

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	MGMT151
Course Title:	Leading From the Middle
Prerequisite Courses:	None
School:	Community and Social Justice
Division/Academy/Centre:	Centre for Leadership
Previous Course Code & Title:	
Course First Offered:	November 2008

# of Credits:	1.0
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Course Description:

This course is for managers who lead through at least one reporting level of management. As a middle manager, you are the critical link between senior management and front-line supervisors, between strategy and implementation, between providing measurable results and developing people. You are sometimes required to mediate the competing expectations of those above, below and around you. In this course, you'll learn the current and emerging roles of the middle manager. You'll also learn how to build positive, productive relationships with senior managers, fellow middle managers, and team members. You'll develop the skills and self-awareness to influence the thinking of more senior managers, advocate for your employees' needs while holding them and yourself to account, and effectively represent your organization with stakeholders and customers.

Course Goal(s):

To help Middle Managers develop the knowledge, skills, and self-awareness they need to contribute effectively to the success of their organization, its talent pool, and its stakeholders.

Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

1. Key Concepts:
 - Define the term "Middle Manager"
 - Describe the key phases in the evolution of the middle manager's roles over the past 40 years
 - Clearly describe the key elements of the emerging 21st century "Middle Manager" paradigm
2. Executing Strategy and Delivering Results:
 - Contribute the critical perspective of the middle manager to the strategic thinking of the organization

- Align the strategic and operational planning of their own business units with the strategic directions of the organization
 - Ensure timely implementation of plans by delivering results that meet stakeholder needs
3. Leading, Motivating, and Inspiring:
- Model leadership qualities that inspire and motivate employees, thus leveraging their potential to benefit the organization and its clientele
 - Flex leadership style as needed when interacting with managers at various levels within the organization
4. Managing, Developing, and Retaining Key Talent:
- Ensure the right mix of skills and competencies needed in their people
 - Develop and retain this talent, and be accountable for effective talent management
5. Building Relationships and Influencing Others:
- Build positive, productive relationships with senior managers, fellow middle managers, and team members
 - Influence senior management decision-making by mediating and resolving dilemmas
 - Foster inter-departmental communication and collaboration
 - Build and enhance customer and supplier relationships
 - Foster effective relationships with unions
6. Building, Leading, and Participating in Teams:
- Advocate for the resources their teams need to deliver results
 - Negotiate for an authority base commensurate with their decision-making responsibilities
 - Delegate authority appropriately to their team members

Course Topics/Content:

- What *IS* a Middle Manager? — Defining the term
- The evolution of middle management roles over the past 40 years
- The twin priorities of managing for results and developing people
- The new set of roles that characterize effective middle managers:
 - Executing strategy and delivering results
 - Leading, motivating, and inspiring people to perform exceptionally
 - Managing, developing, and retaining key talent
 - Building relationships and influencing others
 - Building, leading, and participating in teams
- The Middle Manager as ‘Linking Pin’ — influence, communication, empowerment, fluidity, and advocacy — vertically and horizontally — internal and external
- The critical role of the Middle Manager in ensuring alignment and accountability
- Managing workload and work-life balance issues as the ‘meat-in-the-sandwich’

- Developing the next generation of middle managers — learning, coaching, mentoring, and networking as powerful strategies for transmitting corporate history and culture, nurturing leadership qualities, and fostering management agility
- A personal self-assessment of middle manager capability; preparation of a personal developmental plan

Text and Resource Materials:**Required:****Recommended:**

Albrecht, Karl (1990). *Service within. Solving the middle management leadership crisis*. Homewood, IL: Business One Irwin.

Farquhar, Carolyn R. (1998). *Middle Managers are back: How companies have come to value their middle managers again. A Report for the Public Service Commission of the Government of Canada*. Ottawa: The Conference Board of Canada. Retrieved March 10, 2008 from the Government of Canada National Managers' Community website http://www.managersgestionnaires.gc.ca/career_development/middle_managers_are_back/conf_e.shtml

Farquhar, Carolyn R. (2002). *Leading from the middle. Prepared for the Secretariat for Managers Community*. Ottawa: The Conference Board of Canada Organizational Performance Group. Retrieved March 12, 2008 from the Government of Canada National Managers' Community website http://www.managersgestionnaires.gc.ca/reading_room/reports/leading_from_middle/leading_from_the_middle_e.pdf

Floyd, Steven W. & Wooldridge, Bill (1996). *The strategic middle manager. How to create and sustain competitive advantage*. San Francisco: Jossey-Bass Publishers.

Haneberg, Lisa (2005). *H.I.M.M. High impact middle management. Solutions for today's busy managers*. Avon, MA: Adams Media.

Oshry, Barry (1994). *In the middle*. Boston: Power & Systems, Inc.

Oshry, Barry (1992). *Space work*. Boston: Power & Systems, Inc.

Oshry, Barry (1992). *The possibilities of organization*. Boston: Power & Systems, Inc.

Williams, David (2001). *Mining the middle ground. Developing mid-level managers for strategic change*. Boca Raton, FL: St. Lucie Press

Course Level:

	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe): Professional Path				

Equivalent Course(s) within the JIBC: None

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	7			
Simulation/Lab	7			
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	14			

Comments on Delivery Methods: This course is participatory in nature and includes a variety of small group discussions, role plays, assessment instruments and large group discussion/lecture.

Course Grading System:

	Letter Grades		Percentage		Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting: You must attend the full course to receive credit.

Other Course Guidelines, Procedures and Comments: None

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.