button, also circled in red with a red arrow pointing to it from the same red box. A warning message states: 'Keep in mind, this submission will count for everyone in your Grand Challenge Project Teams group.' At the bottom of the submission form are 'Cancel' and 'Submit Assignment' buttons. Below the submission form is a table for 'MGMT5150 - Grand Challenge Team Project Presentation' with columns for 'Criteria' and 'Ratings'.

Late submissions will be penalized by one grade point (e.g. B+ to B) per day late.

Evaluation Criteria


Assignments in this course are evaluated using the Schulich Master's Level grading scheme:

Letter Grade	Interpretation
A+	Excellent
A	
A-	
B+	Good
B	
B-	
C+	Acceptable
C	

Letter Grade	Interpretation
C-	
F	Failing

Grand Challenge Team Project

- Deck Report

 **Due Date:** Wed Nov 4, 2020 at 11:59pm EST

Grand Challenge Team Project

What is a "Grand Challenge"?

The concept of the "grand challenge" was first applied by the German mathematician Dr. David Hilbert, who listed a set of 23 "intractable" math problems and collectively termed them as "grand challenges" to focus the efforts of his colleagues. George et al. (2016) define "grand challenge as "specific critical barrier(s) that, if removed, would help solve an important societal problem with a high likelihood of global impact through widespread implementation" (p. 1881).

Examples of "grand challenges" include the **fourteen Grand Challenges in Global Health** (<https://www.gatesfoundation.org/Media-Center/Press-Releases/2003/10/14-Grand-Challenges-in-Global-Health>) articulated by the Bill and Melinda Gates Foundation in 2003 and the **seventeen Sustainable Development Goals (SDGs)** (<https://sustainabledevelopment.un.org/sdgs>) defined by the United Nations in 2015. **Grand Challenges for Development** (<https://www.usaid.gov/grandchallenges>), funded by USAID, and **Grand Challenges Canada** (<https://www.grandchallenges.ca/>), funded by the Government of Canada and other partners, are two organizations dedicated to addressing "grand challenges" in international development and global health, respectively.

Why a "Grand Challenge" as an assignment in an MBA course?

Because **Skills for Leadership** is designed to develop skills for solving complex problems; problems that may appear intractable at first, but require solutions because they have a great impact. Furthermore, businesses are expected to think beyond profit and shareholder value maximization. Many customers, employees, investors, community members, and other stakeholders hold business responsible for making a positive difference in society, including addressing "grand challenges" such as creating meaningful work, protecting the environment and setting ethical standards for the relationships with their partners in the value chain.


Businesses appear to be responding to this new reality. Close to 3,000 companies have now officially registered as **Certified B Corporations** (<https://bcorporation.net/>), "businesses that meet the highest standards of verified social and environmental performance, public transparency, and legal accountability to balance profit and purpose. B Corps are accelerating a global culture shift to redefine success in business and build a more inclusive and sustainable economy."

And recently – on August 19, 2019 – 181 CEOs of leading US companies signed a new "**Statement on the Purpose of a Corporation**" (<https://www.businessroundtable.org/business-roundtable-redefines-the-purpose-of-a-corporation-to-promote-an-economy-that-serves-all-americans>), rejecting the notion that maximizing shareholder profits is the primary goal of corporations.

Your Assignment and "Grand Challenge"

This assignment is modeled after the **2021 Hult Prize Challenge** (<http://www.hultprize.org/challenge/>) and calls on

you **to build a viable food enterprise that will impact the lives of 10M people in the next decade while strengthening communities, increasing incomes, feeding the hungry, and creating jobs.**

This assignment challenges you to rethink the global food system. What are some of the key current problems and where lie the key opportunities to make a positive difference? How can you make an impact on the lives of 10M people and create a viable business? Please review the **2021 Hult Challenge One-Pager**  (https://schulich.instructure.com/courses/4361/files/284933/download?download_frd=1) for more information.

To address this challenge, you will need to turn deeply-held assumptions about how the food system operates on their heads. You will have to defy existing mindsets and propose revolutionary, not evolutionary change. You will "need to put aside your prior preconceptions of the failures in our food system. This is not primarily a challenge about global food security for example. This is also not a challenge about the exploitation of agricultural workers. It is not, in any other way, about abstract people "out there" that you're trying to help. You need to go deeper. This is a challenge about food and the human experience. This challenge is about your own life, your own body, your own family and the possibility of turning a looming crisis into opportunity."

There are **two deliverables for this assignment**.

1. A 7-minute video pitch
2. A deck report of no more than 25 slides

The deliverables should be targeted at a panel consisting of funders, social entrepreneurs and other experts such as Jeetu Patel, Chief Product Officer, Box; Arianna Huffington, Founder and CEO, Thrive Global; Taylor Scobbie, Founder and CEO, IMPCT Coffee; Liu Zhenmin, Under-Secretary-General for Economic and Social Affairs, United Nations; Bill Clinton, 42nd President of the United States; and Ahmad Ashkar, CEO and Founder of The Hult Prize.

To approach this "grand challenge" effectively, you will need to:

1. Identify current and future challenges and opportunities regarding the global food system or systems? What are the greatest challenges? What are the elements of the system that are most problematic? Production? Distribution and logistics? Trade? Nutrition? Accessibility? Working conditions? Where are possible opportunities for breakthrough change? In other words, obtain a good understanding of the context for this challenge.
2. Reframe and redefine the problem by applying the techniques introduced in class. What are the assumptions regarding the global food system? How might these assumptions create barriers to creating a viable food enterprise that will impact the lives of 10M people in the next decade? How can the assumptions be challenged? Who are the stakeholders and what are their perspectives on this topic? How may adopting different perspectives challenge existing assumptions? What provocative questions can be asked that unearth unique insights? What are the possible root causes of existing problems in the food system? What unique opportunities may be hidden in this "grand challenge"?
3. Once you have unearthed promising opportunities, explore possible high-leverage or breakthrough ("15%") solutions that take advantage of the identified opportunities and address the "grand challenge" of building a viable food enterprise that will impact the lives of 10M people in the next decade while strengthening communities, increasing incomes, feeding the hungry and creating jobs.
4. Identify possible barriers to execution and design "safe-to-fail" experiments that can provide insights into the viability, feasibility, and scalability of the proposed "15% solution(s)".
5. How can the solutions be scaled to reach 10M people within a decade?
6. Pitch your venture proposal to the panel through a 7-minute video pitch and a deck report – up to 25 slides – that details your work on the project.

The final pitch should leave the panel (and your team) with a sense of "delight in the possible". In other words, there is no right or best solution to this "grand challenge". Instead, the panel will be looking for – as Grand Challenges Canada

calls it – **Bold Ideas with Big Impact**. This also means that you will have to deal with ambiguity and make important judgment calls. The rigorous application of perspectives, concepts, and techniques covered in the course will help you tackle this process effectively and innovatively.

The instructor recognizes that in the time available for the project, you may not be able to complete it in an absolute sense. That is, you may not be able to finalize or formulate your ideas definitively or obtain all of the data that you consider relevant. Nevertheless, you should still move the project to a stage where it will command the panel's attention and result in a "yes, maybe..." response.

The Deck Report

Your team will submit a deck report of no more than 25 slides. The purpose of the deck report is to provide detailed data, information, analysis, and findings that supplement and strengthen your presentation to the panel. It is your opportunity to show, in some detail, substantial evidence of the reframing work, research, and analysis done by your team for this project. The deck report should communicate a clear and compelling story through a set of slides.

What Is a Deck Report?

A deck report is a self-contained document (slide deck) that includes fully-developed content. It is designed to be easily understood by the audience without a presenter's input and is commonly used in management consulting and executive briefings.

This online support module on **Preparing a Compelling Deck Report** was developed for the Schulich Strategic Field Study ("601"), but much of its content applies to this project as well. You will learn about:

- Discovering Methods to Present Your Results
- Organizing a Deck Report with a Logic Pyramid & Storyboard
- Building a Basic Slide
- Designing High Impact Visuals

The online module refers to a **deck report created by McKinsey & Company for the United States Postal Service** (<http://about.usps.com/future-postal-service/mckinsey-usps-future-bus-model2.pdf>) (USPS). To understand what makes the USPS deck report effective, read **this breakdown of the report on the site Consultant's Mind** (<http://www.consultantsmind.com/2016/02/28/mckinsey-presentation/>). Keep in mind that the USPS deck does not contain any creative work, which is critical for the Grand Challenge Team Project. Hence, you will have to include information on the application of reframing techniques and the insights gained in your deck report.

Specifications and Suggestions:

- Required components:
 1. Contents and Objectives (typically 1-2 slides)
 - Table of contents
 - Glossary of key terms and abbreviations
 - Objectives: Identify the key objectives of the report deck
 2. Executive Summary (1 slide)
 - **Tips.** *The executive summary is a critical piece of the report. It creates the "first impression" and may be your only chance to attract the attention of the reader. If the first impression is negative many readers will simply not read on. We advise that you start your executive summary with a strong first sentence and paragraph. If you can engage the readers with the first sentence/paragraph, you will have positively primed them to accept your arguments, as well as interested them enough to read on. We also advise that you write the executive summary after you have finished the rest of the deck to make sure it captures the key messages.*
 - Suggested contents:
 - A tight description of how your venture addresses the Grand Challenge

- A brief definition of the core issues or problems or opportunities you want to tackle with your venture
- A brief description of the venture (solution), including what it will do and how it will work
- An explanation of how the venture will impact the food system and the lives of 10M people
- If applicable, a brief rationale of why your venture should be funded (i.e., win US\$1,000,000 or be included in the Hult Prize Accelerator)

3. Body of Report

- Presents a logical storyline and evidence of the substantial reframing and analytic work performed for the project, with a strong emphasis on specific insights gained
- Successful teams often adopt a simple approach that:
 - provides a relevant, yet general overview of the context;
 - describes the most relevant reframing and analytical work to determine the core problems or opportunities, including the key insights gained;
 - presents a clear case for why the venture will be successful in addressing the challenge;
 - and clearly and succinctly outlines the key implications or outcomes of the proposed venture.

4. Bibliography

- Includes all sources that you consulted to produce your presentation and report
- Length of report: The deck report is limited to 25 slides/pages. Be selective with the content: The storyline and the relevance and impact of the material are far more important than the quantity/completeness. Base your decisions on what to include on the needs of the audience, not the team's need to show off its work.
- Format: Font, line-spacing, slide design, etc. are your choices to make. Make them with the goal of producing a polished, professional-looking deck. In general, a deck report includes a lot more detail than typical presentation slides and extensively uses text, graphs, figures, data, and citations. (Please review the McKinsey sample above.)

Note: The document will be viewed by the instructor as a representation of the work that your team put into this project. This work should entail rigorous analysis and use of the course's reframing and analytic thinking techniques for breakthrough insights. In conducting this work, you may consult any secondary resources you wish, including reliable web and library-based sources.

Your Deliverable

Please submit your deck report in pdf or ppt/pptx format, Nov 4th 11:59pm

Late submissions will be penalized by one grade point (e.g., B+ to B) per day late.

Evaluation Criteria

Assignments in this course are evaluated using the Schulich Master's Level grading scheme:

Letter Grade	Interpretation
A+	Excellent
A	
A-	
B+	Good
B	
B-	
C+	Acceptable

Letter Grade	Interpretation
C	
C-	
F	Failing

Grade Allocation Form

 **Due Date:** Wed Nov 4, 2020 at 11:59pm EST

Please submit your completed Grade Allocation Form for the Grand Challenge Team Project here. This is a team submission; i.e., the team needs to come to a team decision on the grade allocation and submit one form per team. Please read the detailed instructions on the form. Any adjustments to individual grades will be made by the instructor based on the input on this form.


The form can be downloaded here: **MGMT 5150 - Grade Allocation Form.pdf**  (https://schulich.instructure.com/courses/4361/files/275911/download?download_frd=1)

Grade Allocation Adjustment

This is where any grade allocations, on which the team decided, will be recorded by the instructor. The default is "0", meaning no adjustment to the project grade.

An adjustment of one letter point in the Grade Allocation Form submitted by the team will be translated into a 10-point adjustment in this column. Why? The grading scheme for this course defines the difference between each letter grade to be 5%. The Grand Challenge Team Project is worth 200 points in total. 5% of 200 points is 10 points. Hence, a one grade bonus (or deduction) in the grade allocation will lead to a 10-point bonus (or deduction) to the score for the assignment.

Peer Learning Circle - Class 2

 **Due Date:** Thu Sep 24, 2020 at 08:00am EDT

Assigned reading: Wendell-Wendellborg, T. (2017). "Are You Solving The Right Problems?", Harvard Business Review, 95 (1; January/February), 76-83.

The Peer Learning Circle is an opportunity for you to engage with some of your peers – your “circle” – to discuss assigned course readings or other materials with the purpose of learning from each other. It is important that you “meet” rather than exchange texts or email to fully utilize your peer learning circle. The richness of the interaction will likely lead to insights and takeaways that are greater than the cumulative individual perspectives. We recommend that you engage in deep discussion of the assigned reading/material for at least 30 minutes to tease out the individual viewpoints and arrive at a deeper collective understanding.

Your assignment:


Use **this form**  (https://schulich.instructure.com/courses/4361/files/286461/download?download_frd=1) to capture the

Circle's key collective takeaways from the assigned readings. Don't repeat what is written in the article. There is no value in that. Instead capture your collective ideas, insights, and questions, including what you may have learned from each other while discussing the article.

A few suggestions to make your Peer Learning Circle more effective:

1. Make sure everyone has read and thought about the assigned article.
2. Choose a facilitator for each Peer Learning Circle meeting. This person poses the questions to the Circle, keeps the conversation moving in an orderly fashion, and gets everyone involved. It may be best to rotate this role among the Peer Learning Circle members.
3. Designate a note-taker who captures the key points of the conversation.
4. The note-taker or another Circle member will complete and submit the template, ideally with input and feedback from the other members.


Peer Learning Circle - Class 3

 **Due Date:** Thu Oct 1, 2020 at 08:00am EDT

Assigned reading: Martin, R.L. & Golsby-Smith, T. (2017). "Management Is Much More Than A Science", Harvard Business Review, 95(5), 128-135.

The Peer Learning Circle is an opportunity for you to engage with some of your peers – your “circle” – to discuss assigned course readings or other materials with the purpose of learning from each other. It is important that you “meet” rather than exchange texts or email to fully utilize your peer learning circle. The richness of the interaction will likely lead to insights and takeaways that are greater than the cumulative individual perspectives. We recommend that you engage in deep discussion of the assigned reading/material for at least 30 minutes to tease out the individual viewpoints and arrive at a deeper collective understanding.


Your assignment:

Use **this form**  (https://schulich.instructure.com/courses/4361/files/286461/download?download_frd=1) to capture the Circle's key collective takeaways from the assigned readings. Don't repeat what is written in the article. There is no value in that. Instead capture your collective ideas, insights, and questions, including what you may have learned from each other while discussing the article.

A few suggestions to make your Peer Learning Circle more effective:

1. Make sure everyone has read and thought about the assigned article.
2. Choose a facilitator for each Peer Learning Circle meeting. This person poses the questions to the Circle, keeps the conversation moving in an orderly fashion, and gets everyone involved. It may be best to rotate this role among the Peer Learning Circle members.
3. Designate a note-taker who captures the key points of the conversation.
4. The note-taker or another Circle member will complete and submit the template, ideally with input and feedback from the other members.


Peer Learning Circle - Class 4

 **Due Date:** Thu Oct 8, 2020 at 08:00am EDT

Assigned reading: Argyris, C. (1991). "Teaching Smart People How to Learn", Harvard Business Review, 69(3), 99-109.

The Peer Learning Circle is an opportunity for you to engage with some of your peers – your “circle” – to discuss assigned course readings or other materials with the purpose of learning from each other. It is important that you “meet” rather than exchange texts or email to fully utilize your peer learning circle. The richness of the interaction will likely lead to insights and takeaways that are greater than the cumulative individual perspectives. We recommend that you engage in deep discussion of the assigned reading/material for at least 30 minutes to tease out the individual viewpoints and arrive at a deeper collective understanding.

Your assignment:

Use **this form**  (https://schulich.instructure.com/courses/4361/files/286461/download?download_frd=1) to capture the Circle's key collective takeaways from the assigned readings. Don't repeat what is written in the article. There is no value in that. Instead capture your collective ideas, insights, and questions, including what you may have learned from each other while discussing the article.

A few suggestions to make your Peer Learning Circle more effective:

1. Make sure everyone has read and thought about the assigned article.
2. Choose a facilitator for each Peer Learning Circle meeting. This person poses the questions to the Circle, keeps the conversation moving in an orderly fashion, and gets everyone involved. It may be best to rotate this role among the Peer Learning Circle members.
3. Designate a note-taker who captures the key points of the conversation.
4. The note-taker or another Circle member will complete and submit the template, ideally with input and feedback from the other members.


Peer Learning Circle - Class 6

 **Due Date:** Thu Oct 22, 2020 at 08:00am EDT

Assigned reading: Smith, W.K., Lewis, M.W. & Tushman, M.L. (2016). “Both/And’ Leadership”. Harvard Business Review, 94(5), 62-70.

The Peer Learning Circle is an opportunity for you to engage with some of your peers – your “circle” – to discuss assigned course readings or other materials with the purpose of learning from each other. It is important that you “meet” rather than exchange texts or email to fully utilize your peer learning circle. The richness of the interaction will likely lead to insights and takeaways that are greater than the cumulative individual perspectives. We recommend that you engage in deep discussion of the assigned reading/material for at least 30 minutes to tease out the individual viewpoints and arrive at a deeper collective understanding.


Your assignment:

Use **this form**  (https://schulich.instructure.com/courses/4361/files/286461/download?download_frd=1) to capture the Circle's key collective takeaways from the assigned readings. Don't repeat what is written in the article. There is no value in that. Instead capture your collective ideas, insights, and questions, including what you may have learned from each other while discussing the article.

A few suggestions to make your Peer Learning Circle more effective:

1. Make sure everyone has read and thought about the assigned article.
2. Choose a facilitator for each Peer Learning Circle meeting. This person poses the questions to the Circle, keeps the conversation moving in an orderly fashion, and gets everyone involved. It may be best to rotate this role among the Peer Learning Circle members.
3. Designate a note-taker who captures the key points of the conversation.
4. The note-taker or another Circle member will complete and submit the template, ideally with input and feedback from the other members.

Personal Case - Description

 **Due Date:** Thu Sep 24, 2020 at 11:59pm EDT

For this deliverable, think of a significant and unresolved issue or problem that you are experiencing or have experienced directly (as a central player) at work or in another organizational setting. It could be a conflict with a colleague, a rough negotiation with a client, a significant project that was side-tracked, or an ethical dilemma, among other possibilities. This assignment calls on you to write about the experience as a case.

A written case generally identifies a problem, presents relevant contextual information, and puts the problem forward for solution or decision. In the context of this course, we are most interested in situations related to leadership and making a difference.

You should view your write-up for this assignment as an initial draft - a working version - of a personal case to be used throughout the course and for an assignment at the end of it. During the course, you will be able to use your case as one personally relevant context to test and assimilate what you learn in class. At the end of the course, you will need this case (or one like it) as the basis for an extended case analysis.

Detailed Requirements

In a short paper (2-3 pages), describe your personal case using the following structure:

- Section 1: Identify **the event/problem** that you experienced. Be clear but succinct.
(Length: a short paragraph.)
- Section 2: Describe **the situation** by addressing three main topics (and use them as headings in the text):
 1. *Context (or Background)*. To make sense of the event/ problem and fully appreciate it, what does the reader need to know about the nature of the organization/team/unit and its environment? (Pertinent details could include the age and size of the organization, departments or units involved, sector or industry, products/services, and major trends.)
 2. *Key Players*. Who are/were the key players involved in the case? While individuals may be the easiest actors to

identify, you may also - or instead - refer to groups, departments or organizations.

3. *Key Events/Actions*. What happened over time (from beginning to current state or end)?

(Length of section: 1-2 pages.)

- Section 3: Formulate the (initial) **problem statement**. What do you see as, and how would you describe, the core problem in your case? Why? (See Tips below.)

(Length: 1-2 paragraphs.)

You are *not expected* to apply academic concepts to your case description or provide potential solutions at this stage. Just document your personal experience and interpretation of the event. You are *not graded* on this submission, and you don't have to demonstrate how well you are able to analyze.

Choose any format (font size; spacing; etc.) as long as the submission looks professional.

You may disguise the names of persons and organizations to protect confidentiality.

Tips

- Choosing the event/problem. Make a choice based on what you find interesting, problematic, frustrating or worthy of analysis and what has consequences that matter to you. Ideally (but not necessarily), the event/problem would be unresolved (ongoing) and involve multiple parties. Note: If you do not have sufficient work experience to draw on, choose an experience you have had as a volunteer or as a member of a club, church or community group, for example.
- Do not worry about including any course material - yet. At this early point in the term and for this write-up, you are not expected to incorporate academic concepts or to provide solutions. You will have the opportunity to revisit and analyze your case later in the semester.
- "Problem statement." In general, a problem statement clearly and compactly states what is wrong/negative about a situation and why that matters. For example, a problem statement could be as simple as: "Plumbers in Glendale are taking two days to set a tub in the 40" product category; the standard is one day." As you can see, this problem statement identifies a gap between *what is* (two days for setting a tub) and *what ought to be* (the standard for this task is one day). The statement may also address (potential) consequences for stakeholders. For this assignment, though, there is no set formula. We will delve into what a "problem" is and aspects of problem-solving beginning with Class 2.

A Reminder

This assignment, which is a component of your **Learning and Development Portfolio** (LDP), is not graded. Later in the semester, you will be asked to take up this personal case again and apply course concepts to reframe the problem, create new insights, and develop a more positive resolution. This (later) version of your personal case, which will also count toward your LDP, will be evaluated and graded.

The LDP consists of a number of deliverables over the course of the semester and represents your development journey through the course and beyond. It includes the following deliverables:

1. **Personal Case - Description**
2. Personal Case - Making a Positive Difference
3. Reflection: As a Future Leader, I will need to...

Personal Case - Making a Leadership Difference

 **Due Date:** Sat Dec 12, 2020 at 11:59pm EST

For this deliverable, revisit the personal case you submitted earlier in the semester and apply the ideas, techniques, perspectives, and concepts you have learned through the course to generate new insights and responses that would be more effective than what actually occurred (or is likely to occur). (Note: You may replace the case you initially submitted if you have since identified a different complex personal case that works better for this assignment.)

Detailed requirements:

In a deck report (≤ 15 slides), you are asked to:

1. **Briefly describe the problem** or issue that you have selected. Ideally, you will articulate an initial problem statement (before reframing; can be taken from the initial case description for Class 2). [Suggested length: 1-2 slides]
2. **Reframe the problem** or issue you selected using techniques and concepts developed in the course. Make sure you demonstrate the process of reframing and, ideally, arrive at a new problem statement. [Suggested length: 5-7 slides]
3. **Develop and present innovative solutions** to the problem/issue. These must show that you have successfully reframed the issue or problem to find creative “15% solutions” that allow you can have an impact and make a positive leadership difference. [Suggested length: 5-7 slides]
4. Briefly **describe the actual or anticipated results**. [Suggested length: 1 slide]

The deck should demonstrate **how you have rigorously applied appropriate thinking techniques or course concepts** that you have learned in this course. It should include a combination of text and diagrams, figures, tables, images, or worksheets, and **clearly describe the specific insights** you have gained from the application of relevant techniques or course concepts.

You may disguise the names of persons and organizations to protect confidentiality. Provide a bibliography of sources you have consulted, if applicable.

As a reminder, please consult the online support module on **Preparing a Compelling Deck Report**. The module was developed for the Strategic Field Study, but much of its content applies to this project as well. You will learn about:

- Discovering Methods to Present Your Results
- Organizing a Deck Report with a Logic Pyramid & Storyboard
- Building a Basic Slide
- Designing High Impact Visuals

Reminder

This is **not** an abstract academic assignment. It provides an opportunity for you, **as a current or future leader**, to demonstrate the practical value of what you have learned. Abstract, conceptual papers will not meet the requirements for this assignment. Also, in working on the assignment, please remember that **you are not a consultant** who is going to make broad recommendations for implementation by others. **You are in the role of a leader who can make a difference**. That means that this is **your** case. You play a central role in it and use **your influence** – hierarchical or otherwise – to make a difference. In other words, **consider your 15%**.

This assignment is a component of your **Learning and Development Portfolio** (LDP). The LDP consists of a number of deliverables over the course of the semester and represents your development journey - from past experience to current learning to future development - through the course and beyond. It includes the following deliverables:

1. Personal Case - Description
2. **Personal Case - Making a Positive Difference**
3. Reflection: As a Future Leader, I will need to...


Please submit the assignment as a PDF.

Evaluation Criteria

Assignments in this course are evaluated using the Schulich Master's Level grading scheme:

Letter Grade	Interpretation
A+	Excellent
A	
A-	
B+	Good
B	
B-	
C+	Acceptable
C	
C-	
F	Failing

Reflection: As a Future Leader, I Will Need to...

 **Due Date:** Sat Dec 12, 2020 at 11:59pm EST

"Reflection" is a deliberate and rigorous way of thinking about one's experiences and interactions with others. It is purposeful: It enables a person to make sense of his or her experiences and to surface causes and consequences that are essential for learning and personal development. Reflection is not mere stream of consciousness. Moreover, it can—and should—be challenging. Effective reflection calls for curiosity, open-mindedness, honesty, responsibility, directness, and even optimism.

In general, such reflection explores answers to four key questions:

1. **What?**
 - What happened? What is the topic of the reflection? What did you do, feel and/or see?
2. **Why?**
 - Why did it happen? What are the reasons for what you experienced or observed?
3. **So what?**
 - Why is this experience worth reflection? Why does it matter? What are the consequences and meanings of your experience or observation?
4. **Now what?**
 - What are you going to do as a result of the experience or observation? What concrete actions can you take to make a positive difference in the future?

"Why is so much emphasis on reflection in this course?", you may ask. In this article - **The Rewards of CEO Reflection**

(<https://www.bcg.com/publications/2017/leadership-talent-people-organization-rewards-ceo-reflection.aspx>) - four senior leaders at BCG examine the value of reflection. Their reasoning doesn't just apply to executives. In fact, one might argue that the capacity for reflection needs to be developed and turned into a habit early in one's life and career to reap its benefits.

Assignment

For this reflection, consider – in a deep, meaningful way – what has stuck with you from this course and how you can apply these ideas, concepts, and techniques to make a positive leadership difference in your career or life. You may reflect on any concepts and ideas introduced in class or in the materials, but bear in mind that the purpose of this reflection is not to describe or summarize them. The purpose is to explore and think more deeply about how you can develop the knowledge, skills, and attitudes necessary to become an effective future leader.

Specifications and Suggestions:

- Different possible formats: 3 options (choose one)
 - paper/document (≤ 1000 words, do not write in bullet format)
 - video file (≤ 4 mins.)
 - audio file/podcast (≤ 4 mins.)

Note: The video/audio options are opportunities for you to be creative in ways beyond the written word, but the evaluation criteria are the same (see below).

- Very good reflection papers: examine personal insights, challenge one's own assumptions, and address the tensions inherent in deep-level learning.
- Creativity that enhances the reflection is welcome in any of the formats, but do not include creative elements just for the sake of creativity.
- Avoid simple "action lists" (e.g., "*The 7 Things I Need to Do as a Leader*") and "stream of consciousness" delivery.
- Do not feel compelled to answer all of the questions you raise in your reflection. Asking new, interesting questions can be more valuable than having all the answers. Moreover, questions signal curiosity and a continued desire to learn.

Important: Craft your reflection for yourself, not for the instructor.

This assignment is a component of your **Learning and Development Portfolio** (LDP). The LDP consists of a number of deliverables over the course of the semester and represents your development journey - from past experience to current learning to future development - through the course and beyond. It includes the following deliverables:

1. Personal Case - Description
2. Personal Case - Making a Positive Difference
3. **Reflection: As a Future Leader, I will need to...**

Evaluation Criteria

Assignments in this course are evaluated using the Schulich Master's Level grading scheme:

Letter Grade	Interpretation
--------------	----------------

Letter Grade	Interpretation
A+	Excellent
A	
A-	
B+	Good
B	
B-	
C+	Acceptable
C	
C-	
F	Failing

Course Contribution

“Course Contribution” refers primarily to contributions you make in class and also includes four written “homework” assignments. See below for an explanation of how your class contributions will be evaluated and how the homework assignments will affect the grade for your course contribution.

Preparation for Class

The value of class sessions depends greatly on your active involvement and input. When you and your classmates participate actively, we can create a positive and rich learning environment. Before you come to class, you should read/view and think about the assigned readings/videos. In addition, as indicated in the course schedule, complete and submit any written assignments.

Your Responsibilities

You are expected to be present, prepared, and willing to share your views in every class, both voluntarily and when called upon to do so. Try to contribute consistently with comments and questions that pass the “so-what” test. In other words, aim to provide insightful analysis that builds on prior discussion and moves our thinking forward. (For more tips, see below.)

One to two quality contributions per week are considered standard (i.e., a "B" grade).

In-Class Contributions: Assessment

Your instructor will evaluate your weekly contributions in line with considerations such as the following. (They are also good questions to ask yourself.)

- Are your contributions relevant to the discussion? Are you willing to challenge the ideas that are being expressed? Are you willing to take risks and test-drive new ideas?
- Do you integrate material from past classes or discussions where appropriate?
- Are you a good listener? Do your comments relate to the questions and suggestions of others and to the themes

that the class is exploring together?

- Do your comments reflect cumulative learning over this course or do you merely consider each issue in isolation?
- And most importantly, do you add value to the learning of the class?

Your weekly contributions will be graded according to four possible levels of performance: A, B, C, and F. See the chart below for descriptions of these performance levels:

Grade	Contribution
A	Is prepared and demonstrates a strong understanding of assigned readings; makes regular contributions of high quality; raises new and/or important issues, significantly enhancing the quality of class discussions; contributes original ideas; clearly demonstrates listening skills and adds value to discussions; actively participates in group/class exercises and supports positive team dynamics during exercises.
B	Is prepared and contributes to the discussions, demonstrating a good understanding of the material and/or issues discussed; advances discussions to a certain degree without adding highly original contributions; is fully present; contributes to group/class exercises.
C	Attends class; says nothing or very little of added value; does not actively contribute to team/group exercises.
F	Does not attend class (unexcused).

The same performance levels apply to the end-of-the-term course contribution grade.

Homework

In addition to weekly in-class contributions, there are four homework assignments for Classes 7, 8, 10, and 11. They will count toward your final Course Contribution grade as follows:

- 4 out of 4 submissions = 1 grade-point bonus
- 3 out of 4 submissions = no change
- 2 out of 4 submissions = 1 grade-point deduction
- 1 out of 4 submissions = 2 grade-points deduction
- 0 out of 4 submissions = 3 grade-points deduction

For example, if a student earned a B+ for her active in-class contributions and submitted all homework assignments on time, she would receive an A- (one grade-point bonus) as her Course Contribution grade for the course. If that same student did not submit any homework assignments, she would receive a C+ (three grade-points deduction) as her Course Contribution grade.

The course contribution grade will be determined at the end of the term after all classes have concluded. However, you may ask your instructor for feedback on your in-class contributions at any time during the course.

Class 7 Homework: Key Takeaways

 **Due Date:** Sat Nov 7, 2020 at 11:59pm EST

Your Homework Assignment

In 300 words or less, describe your three main takeaways from the class discussion for your role as a future leader.

The submission is due two days after the class at 11:59 p.m. Late assignments will not be accepted.

Assessment


You will not receive a grade for this assignment. Instead, the four homework assignments in this course will count toward the **Course Contribution** grade as follows:

- 4 out of 4 submissions = 1 grade-point bonus
- 3 out of 4 submissions = no change
- 2 out of 4 submissions = 1 grade-point deduction
- 1 out of 4 submissions = 2 grade-points deduction
- 0 out of 4 submissions = 3 grade-points deduction

For example, if a student earned a B+ for her active in-class contributions and submitted all homework assignments on time, she would receive an A- (one grade-point bonus) as her Course Contribution grade for the course. If that same student did not submit any homework assignments, she would receive a C+ (three grade-points deduction) as her Course Contribution grade.

The Course Contribution grade will be determined after the classes have concluded. You may ask your instructor for feedback on your in-class contributions at any time.

Class 8 Homework: Key Takeaways

 **Due Date:** Sat Nov 14, 2020 at 11:59pm EST

Your Homework Assignment

In 300 words or less, describe three things you will do to help make your future teams more effective. Consider them experiments and be specific and action-oriented ("I will...") in your description.

The submission is due two days after the class at 11:59 p.m. Late assignments will not be accepted.

Assessment

You will not receive a grade for this assignment. Instead, the four homework assignments in this course will count toward the **Course Contribution** grade as follows:

- 4 out of 4 submissions = 1 grade-point bonus
- 3 out of 4 submissions = no change
- 2 out of 4 submissions = 1 grade-point deduction
- 1 out of 4 submissions = 2 grade-points deduction
- 0 out of 4 submissions = 3 grade-points deduction

For example, if a student earned a B+ for her active in-class contributions and submitted all homework assignments on time, she would receive an A- (one grade-point bonus) as her Course Contribution grade for the course. If that same student did not submit any homework assignments, she would receive a C+ (three grade-points deduction) as her Course Contribution grade.

The Course Contribution grade will be determined after the classes have concluded. You may ask your instructor for feedback on your in-class contributions at any time.

Class 9 Homework: The Reach of Managerial Responsibility

 **Due Date:** Sat Nov 21, 2020 at 11:59pm EST

Your Homework Assignment

In 300 words or less, consider how far up and down the value chain does managerial and corporate responsibility extend?

The submission is due two days after the class at 11:59 p.m. Late assignments will not be accepted.

Assessment

You will not receive a grade for this assignment. Instead, the four homework assignments in this course will count toward the **Course Contribution** grade as follows:

- 4 out of 4 submissions = 1 grade-point bonus
- 3 out of 4 submissions = no change
- 2 out of 4 submissions = 1 grade-point deduction
- 1 out of 4 submissions = 2 grade-points deduction
- 0 out of 4 submissions = 3 grade-points deduction

For example, if a student earned a B+ for her active in-class contributions and submitted all homework assignments on time, she would receive an A- (one grade-point bonus) as her Course Contribution grade for the course. If that same student did not submit any homework assignments, she would receive a C+ (three grade-points deduction) as her Course Contribution grade.

The Course Contribution grade will be determined after the classes have concluded. You may ask your instructor for feedback on your in-class contributions at any time.

Class 11 Homework: Key Takeaways

 **Due Date:** Sat Dec 5, 2020 at 11:59pm EST

Your Homework Assignment

In 300 words or less, describe your three main takeaways from the class discussion for your role as a future leader.

The submission is due two days after the class at 11:59 p.m. Late assignments will not be accepted.

Assessment

You will not receive a grade for this assignment. Instead, the four homework assignments in this course will count toward the **Course Contribution** grade as follows:

- 4 out of 4 submissions = 1 grade-point bonus
- 3 out of 4 submissions = no change
- 2 out of 4 submissions = 1 grade-point deduction
- 1 out of 4 submissions = 2 grade-points deduction

- 0 out of 4 submissions = 3 grade-points deduction

For example, if a student earned a B+ for her active in-class contributions and submitted all homework assignments on time, she would receive an A- (one grade-point bonus) as her Course Contribution grade for the course. If that same student did not submit any homework assignments, she would receive a C+ (three grade-points deduction) as her Course Contribution grade.

The Course Contribution grade will be determined after the classes have concluded. You may ask your instructor for feedback on your in-class contributions at any time.

GRADING SCHEME


A+	100% to 95%
A	< 95% to 90%
A-	< 90% to 85%
B+	< 85% to 80%
B	< 80% to 75%
B-	< 75% to 70%
C+	< 70% to 65%
C	< 65% to 60%
C-	< 60% to 55%
F	< 55% to 0%

CLASS-BY-CLASS SYLLABUS

MBA Launch Week: Making Your Team Work (for MGMT5150)

Teamwork can be exhilarating and highly productive. It can be infuriating and time-consuming. During your MBA, you will be a member of many different teams. So, it makes sense to learn about building effective teams and dealing with team dynamics early. This online module - designed for the Strategic Field Study ("601"), but applicable for MGMT5150 - covers key aspects of effective teamwork and specific action recommendations for making your team in MGMT5150 work.

Making Your Team Work - Introduction

 Forming an Effective Team

 Getting Your Team Going: The First Meeting

 Getting Your Team Going: Team Norms & Contract

 Leadership & Roles

 Productive Meetings & Better Ideas

 Types of Team Conflict


 Common Team Issues


Class 1 - Leading the Possible: Leadership Challenges in a Turbulent World

As many commentators have observed, turbulence has become the "new normal." Businesses, governments and other organizations are faced with an ever increasing rate of change and complexity. As an introduction to the course, we'll be examining the nature of turbulence and start our exploration of its implications for leadership in this class.

Mandatory Pre-Work (to be completed before class)

 Online Module: Leading the Possible: Leadership Challenges in a White-Water World

 Soundview Executive Book Summaries: Taleb, N.N. (2007). "The Black Swan", Random House. Reviewed by Stephen Wolter.

 Achi, Z. & Garvey Berger, J. (2015). "Delighting in the Possible", McKinsey Quarterly, 2015 (2; March), 90-99.

 Andersen, E. (2016). "Learning to Learn." Harvard Business Review, 94(3), 98-101.

Optional Reading/Viewing (not mandatory, but relevant and hopefully interesting)

 World Economic Forum - The Global Risks Report 2020

 Alan Iny & Luc Brabandere (BCG) - The Future Is Scary. Thinking Creatively Can Help


 Video: Not Wired for Complexity

 Video: Responding to Complexity

 Videos: The Big Shift (Deloitte Center for the Edge)

Slides

 Course Navigation and Highlights with 12 min voiceover.pptx

 Video Clip: Hult 2021 Challenge 2min

 Peer Learning Circle Slide.pptx

 Week 1 - Leading the Possible- Leadership Challenges in a Turbulent World.pdf

Deliverables

Team Contract


Class 2 - The Art of Reframing I: Are you Solving the Right Problem?


The problems really worth solving - the ones with which we can make a positive leadership difference - are often complex and without obvious solutions. Instead they require us to consider different ways of seeing the problem. In this class, we will explore the nature of complexity and develop framing and reframing techniques that can be used to broaden one's perspective (or mindset) to see new opportunities.

Mandatory Pre-Work (to be completed before class)

 Online Module: Simple - Complicated - Complex

 Online Module: The Art of Reframing - Are You Solving the Right Problem?

 Ancona, D., Malone, T.W., Orlikowski, W.J. & Senge P.M (2007). "In Praise of the Incomplete Leader", Harvard Business Review, 85 (2; February), 92-100.

 Wendell-Wendellborg, T. (2017). "Are You Solving The Right Problems?", Harvard Business Review, 95 (1; January/February), 76-83.


Optional Reading/Viewing (not mandatory, but relevant and hopefully interesting)

 HBR IdeaCast: "The Secret to Better Problem-Solving" with Thomas Wendell-Wendellborg


 Video: Introduction to the Cynefin Framework

 Video: Alan Iny - Reigniting Creativity in Business (TED@BCG)

 IBM (2010). Capitalizing on Complexity: Insights from the Global Chief Executive Officer Study

 World Economic Forum (2013). Perspectives on a Hyperconnected World: Insights from the Science of Complexity

 BCG Henderson Institute - Explore the cutting edge research and thought leadership on complexity and leadership by the Boston Consulting Group.

 Deloitte Center for the Edge - Explore how Deloitte is addressing complexity and its implication for leadership and business through research and consulting.

Slides

Deliverables

Personal Case - Description


Peer Learning Circle - Class 2


Class 3 - The Art of Reframing II: Creating New Ways Forward

We will continue our exploration of complex problem solving by introducing new reframing techniques with a specific emphasis on inquiry and asking provocative questions. Through a case study, we'll examine how the questions we ask shape the answers we find. Appreciative inquiry and creative metaphors will be introduced as techniques that can help us develop insights otherwise hidden from us. Finally, we will consider how change can be introduced to organizations by identifying high leverage points, the 15% principle.

Mandatory Pre-Work (to be completed before class)

 Online Module: The Art of Reframing - Creating New Ways Forward

 Sawhney, M. & Khosla, S. (2014). "Managing Yourself: Where to Look for Insight", Harvard Business Review, 92(11), 126-129.

 Martin, R.L. & Golsby-Smith, T. (2017). "Management Is Much More Than A Science", Harvard Business Review, 95(5), 128-135.

Optional Reading/Viewing (not mandatory, but relevant and hopefully interesting)

 Video: Beau Lotto - Changing the Space of Possibility

 Barton, D. (2011). "Capitalism for the Long Term", Harvard Business Review, 89(3; March), 84-91.



Red Teaming - How the U.S. Army Embraces and Teaches Reframing



Reeves, M., Levin, S., & Ueda, D. (BCG Henderson Institute; July 18, 2017). Think Biologically: Messy Management for a Complex World



Reeves, M. & Harnoss, J. (BCG Henderson Institute; June 6, 2017). The Business of Business Is No Longer Just Business



Tsusaka, M., Reeves, M., Hurder, S. & Harnoss, J. (BCG Henderson Institute; July 20, 2017). Diversity at Work

Slides



Week 3 - The Art of Reframing II.pdf



Week 3 Breakout Exercise.pptx

Deliverables

Peer Learning Circle - Class 3

Class 4 - Convergent Thinking: Probing the Possible

In the previous classes, we engaged in divergent thinking and challenged taken-for-granted assumptions by intentionally increasing the levels of uncertainty and disagreement. The aim was to develop new insights that help us better understand problems and more effectively create innovative solutions. Uncertainty and disagreement, however, make it very difficult to commit to action. Hence, we will now turn to convergent thinking in an attempt to create greater certainty in an inherently uncertain world. While divergent thinking is required to generate hypotheses ("What if...?"), convergent thinking utilizes the scientific method, which relies on the systematic and rigorous analysis of data to test the hypotheses ("If..., then...").

Mandatory Pre-Work (to be completed before class)



Week 4 Prework.pptx



Argyris, C. (1991). "Teaching Smart People How to Learn", Harvard Business Review, 69(3), 99-109.



Liedtka, J.M. (2006). "Using Hypothesis-Driven Thinking in Strategy Consulting", Darden Business Publishing Teaching Note BP-0486

Electronic copies of the second reading for this week - "Using Hypothesis-Driven Thinking in Strategy Consulting" by Jeanne Liedtka - can be purchased directly from Ivey Publishing for C\$3.75 using the link above. Due to copyright restrictions, we're unable to provide a copy of this reading. This technical note is not only a core reading for this course, but also an invaluable resource for your Strategic Field Study (the '601').

Optional Reading (not mandatory, but relevant and hopefully interesting)



Secret Ingredient for Success: Double-Loop Learning

Slides

 [Week 4 - Convergent Thinking.pdf](#)

Please note that the slide deck contains slides not covered in class. Among them is an example of the application of an issue tree, an analytic technique developed and widely used by McKinsey & Company.

 [Issue Tree Demo.pptx](#)

Deliverables

[Peer Learning Circle - Class 4](#)

Class 5 - Team Consultations


This week is reserved for a 30-minute check in with each team. Your instructor will share further detail and make times available for which the teams can sign up.


Class 6 - From Ideas to Action: Creating Buy-In

About two-thirds of all major change initiatives fail, often because of the resistance of various stakeholders. The phrase "this is not the way we do things around here" can stop any change effort in its tracks. This week we will examine ways to create buy-in through identifying and managing paradoxes and developing compelling stories that turn potential opposition into allies.

Mandatory Pre-Work (to be completed before class)


 [Online Module: Paradoxical Thinking and Leadership](#)


 [Video: Left vs Right Brain and the power of persuasion](#)

 [Are you Right or Left brain dominant -- a bit of fun](#)

Required Reading

 [Sull, D. N. \(1999\). "Why Good Companies Go Bad". Harvard Business Review, 77\(4\), 42-50.](#)

 [Smith, W.K., Lewis, M.W. & Tushman, M.L. \(2016\). "'Both/And' Leadership". Harvard Business Review, 94\(5\), 62-70.](#)

 [Ashford, S.J. & Detert, J. \(2015\). "Get the Boss to Buy In". Harvard Business Review, 93\(1/2\), 72-79.](#)

Slides

 [Week 6 - From Ideas to Action.pdf](#)

 Week 6 Break out group slides.pptx

How is the Course Going So Far? Provide your anonymous feedback through link below

 Interim Course Feedback

Deliverables

Peer Learning Circle - Class 6


READING WEEK (October 27-30, 2020) - NO CLASS

Class 7 - Longevity in Complex and Shifting Environments (Guest Instructor: Prof. Matthias Kipping)


Based on the origins of Jardines in the 19th century, this class explores how companies can survive, even thrive in rapidly changing environments, in this case Southeast Asia. We will discuss how far business leaders can and should go to defend their interests (a topic taken up again in the next class on ethics) and what lasting consequences their actions have not only for their own organization but also for their context - consequences that have shaped international business until the present day.

Mandatory Pre-Work (to be completed before class)

 "The Opium Wars: How Scottish Traders Fed the Habit", (2005, September 6), The Scotsman.

 "The great tea robbery: how the British stole China's secrets and seeds – and broke its monopoly on the brew", (2017, May 27), Post Magazine

Optional Reading (not mandatory, but relevant and hopefully interesting)

 Link to Jardines Matheson website (for those of you who want to learn more about the company)

 Additional Readings on History and the Opium War (post-class)

 Feedback for Prof. Kipping

Forms

 MGMT5150 Peer Feedback Form

 MGMT5150 Grade Allocation Form

Deliverables

Grand Challenge Team Project - Video Pitch | Presentation

Grand Challenge Team Project - Deck Report

Grade Allocation Form

Class 7 Homework: Key Takeaways

Class 8 - Reframing Teamwork: Lessons from Complexity Science (Guest Instructor: Ingo Holzinger)

Organizations often encourage employees to work in groups and teams, with the hope they will be more engaged and productive. However, the team process is often riddled with frustration and conflict rather than acting as the panacea that companies hope it will be. This class draws on insights from complexity science and 100 years of group dynamics research to examine the fundamental processes that separate effective teams from ineffective ones and considers how you can positively influence your teams now and in the future.

Mandatory Pre-Work (to be completed before class)



Duhigg, C. (2016). "What Google Learned From Its Quest to Build the Perfect Team" The New York Times Magazine, 28 Feb. 2016, MM20 (online version)

Optional Resources (not mandatory, but relevant and hopefully interesting)



Google re:Work - Teams



Video: Amy Edmondson - Building a Psychologically Safe Workplace (or Team)



Haas, M. & Mortensen, M. (2016). "The Secrets of Great Teamwork". Harvard Business Review, 94(6), 70-16.



[re_Work] Team Effectiveness Discussion Guide (This discussion guide is focused on the five team dynamics Google found to be important for team effectiveness. The guide can help teams identify areas where they might want to improve and elicit ideas of how to do that.)



[re_Work] Manager Actions for Psychological Safety (This guide can help managers think about how they model and reinforce psychological safety on their teams. Based on research, this guide offers actionable tips for managers and team members to help create team environments where everyone can contribute.)

Slides

Deliverables

Class 8 Homework: Key Takeaways

Class 9 - Ethics in Organizations (Guest Instructor: Robert Phillips)

Ethics pervades business. To say that business has no ethics (e.g., "Business ethics is an oxymoron.") is to be willfully blind to a vital element of managerial success. Ignorance in general, and of social expectations in particular, is a competitive disadvantage. With this said, there are elements of one's moral life in business and organizations that are distinctive to that realm ("I learned my ethics at my mother's knee, but she didn't know much about monopoly pricing."). This class will introduce the relevance of ethics to life in the context of value creation and trade.

Mandatory Pre-Work (to be completed before class)

Electronic copies of the two readings for this week - "Hitting the Wall: Nike and International Labor Practices" by Debora Spar and Jennifer Burns and "A Note on Obedience to Authority" by Edward Freeman and Andrew Wicks - can be purchased directly from Ivey Publishing for C\$5.25 and C\$3.75, respectively, using the links below. Due to copyright restrictions, we're unable to provide copies of these readings. Both readings are required for this week's homework and will feature prominently in the class discussions.



Spar, D.L. and Burns, J. (2000). "Hitting the Wall: Nike and International Labor Practices", Harvard Business School Case 700-047

For the discussion of this case, please consider the following questions: Is Nike responsible for its subcontractor's business practices? Why and to what extent? How can or should Nike's expectations be monitored and enforced?



Freeman, R.E. and Wicks, A.C. (1990). "A Note on Obedience to Authority", Darden Business Publishing E-0070

Deliverables

Class 9 Homework: The Reach of Managerial Responsibility

Class 10 - Power and Influence: How Will YOU Make a Positive Difference?

What is the relationship between leadership and power? Can one lead without power? And more fundamentally, what is power and how is it developed? This week, we will take a look at the role of power in leadership, with a special emphasis on how we can make a positive difference even without being in charge. Among other activities, we will engage in an interactive exercise to develop a deeper appreciation and understanding of power and influence.

Mandatory Pre-Work (to be completed before class)



Heimans, J. & Timms, H. (2014). "Understanding 'New Power'". Harvard Business Review, 92(12), 48-56.

Optional Resources (not mandatory, but relevant and hopefully interesting)



Video: The Science of Persuasion

Slides

Class 11 - Leadership, Strategic Thinking & Value Creation (Guest Instructor: Prof. Theo Peridis)

Prof. Peridis will lead the class through a case exercise on strategic thinking this week. He will suggest that thinking strategically should not be reserved for executives but can help all of us be more effective. This class will bring together and integrate many of the concepts central to this course.

Mandatory Pre-Work (to be completed before class)



Case for Class 11: Hudson Beaver Creek

Slides

Deliverables

Class 11 Homework: Key Takeaways

Class 12 - Making a Difference: As a Future Leader, I Will Need to...

So, what are your takeaways from this course? What have you learned? Which skills have you identified as important for your future career development? Where will you go from here? We hope that you have gained the sense that you will be a leader (on one scale or another) and that you are capable of making a

These course materials are designed for use as part of this course at York University and are the

property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.

