

CRI 730 • Strategic Leadership in Creative Industries • Autumn 2017

Professor / email:	Dr. Lorena Escandón / lorena.escandon@ryerson.ca
Section / Time / Classroom:	Section 011 / Tuesdays 12:00 pm to 3:00 pm / RCC201
Phone:	(416) 979-5000 ext. 543455 (emails preferred)
Office / Office Hours:	RCC357F / by appointment
GA / email / Office Hours:	Stefanie Marotta / stefanie.marotta@ryerson.ca / Mondays 9:00 am - 12:00 am
Please include "CRI 730" in the subject line of all emails. Emails usually answered within 48 hours. Only Ryerson e-mail accounts to be used for communication between faculty and students. All news (announcements) posted on class D2L.	

Course Description

This course is designed for persons who aspire to executive leadership roles in for-profit or not-for-profit organizations in Creative Industries. Drawing on contemporary leadership theories, the course provides opportunities for comprehensive development of personal leadership potential through supervised reflection, networking, executive coaching, interaction with peers, and learning from seminars, guest speakers, scholarly literature, and case studies. Issues examined include: theories of leadership; the nature of leadership; values, ethics, and vision; conviction and the courage to act; leadership principles and styles; relationship building with stakeholders and shareholders; art versus commerce; team building, group dynamics and creative collaboration; delegation; conflict resolution; stress and change management; communication; character and power; and leadership tools, techniques, and strategies.

Course Objectives

Specific learning outcomes are: a theoretical understanding of leadership; practical application of leadership theory to cases in relevant creative/cultural industry environments; and development and articulation of a personal leadership philosophy.

By the end of the course, students will be able to:

- Discover the personal leadership traits, and find new ways to apply them in the different aspects of their life (personal, professional).
- Identify the different negotiation styles, and respond to situations accordingly.
- Formulate and effectively communicate a personal vision for their endeavors.
- Recall and apply strategies to manage change, stress, and conflict.

Required Readings and Resources

Books (online)

- ❑ Beerel, A. (2009). *Leadership and Change Management*, SAGE Publications. ProQuest Ebook Central. Available at:
<http://ebookcentral.proquest.com.ezproxy.lib.ryerson.ca/lib/ryerson/detail.action?docID=743624>
- ❑ Moodian, M. A. (Ed.). (2008). *Contemporary leadership and intercultural competence: exploring the cross-cultural dynamics within organizations*. ProQuest Ebook Central. Available at:
<http://ebookcentral.proquest.com.ezproxy.lib.ryerson.ca/lib/ryerson/detail.action?docID=1160180>
- ❑ Tourish, D. (2013). *The dark side of transformational leadership: a critical perspective*. Available at:
<http://ebookcentral.proquest.com.ezproxy.lib.ryerson.ca/lib/ryerson/detail.action?docID=1154334>

Articles




- ❑ Listed in the Weekly schedule

IMPORTANT:



- Students are expected to complete required readings prior to the lecture.
- Assigned articles and reports will be made available through the e-resources in the course's D2L shell.



Weekly schedule (subject to change)

WEEK 1 - Tuesday September 5





	TOPICS	<ul style="list-style-type: none"> ❑ Overview - Course outline, assignments, important dates ❑ Introduction <ul style="list-style-type: none"> ○ What is a leader ○ Leadership vs Management ○ Leadership myths
	DISCUSS	<ul style="list-style-type: none"> ❑ Personal introduction ❑ Examples of leaders / managers in real life → Build a leader
	READINGS	Zaleznik, A. (2004). Managers and Leaders: Are They Different?, <i>Harvard Business Review</i> . Available at: https://hbr.org/2004/01/managers-and-leaders-are-they-different

WEEK 2 - Tuesday September 12





	TOPICS	<ul style="list-style-type: none"> ❑ Leadership styles ❑ Creative leaders
	WORKSHOP	What is my leadership style?

	READINGS	<ul style="list-style-type: none"> <input type="checkbox"/> Byrne, C. L., Mumford, M. D., Barrett, J. D., & Vessey, W. B. (2009). Examining the leaders of creative efforts: What do they do, and what do they think about? <i>Creativity and Innovation Management</i>, 18(4), 256-268. doi:10.1111/j.1467-8691.2009.00532.x Available here: http://resolver.scholarsportal.info/resolve/09631690/v18i0004/256_etloceawdtta.xml <input type="checkbox"/> Goleman, D. (2000). Leadership that gets results. <i>Harvard business review</i>, 78(2), 4-17. Available at the Library: HF5549.12.H395 2011 or here: http://go.galegroup.com.ezproxy.lib.ryerson.ca/ps/i.do?p=AONE&u=rpu_main&id=GALE A60471886&v=2.1&it=r&sid=summon <input type="checkbox"/> Zacko-Smith, J. D., Puccio, G. J., & Mance, M. (2010). Creative leadership: Welcome to the 21st century. <i>Academic Exchange Quarterly</i>, 14(4), 133-138. Available here: http://www.academia.edu/395725/Creative_Leadership_Welcome_to_the_21st_Century
	DUE	<ul style="list-style-type: none"> <input type="checkbox"/> By start of class: <ul style="list-style-type: none"> ○ Select Leader to present (send by email) ○ Submit one of your favorite quotes about leadership, teamwork or working in multicultural environments (cannot be repeated! See previous entries) in inspo or meme style the D2L forum for this assignment (can be link, jpeg, png, or gif). ○ Quiz on readings (available on D2L)




WEEK 3 - Tuesday September 19

	TOPICS	Ethics of leading
	DISCUSS	Leader presentations 1-3 Case studies: ethical leadership conundrums
	READINGS	<ul style="list-style-type: none"> <input type="checkbox"/> Nunberg, G. (2012, September 7) Do jerks make better leaders?, <i>The Washington Post</i>, Retrieved from: https://www.washingtonpost.com/national/on-leadership/do-jerks-make-better-leaders/2012/09/07/9e629d7a-f86a-11e1-8b93-c4f4ab1c8d13_story.html?utm_term=.de8f9904a9d5
	DUE	<ul style="list-style-type: none"> <input type="checkbox"/> By start of class: <ul style="list-style-type: none"> ○ Visual aids for Leader presentation ○ Select team/topic for debate

WEEK 4 - Tuesday September 26






	TOPICS	Dark side of leadership
	DISCUSS	<ul style="list-style-type: none"> • Leader presentations 4-6 • Leadership styles in series, film, books, etc.
	READINGS	Tourish (2013). p. 5-12, 40-58
	DUE	<ul style="list-style-type: none"> <input type="checkbox"/> By start of class: Quiz on readings (available on D2L)

WEEK 5 - Tuesday October 3





	WORKSHOP	Leadership workshop
	DISCUSS	<ul style="list-style-type: none"> • Leader presentations 7-9 • Debate 1 (Teams 1 & 2)
	DUE	<input type="checkbox"/> By start of class: Debate preparation report

Study Week – No classes (October 9-13)


WEEK 6 - Tuesday October 17





	TOPICS	<input type="checkbox"/> Conflict resolution <input type="checkbox"/> Negotiation styles
	WORKSHOP	<input type="checkbox"/> Conflict resolution case study <input type="checkbox"/> What is my negotiation style?
	DISCUSS	<ul style="list-style-type: none"> • Leader presentations 10-12 • Debate 2 (Teams 3 & 4)
	READINGS	<input type="checkbox"/> HUT, P.M. (2011). <i>Managing Conflict in Teams: Switching To Successful Negotiations</i> , online http://www.pmhut.com/managing-conflict-in-teams-switching-to-successful-negotiation <input type="checkbox"/> Moodian (2008) Chapter 17
	DUE	<input type="checkbox"/> By start of class: <ul style="list-style-type: none"> ○ Quiz on readings (available on D2L) ○ Complete “Bargaining Sty Assessment Tool” in Shell, G.R. (2006). <i>Bargaining for advantage</i>. New York: Penguin. p.237 (Book will be reserved in the Library)

WEEK 7 - Tuesday October 24





	TOPICS	<input type="checkbox"/> Guest talk - Linda Schuyler, creator & producer of <i>Degrassi</i> and <i>Instant star</i> <input type="checkbox"/> Female leadership
	DISCUSS	<input type="checkbox"/> Women leaders <input type="checkbox"/> Leader presentations 13-15 <input type="checkbox"/> Debate 3 (Teams 5 & 6)
	READINGS	<input type="checkbox"/> Dodd, F. (2012). Women leaders in the creative industries: A baseline study. <i>International Journal of Gender and Entrepreneurship</i> , 4(2), 153-178. doi:http://dx.doi.org.ezproxy.lib.ryerson.ca/10.1108/17566261211234652 Available here: https://search-proquest-com.ezproxy.lib.ryerson.ca/docview/1022747159
	DUE	<input type="checkbox"/> By start of class: <ul style="list-style-type: none"> ○ Quiz on readings (available on D2L) ○ Two questions for Linda

WEEK 8 - Tuesday October 31




	TOPICS	Working in multicultural teams
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	WORKSHOP	Your multicultural experience
	DISCUSS	<input type="checkbox"/> Leader presentations 16-18 <input type="checkbox"/> Debate 4 (Teams 7 & 8)
	READINGS	Moodian (2008) Chapter 2, Chapter 4, Chapter 13
	DUE	<input type="checkbox"/> By start of class: Quiz on readings (available on D2L)





WEEK 9 - Tuesday November 7


	TOPICS	Emotional intelligence for leadership
	DISCUSS	<input type="checkbox"/> Emotional intelligence <input type="checkbox"/> Leader presentations 19-21 <input type="checkbox"/> Debate 5 (Teams 9 & 10)
	READINGS	<input type="checkbox"/> Castro, F., Gomes, J. and de Sousa, F. C. (2012), Do Intelligent Leaders Make a Difference? The Effect of a Leader's Emotional Intelligence on Followers' Creativity. <i>Creativity and Innovation Management</i> , 21: 171–182. doi: 10.1111/j.1467-8691.2012.00636.x Available here: http://onlinelibrary.wiley.com.ezproxy.lib.ryerson.ca/doi/10.1111/j.1467-8691.2012.00636.x/full <input type="checkbox"/> Rahim, M. A. (2014). <i>A Structural Equations Model of Leaders' Social Intelligence and Creative Performance</i> . <i>Creativity and Innovation Management</i> , 23: 44–56. doi: 10.1111/caim.12045 Available here: http://onlinelibrary.wiley.com.ezproxy.lib.ryerson.ca/doi/10.1111/caim.12045/full
	DUE	<input type="checkbox"/> By start of class: Quiz on readings (available on D2L)

WEEK 10 - Tuesday November 14

	TOPICS	Leading social organisations
	READINGS	TBD
	DUE	<input type="checkbox"/> By start of class: Quiz on readings (available on D2L)

WEEK 11 - Tuesday November 21

	TOPICS	<input type="checkbox"/> Challenges of young leaders <input type="checkbox"/> Round table with guest speakers
	DISCUSS	<input type="checkbox"/> What challenges do you foresee?
	READINGS	TBD
	DUE	<input type="checkbox"/> By start of class: Quiz on readings (available on D2L)

	WORKSHOP	Leadership jam!
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Final Essay

December 10

Assignments, Evaluation, Marking

Assignment	Mode	Due Date	% of Final Grade
		Start of class unless noted	
1. Quiz on readings	Individual	Every week (except weeks 1, 3, 5, and 12)	10
2. Present a leader in your industry	Individual	Written report - Week 3 (Tue Sept 19) Presentation schedule will be on D2L	10
3. Leadership workshop	Individual	Date to be defined	10
4. Debate preparation report	Team	Debate 1 report - Week 5 (Tue Oct 3) Debate 2 report - Week 8 (Tue Oct 31)	20
5. Debate participation	Team	Week 5 - (Teams 1 & 2) Week 6 - (Teams 3 & 4) Week 7 - (Teams 5 & 6) Week 8 - (Teams 7 & 8) Week 9 - (Teams 9 & 10) Week 10 - (Teams 11 & 12)	10
6. Leadership jam	Individual	Week 12 - Participation in class activity	10
7. Final essay	Individual	December 10	20
Class participation	Individual	Every class	10
Bonus	Individual	Once per month	3(x3)

Description of Assignments

Please note that additional details / information on assignments may be posted on the Course D2L. Different sections may assign students for team projects in different ways. Professors reserve the right to (re)assign students to balance numbers and skills.

❑ Assignment #1 - Quiz on readings

- Every week there will be a Quiz to verify comprehension of assigned readings.
- The quiz will be available through D2L the weekend before class.
- The quiz will can take between 10 and 20 minutes to complete, make sure you have read the papers before, and take time to complete the quiz (do not wait until the day of the class).
- Quizzes will be mostly graded automatically in D2L (true/false and multiple choice questions), but there may also be open-ended questions that will be graded manually.

❑ **Assignment #2 - Present a leader in your industry**

- Select a leader in the industry you'd like to work in (fashion, interior design, journalism, etc.). Be creative with the person you select (it does not have to be a leader in a traditional sense; it can be, for example, a negative or fictional leader).
- Prepare a *half pecha-kucha* on your leader (20 slides/images/videos/sounds, max. 20 seconds each = 3.5 minutes)
- There cannot be two presentations on the same leader (if your leader was already selected, you must choose another). Please send Stefanie (stefanie.marotta@ryerson.ca) the name and industry of your leader by Week 2, copy me in the email.
- This assignment will be assessed on the following dimensions:
 - Visual aids originality - 20%
 - Content (at least: introduction, leadership style, achievements, biography) - 30%
 - Presentation (delivery) - 50%
- All visual aids will be due on the same date, but presentation dates will be distributed throughout the semester.

❑ **Assignment #3 - Leadership workshop**

- Students must attend the leadership workshop, which will be led by facilitators of the Office of Student Life, Student Affairs Leadership Development program.
- NOTE: Please notify in advance if you have any need for accommodations or assistance during physical activities.

❑ **Assignment #4 - Debate preparation report**

- All students must select a topic from the following list, as well as their stance on the subject (pro/con):
 - Everyone can become a leader
 - Good leaders can make mediocre teams great
 - Good leaders have a vision and don't need input from others
 - Leaders should always hide their weaknesses
 - For leaders, it's more important to say the right things than to do the right things
 - Conflicts always end up in one party conceding (there is no win-win)
 - It is tougher to be a leader as a woman
- Selection of topics and stances are first come, first served, so make sure you register promptly to be on the team you're most interested.
- All students registered in the same topic/stance will be on a team. We will create a group in D2L for every team.
- As a team, research the topic to formulate arguments to support your stance.
- Send a group report with the opening statement, the three main arguments (supported by references), and references (MLA or APA style) by Tuesday October the 3rd. Upload it to D2L.

❑ **Assignment #5 - Debate participation**

- On the date assigned to your team's topic, all team members must be prepared to argue and present in favor of their team.

- One student will be the designated moderator; students can volunteer, if there are no volunteers, one will be selected at random. You should always be prepared to stand in front of the class in case you are selected.
- Debate begins by each team presenting their opening argument.
- The moderator will manage the 30 minute debate, making sure both teams are allocated the same opportunity to present their arguments and counter-arguments.

☐ **Assignment #6 - Leadership jam**

- The final class of the course will consist in a three-hour “leadership jam”. It will be an experiential exercise where teams will have to select and solve a challenge, whilst applying the leadership, teamwork, and negotiation skills learned during class.
 - Select your team
 - Assign a team representative
 - Select a challenge
 - Find a solution for your challenge
 - Build a solution
 - Prepare a presentation for your solution
 - Present your solution (teams can select a spokesperson or present as a team)
- All students are expected to participate. **Please notify as soon as possible of any potential situations that might impede your attendance.**

☐ **Assignment #7 - Final essay**

- The final essay is a reflection on the lessons learned in the class, and how you might apply them in the different aspects of your life (personal, professional, academic, sports and other interests).
- It should follow a Review-Reflect-Recreate pattern. Include: an overview of topics discussed in class, your critical perspective on the topics, connections you identify, how you can apply the new knowledge, and the most interesting take-away from the course.
- Must be at least 1200 words.
- You can use the weekly journals as *inspiration* (do not copy-paste!), but I expect more insight and reflection on the course and your overall development.
- This assignment will be assessed on the following dimensions:
 - Quality of writing - 10%
 - Review-Reflect-Recreate - 20%
 - Insights (self-assessment, application of theory) - 40%
 - Progress (evidence of self-challenge and improvement) - 30%

☐ **Class participation**

- Students will get all the points for this rubric by attending all lectures, actively participating in class discussion (provide positive feedback to fellow students, asking questions, providing responses or sharing experiences), and posing questions to guest speakers.

☐ **Bonus (max. 9%)**

- Students are encouraged to attend a conference or event for young business people, leaders, creative professionals, etc. Each event provides 3 points over 100 of the total grade, to a maximum of 6 points. To get the points, you must provide evidence of attendance (picture of yourself in the event), and a Tweet-length summary (140 characters, emoji not accepted). If you find an interesting event, please share with your professor to confirm the activity will be counted towards the additional points (and to share with your classmates!). Pre-authorized events:
 - o Creative mornings (<https://creativemornings.com/cities/to>). The event usually takes place the last Friday of each month, at 8:30 am. Registration opens the Monday of the same week, at 11 am (places fill up fast, I recommend you register on the website beforehand).
 - o FuckUp nights (<https://fuckupnightsto.ca/>). Date varies, next event is September 14, registration is \$15 CAD.

Handing in Papers / Late Policy / Other Relevant Information

- It is the student's responsibility to contact the professor or the Academic Manager, Student Affairs (Paula) or the Student Affairs Assistant (Angella) promptly concerning any situation that may have an adverse impact upon his/her academic performance. Any considerations (e.g. medical or compassionate) must be requested well in advance;
- Check with your professor to see if they require hard copies or not of the assignments.
- Grades are posted on the D2L.
- Students are required to retain a copy of all work undertaken as well as *all rough materials, references, sources, and notes* until the marked original has been returned. Not all materials submitted for marking will be returned, so make extra copies for your records.
- Assignments submitted late, without extension, will result in a penalty of (5% deducted per day, 10% for a weekend). Do not wait until the last moment to submit your paper.
- Allow for technical glitches. Missed presentations without permission will result in a 0;
- The professors reserve the right to modify the syllabus and assignments as required over the course of the term, but any changes to the course assignments, due dates, and/or grading scheme will be discussed with the class prior to being implemented;
- On occasion guest speakers may attend our class. Students should refrain from contacting these guests after the class, unless invited to do so;
- Turnitin.com is a plagiarism prevention and detection service to which Ryerson subscribes. Students who do not want their work submitted to this service must, by the end of the second week, consult with the instructor to make alternate arrangements.
- **Show respect for your fellow students.**
 - Arrive on time (*before* 10 minutes after the hour). Be ready to start.
 - Do not indulge in side conversations in class. Disruptive students will be asked to leave.
 - We reserve the right to adjust a student's overall mark if he/she interferes with their colleagues' learning.
 - NO eating** in class.

Computers and other electronic devices are allowed in class to take notes, mark up lecture slides and do quick internet searches of relevant materials. Students on Facebook or YouTube or watching the hockey game or texting distract not only themselves but also their colleagues. Any student who gratuitously “multitasks” will not be allowed to use electronic devices in the classroom.

No electronic recording of any segment of lectures / sessions without the express prior agreement of the instructor.

This course is conducted in accordance with all relevant University academic policies and procedures and students are expected to familiarize themselves with them and adhere to them. Students should refer online (ryersoncreative.ca) to the 2016/17 Creative Industries Student Handbook for specific information with respect to the following policies:

- *Policy #60: Student Code of Academic Conduct*
- *Policy #61: Student Code of Non-Academic Conduct*
- *Policy #134: Undergraduate Academic Consideration and Appeals*
- *Policy #157: Ryerson’s E-mail Accounts for Official Communication*
- *Policy #159: Academic Accommodation of Students with Disabilities*