

## **BUS 681: INDIGENOUS LEADERSHIP & TEAMWORK**

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Semester: Fall 2020

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Room: Canvas and Zoom online instruction

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Virtual office hours: Every Wednesday from 5-6pm or schedule by email

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### **Course Description**

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This course has been designed for Executive MBA students who have experience with Indigenous leadership in political and community environments. The primary aim of this course is to further develop your abilities to think and reflect on contributing factors to leadership including: ancestral knowledge, the role of followers, happiness and asking powerful questions. The course content covers global Indigenous worldviews and philosophies of leadership, explores emerging tensions in leadership theory and illuminates leadership contexts through storytelling, guest speakers, student experience and applied learning. The course offers approaches to relational comprehension through the practice of unleashing the potential of Indigenous communities and businesses and interactive learning across teams.

### **Objectives**

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The goal of the pedagogical approach in this course is to center Indigenous scholarship and perspectives and use Indigenous content materials to teach in a way that:

- 1) Engages Indigenous business and economic traditions from an internal perspective (Ruwhiu, 2012);
- 2) Effectively communicates the significance and complexity of the issues (Gaudry 2017);
- 3) Is anti-racist and anti-oppressive (Battiste 2013);
- 4) Is critical, reflexive and constructive (Friedland & Napoleon 2015);
- 5) Is attentive to gender and other forms of oppression (Altamirano-Jimenez 2011; Kuokkanen 2015);
- 6) Engages Indigenous communities without being overly reliant on Indigenous people to do work that non-Indigenous people can and should be doing (Gaudry 2017; Wildcat et al. 2017).

A number of scholars in business and economics, Indigenous and non-Indigenous, have already been taking up this challenge for years. We believe, it is time for all business leaders, managers and educators to join the task of “turning things around to make things right.”

By the end of this course it is expected that the student will be able to:

1. Demonstrate an understanding of a range of global Indigenous approaches to leadership;
2. Identify Indigenous frameworks of leadership, wealth and value that inform Indigenous approaches to business, entrepreneurship and economic development;

3. Be able to apply the concepts of leadership to their own direct experience in a self-reflexive manner;
4. Develop the foundation for strategies and approaches to leadership and teamwork that facilitate cultural, social, spiritual, environmental and economic development;
5. Apply an expanded vision of leadership to a group project that applies wayfinding strategies to Indigenous leadership environments.

## Course Expectations

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**Weekly synchronous sessions:** Tuesdays from 10am-12pm (Vancouver, Pacific Standard Time) on Zoom (plenary room). Link will be emailed in the last week of August.

**Office hours: EMAIL** is essential to schedule time. Dr Kelly will be available every Wednesday for the duration of the course from 5-6pm to chat on Zoom or if that time does not fit student schedules, phone or videoconferencing meetings can be set up by request *with 24 hours notice*.

- Replies will be made within 24 hours;
- Expect the quickest replies between Monday-Friday, 9am-5pm PST.

Please be advised that Fall 2020 courses may be recorded and stored in canvas. Any comments either spoken or written in the chat will be stored so that students may have the ability to reference their lectures online as needed. The recordings can be accessed by individuals who have access to the course canvas page for the duration of the Fall term. It is the expectation of the University that such recordings remain confidential to the staff, faculty and students of the Beedie School of Business Graduate Programs and that the virtual classroom remains a safe space to share opinions and ideas without unauthorized dissemination. Decision to record is ultimately determined by the instructor.

Due to essential online components of this class, registered students are required to have a working web cam available for all classes and assessments. Students who are unable to use a webcam for the course after Module 2 (15 September 2020) may result in a failing grade for a course component or the course grade.

You can expect at least 10 hours of out-of-class work to prepare for in-class discussions. These out-of-class activities will include participating in online activities, preparing readings and cases, answering practice questions, doing library research and reviewing sources and project planning.

## Course Structure

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This course will consist of a mixture of lectures, readings, quizzes, online discussion, small group exercises, a group assignment and group presentations.

## Book and Materials

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Spiller, C., Barclay-Kerr, H., & Panoho, J. (2015). *Wayfinding leadership: Groundbreaking wisdom for developing leaders*. Huia Publishing. ISBN# 978-1-77550-211-1.

Csikszentmihalyi, M. (2003). *Good business: Leadership, flow, and the making of meaning*. Penguin Books. ISBN# 978-0-14-200409-8

Selected readings may be provided on Canvas or through external links.

**Citations:** Please use APA Citation, please see link for a tutorial. <https://www.lib.sfu.ca/help/cite-write/citation-style-guides/apa/apabusiness>. Note, for all assignments, you are expected to follow APA style guide outlining capitalization of the word 'Indigenous' in academic writing here: <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/racial-ethnic-minorities#:~:text=Capitalize%20%E2%80%9CIndigenous%20People%E2%80%9D%20or%20%E2%80%9C,belonged%20to%20different%20nations%E2%80%9D>).

**SFU library - Referencing Traditional Knowledge Keepers:** <https://www.lib.sfu.ca/help/cite-write/citation-style-guides#new-citing-indigenous-elders-and-knowledge-keepers>

## Learning and Assessments

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### Assessment summary

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Evaluation in the course will be based on a combination of group and individual work. As in all large courses in the Beedie School of Business, grading norms will be observed. In other words, students with the top marks relative to the class average will receive the top grades.

<b>Individual</b>	Structured reading assignments x 2 (10% each)	20%
	Reflective journal for submission weekly X 4 (5% each)	20%
	In-class quizzes x 2 (10% each)	20%
	Peer evaluations on structured reading assignments x 2 (2.5% each)	5%
<b>Group</b>	Group leadership presentation	15%
	Group leadership mind map	20%
	<b>Total</b>	<b>100%</b>

### Structured reading assignments

**Due: 11:59pm on Tuesday, September 15 & Tuesday, September 22**

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Each student will complete a total of two summaries on your choice of any chapter or article covered to that point in the course. For this article summary, you should cover the main points of the chapter or article in your own words. For an assignment this short, summaries should not include direct quotes, and the art of paraphrasing will help you keep the summary condensed. The summary should focus on crucial components. Imagine, if you were to have a discussion about the chapter or article with someone else, you would have a solid common ground of shared information as to what the author actually said based on this summary.

The length of submission is approximately 500-800 words each.

- The first summary is due for submission in week of Module 2 by **midnight on Tuesday, September 15**.
- The second submission is due in week of Module 3 by **midnight on Tuesday, September 22**.

## Peer Evaluation

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Your summaries will be peer evaluated using a Canvas tool. Students provide feedback to each other on further insights, comments on different interpretations of course material, and gaps in basic information. The intention behind peer evaluation is that by looking at each other's work we gain greater insight into our own work, and practice providing constructive feedback to others.

**How will feedback be graded?** Each peer evaluation is awarded a complete/incomplete and is worth 2.5% per evaluation. If you do not complete the evaluation, you receive zero points. If you complete the evaluation, you receive 2.5 points.

1. Submit your article summary in Canvas by midnight on Tuesday, September 15.
2. Canvas is set for this assignment to automatically, randomly assign peer review partners.
3. A rubric is provided to guide what you will be looking for to complete the evaluation.
4. Complete your peer review in Canvas.
  - The first peer evaluation is due five days after your submission on Canvas by **midnight on Sunday, September 20.**
  - The second peer evaluation is due five days after your submission on Canvas by **midnight on Tuesday, September 27.**

Length: 500-800 words each, double-spaced, page numbers, name on assignment

## Reflective Journal

**Due: Weekly on Mondays by 11:59PM, PST**

Reflection is an important component of the learning experience. Reflections can cover any aspect of the course in relation to leadership i.e. how course material may challenge your own assumptions about leadership, interpersonal leadership insights among your peers, or how you might re-think leadership in relation to particular current issues and public debates. At the graduate level, reflections incorporate:

- Clear context (what you are talking about)
- Synthesis (how the content relates to other content) and
- Reflection (what you think about 1 & 2 above).

Journal reflections are to be submitted on Mondays reflecting on the week passed for a total of four submissions.

Length: 1 page weekly, double-spaced, page numbers, name on assignment

## Quizzes x 2

**Due: Following Modules 2 & 5**

You will have two quizzes to be completed following synchronous sessions Modules 2 and 5. The quiz will be available to complete on Canvas:

- 1) Quiz #1: Completed from 3pm following Module 2 until 11:59pm on Thursday, September 17;
- 2) Quiz #2: Completed from 3pm following Module 5 until 11:59pm on Thursday, October 8.

The first quiz will cover Modules 1-2 readings and can include lectures and videos. The second quiz will cover Modules 3, 4 & 5 readings and can include lectures and videos.

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## Group Leadership Project

**Due: Module 5 – Tuesday, October 6**

Each group will be charged with developing a proposal in support of an existing leadership challenge in an Indigenous community. This challenge might fall under one of the broad themes: Understanding and managing political change; responding to health crises; transformations in space and place for sustainable futures; responding to climate change; responding to global pandemic; or imagining and developing mechanisms/interventions for intergenerational wellbeing. Your proposal will focus on developing the leadership capacity to respond to current and future leadership challenges in Indigenous communities and will require you to apply leadership theory and thinking.

To capture the complexity of the leadership challenge, rather than write another report, you will hand in a mind map that substantially explicates the nature of the leadership challenge. Incorporation of course concepts and leadership theories from videos, readings and lectures is appropriate and expected including analysis of the challenge using Grint's typology of critical, tame and wicked problems from the reading in Module 2.

Each group will make a 20-minute presentation of your proposal to the class in Modules 4 & 5 with three group presentations per module and will provide a handout summarizing the proposal to the rest of the class. Each group will hand in their finalized mind map following their presentation.

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## Participation

As is appropriate for a graduate course, classes will be conducted with the understanding that course members have as much to learn from each other as from the course instructor and facilitators. To make an effective contribution you will be required to carefully read the materials prior to the class, reflect critically on your own personal experiences and practices and demonstrate a ready willingness in the class to speak to the readings, share your experiences and make critical judgements on the arguments presented.

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## Reading and Course Schedule

Readings can be found on Canvas, your textbook and through external links. They are labeled accordingly.

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### Module 1 (Tuesday, September 8) – Introduction to Leadership

Reading 1. Spiller, C., Barclay-Kerr, H., & Panoho, J. (2015). *Wayfinding leadership: Groundbreaking wisdom for developing leaders*. Introduction, pp. 3-20; & The Five Waypoints: Principles of Leadership Huia Publishing, pp. 21-28. ISBN# 978-1-77550-211-1.

Reading 2. Csikszentmihalyi, M. (2003). *Good business: Leadership, flow, and the making of meaning*. Chapter 2: The Business of Happiness, pp. 21-36. Penguin Books. ISBN# 978-0-14-200409-8

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### Module 2 (Tuesday, September 15) – Wayfinding and typology of problems

Reading 1. Spiller, C., Barclay-Kerr, H., & Panoho, J. (2015). *Wayfinding leadership: Groundbreaking wisdom for developing leaders*. Waypoint 1: Orientation on how to lead, pp. 29-54. Huia Publishing. ISBN# 978-1-77550-211-1.

Reading 2. Grint, K. (2005). Problems, problems, problems: The social construction of 'leadership.' *Human Relations*, 58(11), 1467–1494. <https://doi.org/10.1177/0018726705061314> (Canvas).

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### **Module 3 (Tuesday, September 22) – Leadership in your lives**

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Reading 1. Spiller, C., Barclay-Kerr, H., & Panoho, J. (2015). *Wayfinding leadership: Groundbreaking wisdom for developing leaders*. Waypoint 3: Human Dynamics, pp. 93-126. Huia Publishing. ISBN# 978-1-77550-211-1.

Reading 2. Csikszentmihalyi, M. (2003). *Good business: Leadership, flow, and the making of meaning*. Chapter 5: Why Flow Doesn't Happen on the Job, pp. 85-106. Penguin Books. ISBN# 978-0-14-200409-8

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### **Module 4 (Tuesday, September 29) – Collective and Individual Identities in Leadership**

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Reading 1. Spiller, C., Barclay-Kerr, H., & Panoho, J. (2015). *Wayfinding leadership: Groundbreaking wisdom for developing leaders*. Waypoint 4: Deepening Practices in Leadership and Management, pp. 127-162. Huia Publishing. ISBN# 978-1-77550-211-1.

Reading 2. Evans, M., & Sinclair, A. (2016). Containing, contesting, creating spaces: Leadership and cultural identity work among Australian Indigenous arts leaders. *Leadership*, 12(3), 270–292. <https://doi.org/10.1177/1742715015620463> (Canvas).

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### **Module 5 (Tuesday, October 6) – Realizing Potential**

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Reading 1. Spiller, C., Barclay-Kerr, H., & Panoho, J. (2015). *Wayfinding leadership: Groundbreaking wisdom for developing leaders*. Waypoint 5: Exploring and Discovering Destinations, pp. 163-170. Huia Publishing. ISBN# 978-1-77550-211-1.

Reading 2. Csikszentmihalyi, M. (2003). *Good business: Leadership, flow, and the making of meaning*. Chapter 6: Building Flow in Organizations, pp. 107-139. Penguin Books. ISBN# 978-0-14-200409-8

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## **Academic Integrity**

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Plagiarism is the unacknowledged use of other people's ideas or work. Plagiarism is often unintentional and can be avoided through careful work habits and familiarity with academic conventions. But whether intentional or unintentional, plagiarism is recognized as a serious academic offence. The university's strong stance against plagiarism reflects our shared commitment to intellectual honesty, and the original contributions of each student and faculty member validate and sustain the university as a vital centre of knowledge and research. It is your responsibility, as a student and a member of the academic community, to ensure that you have correctly acknowledged and cited all the resources you have used in writing your work.

The following examples are representative but not exhaustive of activities constituting academic dishonesty:

- Plagiarism (presenting the work of another person as your own);
- Submitting the same work more than once without prior approval;
- Translating a work from one language to another without complete and proper citation;

- Cheating;
- Impersonation (having someone else write your exam);
- Submitting false records or information (forged medical notes);
- Stealing or destroying the work of another student;
- Unauthorized or inappropriate use of computers, cell phones, calculators and other forms of technology in course work, assignments or examinations;
- Falsifying material that is subject to academic evaluation;
- Any activity not specifically outlined in this document that is intended to circumvent the standards of academic honesty.

You are expected to post comments and write reports and exams in your own words. Whenever you take an idea or passage from another author, you must acknowledge it by appropriately citing the source. If you are struggling to complete your assignment, please see your instructor or the program office for additional assistance. Ignorance of these standards will not preclude the imposition of penalties for academic dishonesty.

For more information, you will find the full SFU policy on Academic Honesty (from which the above was summarized) at: <http://www.sfu.ca/students/academicintegrity.html>. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. <http://www.sfu.ca/policies/gazette/student/s10-01.html>

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

## About the Course Instructor

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## References

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- Altamirano-Jiménez, I. "Settler-Colonialism, Human Rights, and Indigenous Women." *Prairie Forum* 36 (2011): 105-125.
- Battiste, M. (2013). *Decolonizing Education: Nourishing the Learning Spirit*. Saskatoon: Purich Publishing.
- Gaudry, A. (2017). "An Interview with Dr. Adam Gaudry."
- Friedland, Hadley and Val Napoleon. "Gathering the threads: developing a methodology for researching and rebuilding Indigenous legal traditions." *Lakehead Law Journal* 1, no. 1 (2015): 16-44.
- Kuokkanen, R. (2007). *Reshaping the University: Responsibility, Indigenous Epistememes, and the Logic of the Gift*. Vancouver: UBC Press.
- Ruwhiu, D. (2012). Colour by numbers? Introducing the Indigenous worldview into business school curriculum. *Raumati*, 11(1), 11–20.
- Smith, L.T., Tuck, E., & Yang, W. (Eds.). (2019). *Indigenous and decolonizing studies in education: Mapping the long view*. Routledge.
- Truth and Reconciliation Commission of Canada (TRC). (2015). "Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada."
- Wildcat et al. (2017). "An Argument for Indigenous Content Requirements: How Indigenous Content Requirements Can Help Uproot Canada's Colonial Identity and How They'll Help us Build a Stronger Future." <https://ualbertaicr.wordpress.com/student-commentary-on-icrs/>