SPROTT
SCHOOL OF BUSINESS

MBA

Course Outline: MGMT 5115D – Leadership
Fall [F2] 2017

Instructor: Richard Clayman, FLMI, FICB, MBA
Office: n/a
Phone: n/a
Email: Richard.Clayman@carleton.ca
Office Hours: By appointment only
Classroom: CB2104 [but verify on the system before the first class]
Class Schedule: Wednesdays from 6:05pm to 8:55pm, starting on Nov. 8th

Course calendar entry from 2017/2018 graduate calendar:
MGMT 5115 [0.25 credit]
Leadership
Post-heroic leadership theories, with a practical emphasis on developing and honing leadership skills in practicing managers. A highly self-reflective course, requiring students to question and share their own leadership styles and situational antecedents.
Prerequisite(s): MGMT 5100, or MGMT 5101 and MGMT 5102.

Course Description:
This advanced course in leadership focuses on raising the student' conscious awareness of the successful leadership skills that need to be developed and utilized at every level of employment, but especially as the student seeks to progress within their managerial career. The course seeks to link an understanding of what we know to be essential ingredients of successful leadership with the practical demands and challenges, and skill development required to inspire, motivate and lead others. Topics / material will be derived from academic theory, real industry experiences and current events. Supplementing that is a series of selected self-assessments help the student to self-reflect on their strengths and particular areas needing development. All of this culminates in two assignments specifically targeted to promote the tangible demonstration of effective leadership skills. Additionally, students are encouraged to introduce current news topics for class discussion / analysis which contribute relevance and value to the class' learning.

Preparing for the Course

Textbook / Course Package / Learning Materials
There is no textbook required for this course. All readings and self-assessment questionnaires have been carefully selected to lend a relevant compliment to lecture material covered.

READINGS: Due to legalities around posting copyrighted material, and to avoid unnecessary extra costs for students, there is no course pack for the readings. All required readings can be easily sourced from Library Services, usually using the 'Business Source Complete' database search. For easy searching, just type in the Accession Number (AN) noted with each reading (without the "AN" notation) in the search box and you will quickly see it. Check the Ares link on cuLearn as the articles may also be accessible through the Library Reserves process.

SELF-ASSESSMENTS: Required questionnaires and a few related handouts have been assembled for your convenience (and to respect copyright regulations) in one very low-priced course pack (approx. $6. or so) with Study.Net.
The Study.Net course pack can be accessed online and either used in electronic form or printed, at your preference. Instructions to access your Study.Net course pack will be posted on cuLearn under your course number / session letter before the course starts.

Course Schedule / Content

This course is designed on a hybrid or "flipped" classroom format. To maximize discussion and learning time in the classroom, students must complete certain activities best suited for outside the classroom, before attending each class.
Each lecture is comprised of a different theme and module of course content.
Each module contains:
   a. Activities (either the viewing of an online video, reading of an online article or designated self-assessments) that must be completed ***before*** class
   b. Required readings to be read ***before*** each class
   c. Activities (videos, discussions) that will occur ***during*** class
IMPORTANT: For the details of all required course content, please refer to the ***Course Components*** document posted to cuLearn.

Exam date:
There are no exams associated with this course.

Learning Objectives / Outcomes / Applications:
Professor's Teaching Objectives (Knowledge offered)
During the course, the professor will familiarize the students with:
- Self-reflective tools for leadership traits and behaviors, and how they form leadership styles and approaches
- The reasons why some leaders outperform others in terms of stability and confidence
- The importance of assessing key qualities of their followership and their service duty
- The individual components that can enhance or erode leadership relationship building
- The process by which power is built and then transformed into influence in order to manage change
- Ways to learn from the performance of other leaders

Student's Learning Outcomes (Knowledge acquired)
At the end of this course, students will have learned:
- Key elements of effective and non-effective leadership traits and styles
- The importance of self-reflection as it relates to leadership self-awareness, emotional intelligence and character
- Relevant approaches to organizational leadership and the role of / responsibility to a leader's followership
- Essential ingredients in the establishment and nurturing of relationships
- Sources of organizational power and its transformation to influence to manage crisis and encourage innovative change
- Frameworks for analyzing leadership performance from real world example

Student's Professional Outcomes (Knowledge applied)
After the course, students will be able to be more:
- Aware and confident with their own leadership style, and the additional capabilities they must develop in order to be a more well-balanced, adaptable leader
- In control of their reactions, and more consistent in applying their core values and character when interacting or making decisions
- Engaged with employees and more active in both their development and motivation
- Conscious of what they need to establish and develop relationships with a spectrum of diverse stakeholders
- Positive in the development of a 'safe' environment that encourages ideas, innovation and reduces resistance to needed change
- Critical in their assessment of the performance of other leaders – both positive and negative examples

Methods Used to Evaluate Student Performance:
Leadership cannot be taught in a classroom; it must be developed over time with actual experience and constructive feedback. However, such a course can indeed serve to raise the student's conscious awareness of the most critical elements of leadership demanded by today's challenging business environment, and to enhance their personal ability and self-awareness / confidence to lead. Good "soft" skills leadership is critical to the creation of value within any organization where people need to work together to achieve results.

To this end, the students will play a large role in the experiential learning method used in this course. While academically grounded in leadership theory, the students will also learn by interacting and sharing experiences.

The extent to which the course will be successful in achieving its teaching objectives will be determined, in great part, by the degree to which the students are motivated to embrace an active learning model and step outside their comfort zones. Active participation by the student is a pre-requisite to performing well in this class. The role of the instructor will be one of facilitator as well as teacher, challenging the students with such things as in-class exercises, case study / article reviews, videos and constructive debriefs of group or individual exercises.

Drop Course Policy:
The deadline for academic withdrawal is the last day of classes (each term).

Grading Scheme:

Course Deliverable	Due Date	Weight on Final Grade
Leadership Character "Point-of-View" Speech	Via hard-copy handed in at the start of class on Wed. Dec. 6th, 2017	25%
Leadership in the News: Team presentation	Via hard-copy, in person, at the start of the last lecture period on Wed. Dec. 13th, 2017	25%
Personal Leadership Development Report	Via email as a simple attachment in a Word.docx only (**NO** .pdf format!) no later than 5pm on Tues. Dec. 19th, 2017	50%

Course Projects

THREE (3) STUDENT ASSIGNMENTS

<u>ASSIGNMENT 1:</u>
YOUR LEADERSHIP 'POINT OF VIEW' (Individual assignment; 25% of final grade)
Our course covers many topics essential to effective leadership, and all material thus far could be considered for this assignment. But this assignment certainly focuses on two of them: leadership character (in Lecture2) and leadership-style communications (in Lecture 4).
With that in mind, imagine **<u>EITHER</u>** of the following different but possible scenarios:

SCENARIO 1:
You're sitting through an intensive promotion or hiring interview which has already thoroughly reviewed your resume skills and experiences. As the interview nears its conclusion, the interviewer says: "Just before we conclude this interview, is there anything that you want us to remember about you when we deliberate on your candidacy for this leadership role?" At this point, most candidates say little, and are just happy to have the interview end. What a missed opportunity! What would YOU say in those *last 2 minutes* so that they remember you above all other candidates? What will make you stand out in their minds as to the type of leader you will be? In other words, what will make *you* special?

SCENARIO 2:
This week you've just learned that you have been newly hired - or promoted from within - into a management role where you will need to lead an established team that you've never met before. From their perspective, this team doesn't know anything about you as a leader (other than basic resume background info from your introductory bio that has already been shared with them). On Monday, it has been scheduled that you will introduce yourself to your new subordinate team for the first time. There may be operational issues you will need to cover in the first hour with them, but what will you say in the *first 2 minutes*, as a new leader, that will capture their attention and excite them to listen the next 58 minutes?

ASSIGNMENT CONTENT:
Though different, these scenarios share a common ingredient; key constituents seeking to gain and understanding of, and confidence in, how you will self-actualize and frame your leadership role. Successful leadership is all about effective, compelling communication and it starts with your articulation of that role
In this assignment, you are required to prepare a leadership 'point-of-view' "speech" (we will review the theme and recommended approach in more detail in one of the classes). Designed to be effectively delivered verbally in about 2 minutes, it must not be longer than 500 words. It must clearly communicate why EITHER (Scenario 1) an organization should hire /promote you to a new leadership role or (Scenario 2) why employees should feel confidence in the leadership approach you will take with their team. You will want to take clear aim on whichever leadership behaviors (that we will explore in detail during the first 4 classes) you feel best represent your authentic style. In short, what can you say that would make you stand out against any other candidate or as someone people will want to follow? To provide full creative license, there is purposefully no rubric provided for this first assignment.

ASSIGNMENT 2
Leadership in the News: Team Presentation (Group - 25% grade weighting)

Students will self-form teams with the minimum / maximum number of members determined by the professor at the first class. Each team will then search the news (within the last 7 years or so) for either a subject that demonstrated a very negative or highly positive example of organizational leadership. The organization can be any legitimate, defined entity including religious, sovereign, not-for-profit, or corporate (for profit). No two teams can present on the same subject so each must confirm their subject as soon as they can to the professor who will lock that subject to that team. The goal is to have the class be able to the course's teachings on both good and bad examples of leadership from very different perspectives and subjects.

Teams need only produce a PowerPoint presentation; no written report is required. While the general grading sheet is attached in Appendix A, teams will be essentially judged on how effectively they:

a. Tell the story and interest the audience in the limited time they will have
b. Accurately analyze the critical aspects of the leadership example they have selected
c. Integrate the learning concepts and course material within their presentation
d. Respond to audience questions for clarification of additional information

ASSIGNMENT 3
Your "Personal Leadership Development" Report (Individual - 50% weighting)

1. Research the position or role you hope to hold within the next 2-5 years as well as the likely industry / hierarchal context in which it would exist (now is the time to think about and research this). If you are about to enter, or have recently entered a new role, you may focus your writing on that current/ or near-term situation. **Length**: 1.0 pages maximum

2. Using the results of the various self-assessments done throughout this course, describe two tendencies from amongst your various leadership or followership tendencies (ie: styles, behaviors, attitudes, etc.) that you think would pose the greatest potential disadvantage (i.e., a weakness) in the role to which you aspire. The tendencies may be those negatives ones you are prone to exhibit or those positive ones you lack. Be sure to describe these two natural tendencies using the results of the corresponding self-assessments and support these results with clear, and relevant, personal examples as to how these two weaknesses have already shown themselves. **Length**: 2 pages maximum

3. Justify why these two natural tendencies would be potentially disadvantageous specifically on your future career by relating it to what you will, by then, know is needed for effective leadership within any organization. The expectation for this 'justifications' section is that all insights and observations will be directly supported by carefully chosen, relevant references to course concepts and theories contained with the course's required readings, NOT just the lecture slides. **Length**: 3 pages maximum

4. Outline a specific action plan (using a "SMART-based" format) that you could follow to improve / positive develop the weaknesses you highlighted. **Length:** 2 pages maximum. Please remember the components of a SMART-based plan are:

- **Specific:** detailed, feasible commitments to action that you need to take to improve / positively develop your highlighted weaknesses.
- **Measureable:** How much change is needed, and exactly how will you assess your progress. Assessing progress over different time periods requires a methodology that is sound and consistent with regards to timing, format, etc.
- **Attainable**: Will you need external resources to accomplish your plan and, if so, what are they? What help might you need to achieve those goals? s a challenge, or are they too simple to be effective?
- **Relevant**: How are my goals likely to address each of my weaknesses? Are the goals adequately challenging, or are they too simple to generate beneficial change? How would missing my goals impede my leadership development?
- **Time-bound**: Which goals should be an immediate or short-term focus and which goals are meant for the medium and longer terms? Define those three timeframes for the reader.

Format: The text of your report should not exceed 8 pages (this limit is for assignment text only and does not included such things as cover page, appendices, bibliography, etc., if applicable. The assignment must contain 1.5 spacing, 11-point type in a legible font such as Times New Roman or Calibri.
The general assessment criteria (rubric) for this report are presented in Appendix B.
Preparation and participation

In-Class Exercises
In-class exercises are practical, sometimes paper-based exercises designed to allow the student the opportunity to test their learning, experience practical skills or express their analytic insights. These exercises may be introduced on either a group or individual basis. There is usually no-pre-reading involved, as material for the exercises (which tie into the concepts being presented) will be introduced in class.
Please come to each class with the study.net questionnaires completed for that respective class, and in a format that will allow you to privately refer to them during class discussions.

PLEASE NOTE: For the first class, please complete the "What Is Your Leadership Style" and the "Rate Your Leadership Traits" questionnaires BEFORE attending the first class.

PLEASE NOTE: IMPORTANT: Students should have read the three (3) main Week 1 readings PRIOR to attending the first class.
Other material / questionnaires, not contained in your study.net package, may also be handed out in class.

Active class contribution

The student is expected to be on time to class, with required class assignments completed, and ready to be called upon at any time for comment or active involvement in any in-class exercise. Moreover, the professor is looking for each student to exhibit a positive attitude toward voluntary, active participation; the student should not have to be coaxed by the instructor to become engaged. Please have a name plate in front of you in each class. The professor commits to establishing a "safe" environment for all comments so this is an excellent opportunity for all students to regularly contribute, but especially those students that tend to shy away from active classroom participation. The student is expected to read all required readings prior to each lecture that covers said material, and be fully prepared to refer or respond to these readings in their class contributions.

Attendance - Penalty for missed classes

This course is full in terms of content, and each successive lecture is, to a large degree, built upon the comprehension of the previous lectures and toward the successful completion of assignments. The student's attendance in class and their ensuing active participation are important to successful course performance. Therefore, for any class missed, the student will be required to submit a Personal Application Assignment (PAA) on all of those missed class' required readings. There is no grade awarded on this 'penalty' assignment but no final course grade will be provided until all outstanding PAAs are provided to the professor by email prior to the last class of the term.

The format for the PAA – for **each** reading of the class(es) missed will be a maximum of one page, single spaced, 11-font which answers the following three (3) questions:

1. In your own words, what is the essential theme of hypothesis that the author(s) is (are) trying to present? Are you in agreement (or do you disagree) and why?
2. Referencing course concepts, what is the article's importance to our understanding of leadership?
3. Using a clear example from your personal or professional experience, in what way have you seen the reading's theme play out in real life?

Missed assignments

DEADLINES FOR ALL SUBMISSIONS ARE NOTED
EARLIER IN THIS COURSE OUTLINE
Students are responsible for being well aware of these deadlines and must submit all assignments by the time / day they are due. Without a valid reason discussed with the instructor well in advance (minimum of five working (5) days prior to the due date), no accommodation may be made for any missed deliverable.
Late assignments will incur adjustment penalties to the earned grade as follows:
Handed in on the 1st day (within 24 hours) after   due date: - 25% deduction

Handed in on the 2nd day (between 24-48 hours) after due date - 50% deduction
Handed in after the second day after the due date: -100% deduction
                                (but may still be evaluated for feedback purposes only)

Course Sharing Websites

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Policy on Mobile Devices

The use of mobile devices IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to class.

Group Work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your instructor may assign one or more group tasks/assignments/projects in this course.
Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Person with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Religious Observance

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements.

Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

Pregnancy

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete *a letter of accommodation*. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: https://carleton.ca/registrar/academic-integrity/.

Important dates and deadlines
https://sprott.carleton.ca/students/mba/dates-deadlines-policies/

APPENDIX A: GRADING SHEET: "LEADERSHIP IN THE REAL WORLD" TEAM PRESENTATIONS

Team No. _____   TEAM CAPTAIN OR NAME_____ DATE_____

Slides submitted by start of class: Yes _____   No_____ If no, reason:_____

ORIGINALITY / CREATIVITY: _____

DEPTH /SCOPE OF CONTENT AND STRUCTURE / FLOW _____

DEMONSTRATION THAT THE TEAM UNDERSTANDS THE KEY ISSUES_____

INTEGRATION OF LEARNED CONCEPTS TO JUSTIFY / SUPPORT
OBSERVATIONS)_____

CONCEPT CLARITY (EXCITE/EDUCATE THE AUDIENCE) _____

PRESENTATION SKILLS_____

TASK EQUITY: _____

TIME CHALLENGE: START: _____   STOP:_____ PENALTY:_____

OTHER COMMENTS: _____

APPENDIX B – RUBRIC FOR   PRINCIPAL LEADERSHIP DEVELOPMENT REPORT

	Below expectations	Meets expectations	Exceeds expectations
I. Description of role or position sought **(Importance weighting: 15%)**	Significant lack of clarity in describing the situation (type of tasks, group, and organization) or (if relevant) employees (skills, abilities, attitudes, and/or needs) he/she would be facing in his/her desired role.	Provided reasonably clear description of the situation (type of tasks, group, and organization) and (if relevant) employees (skills, abilities, attitudes, and/or needs) he/she would be facing in his/her desired role. Only a few characteristics of the situation or of the employees were left unclear.	Provided a very clear description of the situation (type of tasks, group, and organization) and (if relevant) employees (skills, abilities, attitudes, and/or needs) he/she would be facing in his/her desired role.
II. Description of two natural leadership or followership tendencies (20%)	Description of at least one of the selected natural tendencies was severely flawed.	Both of the selected natural tendencies were reasonably well described by referring to specific results of the relevant self-assessments, supported by clear personal behavioral examples. Minor conceptual flaws and/or lack of clarity.	Both of the selected natural tendencies were extremely well described by referring to specific results of the relevant self-assessments, supported by clear personal behavioral examples.
III. Justification of the natural tendencies as potential disadvantages for the position sought (30%)	Justification of why one or both of these natural tendencies would be weaknesses in the desired role was very weak, either because concrete examples were lacking or because course concepts were insufficiently or poorly applied. Use of references to required readings in support of observations was missing or were too few in number to reflect an output at a Masters level	Justification of why both natural tendencies would be weaknesses in the desired role was reasonably clear. By way of concrete personal examples and references to course concepts, each natural tendency was shown to be a potential weakness given the contextual realities of the role sought. Only minor conceptual or logic errors were found. A good representation of relevant references to required readings was demonstrated	Justification of why both natural tendencies would be weaknesses in the desired role was extremely clear. By way of concrete examples and course concepts, each natural tendency was shown to be a potential weakness given the contextual realities of the role sought. A wide scope of relevant references to required readings were not only used but thoughtfully integrated into the observations in a way that adds robustness to insights.
IV. Action plan (25%)	Some actions were vague (not specific enough) and did not reflect a SMART-based approach to action planning OR Actions were not presented as short-, medium-, and long-term. OR Some actions are unrealistic or poorly linked to previous sections of the report.	Provided a reasonably clear description of specific, realistic actions he/she would take in the short-, medium-, and long-term to maximize his/her effectiveness in the desired role and used a SMART-base for action planning. Almost all of the actions described are realistic and were logically linked to the preceding sections of the report.	Provided an extremely clear, SMART-based description of specific actions he/she would take in the short-, medium-, and long-term to maximize his/her effectiveness in the desired role. All of the actions described are realistic and were logically linked to the preceding sections of the report.

	Below expectations	Meets expectations	Exceeds expectations
V. Quality of writing (10%)	The number of grammatical, spelling, syntax, and/or logical flow errors was such that the instructor had some difficulty reading the report; the errors were distractions to the reader	The number of grammatical, spelling, syntax, and/or logical flow errors was such that the instructor had very little difficulty reading the report.	The number of grammatical, spelling, syntax, and/or logical flow errors was such that the instructor had no difficulty reading the report.