



BUSI4112A Organizational Leadership

Fall 2020

09-SEP-2020 - 11-DEC-2020

Professor	Rumaisa Shaukat, PhD., CHRL., CMP.
E-Mail	rumaisa.shaukat@carleton.ca For any email query, in the subject column write your course codes.
Office Hours	By appointment only. I'm also generally available right after class for quick questions/comments.
Class Times	Wednesday 8:35-11:20am
Class Location	TBA
Prerequisites	Third-year standing, and BUSI2101 or BUSI2702 with a grade of C or higher.
Website:	CuLearn will be the main Platform for this course. All material covered in the class is potential exam material***

Undergraduate calendar description:

Undergraduate calendar description: “Critical examination of theories of leadership and trends in contemporary research; discussion of practical methods for building leadership capacity”.

Course Description and Objectives:

Organizational Leadership (BUSI 4112A) invites you on a journey of exploration, intellectual development, and personal understanding - with the explicit goal of equipping you with the tools you will need to become a more effective leader. To achieve this goal, this course offers an extensive examination of leadership in organizations and provides you with a set of experiences that are designed to enhance your comprehension, self-awareness and capacity for effective leadership. The specific learning objectives for this course are:

1. Increase your conceptual understanding of leadership in organizations.
2. Cultivate your ability to extract key lessons and apply course concepts to a variety of organizational issues and contexts.
3. Discover important insights into yourself as a leader and develop a self-awareness regarding your strengths and opportunities for personal growth.
4. Enhance the skills and competencies that enable you to become an effective leader in today's highly dynamic and diverse organizations.
5. Realize that leading is about bettering yourself and others

To achieve these specific learning objectives, we will consider some of the major approaches, theories, and empirical research that have influenced our thinking about the phenomenon of leadership. We will also explore and reflect upon what makes a good leader, how individual, relational, and contextual factors

impact effective leadership, and how you personally fit into this vision of leadership.

Pedagogical Approach:

This course uses an experiential, action learning approach. In particular, the course uses a combination of lectures, case studies, film, experiential exercises, self-assessment techniques, peer feedback, and team projects to enhance your learning and development as a leader. The role of the instructor in this course is not simply to provide the answer, but rather to create an environment where you can individually and collectively explore, examine, and experiment with your own ideas. As such, much emphasis will be placed on active participation in class.

Important Course Expectations:

1. **Course Pedagogy** Due to the Covid-19 pandemic, this course has been re-designed to be delivered exclusively online. The primary tools used for connecting the instructor and students will be a combination of email, CuLearn, and Zoom. Pre-recorded class lectures, required readings, video clips and weekly assignments and activities will be posted online within weekly modules and are designed to be viewed asynchronously by the students. The midterm and final exams will be conducted online at a pre-determined time indicated in the course agenda. I will keep office hours twice a week (during our allocated class time). Links to every live meeting will be posted within the weekly modules by the weekend. **All weekly lectures (pre-recorded) will be posted a few days before the live session, so go through lectures, do readings before live sessions. Live sessions are for consultations where you could ask questions on any lecture concept you are not clear on and to consult me for assignments etc. I will not be delivering lectures again during live sessions.**
2. **Intellectual Property** All materials prepared by the course professor, including PowerPoint slides with audio notes, class handouts and exam papers, are protected by copyright. Copying, photographing, scanning, sharing, or posting any of the material elsewhere is therefore a violation of copyright and is illegal and will have serious consequences. No exceptions!!!
3. **Emails:** I communicate with students through their student email accounts. It is your responsibility to check your emails as I will be sending important messages through this medium. Be professional in your email communication (read separate instructions below) I usually check emails once a day. Please email me again if you do not receive a reply within 2 working days; there is always the possibility of problems with electronic messaging. I will not send grades or otherwise private student information (group member's email etc.) via email. Assignments will not be accepted via email unless precisely requested. Always identify the course number and section in the Subject line. Please use proper greetings. Always sign your email with your first and last names and include your student number.
4. **Active Participation. Students are expected to watch pre-recorded lectures, take notes, and participate during weekly live sessions.** Students are expected to maximize their own learning by actively participating in all activities posted on Culearn. This includes participation in class discussion forums and overall interacting professionally and ethically with classmates and with the instructor. Please see Appendix V "*Guidelines for in class Discussions*".
5. **Group Ethics.** You will be part of a group requiring your involvement and input, doing your part on time and staying in touch with your team is something that you owe to your fellow group members. Therefore, punctual attendance to sessions online and regular communication with your team are strongly recommended. Please see Appendix VI for some survival tips. You will be also submitting peer evaluations (Appendix I) and "who did what letter for the final project. Please see page 9 for more details.
6. **Follow Assignment Instructions.** Carefully read the instructions for your written assignments described in the course outline. I will create folders for each group submission with guidelines again. Make sure to read those. Always use a title for your work. Strictly, follow the instructions regarding page limit/font size/margins for your written submissions. In any case

do not exceed the required standard page limits for all submissions. Format for written submissions should follow the American Psychological Association (APA) Publication Manual (5th Edition). See Appendix IV.

7. **Cheating, Plagiarism, and Other Instructional Offences** are not tolerated and can have severe penalties (please see the statement on plagiarism in the Spratt School attachment). For additional help, you are strongly encouraged to consult the document “Paper Formatting & Documentation Guidelines”, on the Spratt website at Academic Programs Useful Links Paper Writing Guidelines.
8. **Deadlines and Penalties for Late Submissions.** You are expected to submit all of your assignments on time. In the event that you do not submit an assignment on time, you will lose 10% per day that your assignment is late – that includes the weekend (i.e. 10% for Saturday, 10% for Sunday). You may submit assignments over the weekend and I will deduct 10% as appropriate based on the time I receive your assignment. ****Please note the Carleton mandated deadline for your final term paper – it does not allow for late submissions (i.e. if late, I cannot accept your assignment).** The late penalty is meant to encourage you to manage your time effectively and to ensure that those who hand in their assignments on time are not penalized. It is not a punishment - it is a consequence of being late. Extensions are rarely granted unless extenuating circumstances are present. I expect that students discuss with me these circumstances, as early as possible. Documentation supporting your need for an extension may be required. **Please Note** Computer failure, printing problems, work for other classes and many other excuses are not acceptable. You may not miss a day when you are scheduled for exam. Except under unusual circumstances, you have 24 hours from the time you miss your exam to contact me about your absence. Without an appropriate reason and documentation, you will receive a zero for the missed exam and a submission.
9. **Policy on Re-marking** From time to time, students have legitimate concerns about marks they have received on a Cases and exams. If you feel that any paper handed back to you has not been marked appropriately for the work you have submitted, you do have recourse for re-marking. However, please note that to be eligible for re-marking, you must embark upon the following procedure **within one week** of the deliverable being handed back in class:
 - a. Indicate in writing specifically what your concern(s) is (are). This does NOT mean that you simply say “I think I deserve more marks.” You must clearly indicate where the marker made a mistake in his/her marking of the paper. In this regard, you must refer to the class notes, excerpt in the textbook, etc., supporting your claim.
 - b. After completing #1 above, you must submit the paper with your comments back to the Professor **within one week** of the paper being handed back online. If you did not check feedback on the paper when it was handed back, you still have only 1 week from the original hand-back date to request a remark.
 - c. If a deliverable is not resubmitted following the above guidelines, the Professor will regard the mark as originally assigned to be the final mark for that deliverable. **NO MARKS will be changed at a later date.** It is important to note that the Professor reserves the right to remark the entire paper in question and to either leave the mark as is or to change it positively or negatively as required.
10. **IMPORTANT!!!** If at any time something seems unclear to you, please ask during live class sessions or post it in the Forum **“Ask the Instructor”**. I would prefer answering YOUR questions on the forum than individually emailing. In my experience, students interpret messages differently and it creates confusion and leads to rumours among students.

Required Text Book You are expected to complete all readings by the start of class for which they are assigned. Additional Readings: Articles will be available on cuLearn.

Required Textbook: Daft, R.L. (2015). The Leadership Experience, 7th Edition. CT: Cengage Learning. ISBN-13: 9781337102278 Available at the Campus Bookstore.

Methods Used to Evaluate Student Performance

Your overall course grade is a function of individual and group-based work. This method of evaluation simulates performance evaluation and feedback systems in “real world” organizations and reinforces the idea that leadership is both an individual and social process. Although there will be assignments throughout the course that are not graded, your course grade is based on the following components:

Individual Participation On-Line:	15%
Individual Leadership Self-Assessment:	15%
In Pairs- Final Term Paper (Film Analysis)	20%
Midterm Exam	20%
Final Exam	30%

Course Agenda

For live meetings, please check links and time within weekly modules on CuLearn!!!

Deadline for all assignments are the dates posted in the agenda below and time is the end of the session which in 11:20am on Wednesdays! Do not wait for the last minute to make a submission online!!!

Date	Topic	Readings
Session 1 Sep 9	Introduction to the course, Overview of intended outcomes, readings, assignments and evaluation for the course	No Assigned readings
Session 2 Sep 16	What does it mean to be a leader Traits, Behaviours, and Relationships	Ch 1-2
Session 3 Sep 23	Contingency Approaches to Leadership The Leader as an individual	Ch 3-4
Session 4 Sep 30 * Final Term Paper outline due *	Leadership Mind and Emotion Courage and Moral leadership	Ch 5-6
Session 5 Oct 7 **Midterm Exam**	Chapters 1-6 are on the midterm Consultation for team presentations after the midterm	Utilize all Readings
Session 6 Oct 14	Followership Motivation and Empowerment	Ch 7-8
Session 7 Oct 21 **Leadership Self Assessment Due**	Leadership Communication Leading Teams	Ch 9-10
Session 8 Oct 28 **No Class**	Reading week	No Assigned Readings
Session 9 Nov 4	Developing Leadership Diversity Leadership Power and Influence	Ch 11-12
Session 10 Nov 11	Creating Vision and Strategic Direction Shaping Culture and Values & Consultation for the final Paper	Ch 13
Session 11 Nov 18 **Final Term Paper Due** **Last day to submit reflections online**	Leading Change	Ch 14-15
Session 12 Nov 25	Final Exam Review: which means bring your questions to the live session!	No Assigned Readings
Session 13 Dec 2	Final Exam Review: which means bring your questions to the live session!	No Assigned Readings

Note: You would receive feedback and mark on online participation assignment anytime between November 20th to November 30th. Not earlier than that as anyone can submit reflections up until November 18th.

Note: With each required assignment, I will post pointers in the folder (copied from your course outline) related to what is due on the due date. Please make sure to read course outline and instructions online for each submission in each relevant folder!

All assignments online should be either in word file or pdf format no other formats. The downloadable MS Office desktop software suite is available for you at no charge while you have student status at Carleton. Check this link. <https://carleton.ca/its/ms-offer-students/>

Important Note on Groups:

You will be required to form a team of 2 students for the final project. Given its an online course and you will not have the chance to meet and form your teams, I will give you first session to tell me if you want to join a group with people you know are also registered, After Sep 16th, I will make teams randomly. Team is expected to *self-govern* to ensure the quality of all deliverables, independently resolving any conflicts within the team. You are required to take team membership seriously. If a member of a team is not pulling his/her weight (i.e., free-riding), openly communicate with the free-rider to work harder by suggesting how he/she can specifically contribute and, by suggesting deadlines by which each member should hand something on time. If this does not work, alert the professor who will then take the necessary steps to resolve the situation by either potentially penalize the free-rider or making that member do the work alone on his/her own. Please remember it is **your own responsibility** to contact the professor before the date of the evaluation. Team problems that are brought to the professor's attention *after* the evaluation will not be considered.

Participation On-Line: (15%)

A mark of 15% is yours to earn by posting "Reflections after Reading." Reflections may come to your mind after reading a news item that is related to any course concept covered during a specific week or is covered in any of the videos I will be posting with an associated lecture. This is like a blog. Your reflections can be submitted on any session of the week when there is a lecture and readings assigned (*you could pick any 6 lectures out of all*). You can only submit **one reflection per week** (starting Sep 16th), you **cannot** submit a reflection on a day when there is no lecture scheduled! The last day of submission is **November 18th before 11:20am**.

After reading chapters or after listening to audio lectures, you may end up linking it to something else you have learned through an article/news clip etc. Something that triggered an interesting question in your mind, something you agree with or disagree with and want to share your thoughts by linking it with an external source/news item. Such reflections often lead to a deeper understanding of how a concept from the course can be applied to view a news item differently/intelligently! A news item you are writing about it must have appeared on WWW in English in a bona fide news publications (e.g. Citizen, Globe and Mail, McLeans, New York Times, The Economist...). It is mandatory to submit that link with each submission, if not, scan the item-making sure the date of publication shows. The reflection item must not be more than 2 years old. The posts should not be more than 200 words long.

Weekly contributions made over the span of the term will be evaluated toward the end of the term as I have to structure my work. A sudden flurry of submissions—often attempted toward the end of the term—will not be accepted and evaluated. I will strictly monitor the date and time of submission every week. If the submission is after that week's due date and time (which is between Wednesday 8:35am to 11:20am), I will not count it as a valid submission. No exception!

****As this is participation mark, for each mark you have to sweat a little more than normal sweating**

you do for a mark in the course. That is the quality and quantity will be assessed more critically than other submissions. Summarizing the course/article will not get a decent mark I am more interested in your analytical stance and link to course concept. Note: ****no grade appeal or request for re-evaluation will be accepted****.

Individual Assignment- Leadership Self-Assessment (15%)

A primary goal of this course is to increase your self-awareness and facilitate your personal development as a leader. The leadership self-assessment is an essential part of achieving this goal. This individual assignment asks you to complete several leadership inventories (minimum 5, you can use any you're your textbook including "Leader's self insight" in each chapter or go with any external ones) revealing key leadership competencies, and then to reflect upon their results in the form of a paper excluding appendices and self assessment forms you filled out. You will be asked to consider some of your personal strengths, areas that could benefit from improvement, as well as reflect upon how these abilities may impact leadership effectiveness. You must attach Appendix III- **Personal Ethics Statement (INDIVIDUAL ASSIGNMENT)** with this submission. You will write up the results of your analysis in a maximum of 8 pages double-spaced paper with 12 font size, Times New Roman and 1-inch margins all around. Use APA to format your paper. An appendix is attached to guide you on how to format as per APA.

Midterm and Final Examinations (50%)

There will be a midterm covering chapters 1-6 only (20%), and a final examination covering Chapters 7-15 (30%). Final Exam will take place during the regularly scheduled examination period. Final exam will be based on all material covered for the course after the midterm exam including videos and any additional articles posted as well. The emphasis, however, will be on the topics covered in the PowerPoint and discussed in class. Format of both exams will be announced later.

In Pairs- Final Term Paper (Film Analysis)

You will analyze a film on Leadership and present results of your analysis in a paper. You will make references to specific theories and principles discussed in your readings and class discussions, and you will give examples from the chosen film to illustrate the points. You have been supplied with a set of questions to guide your analysis of the film (See Appendix VII). Films will be approved based on first come first serve basis, so if you prefer a movie, please reserve the film for your team asap preferably earlier than the due date.

A one page outline is due on **September 30**; in the outline clearly write the following: Name of the selected Film (put at least 2 in an order of priority in case your first choice already taken by another team); how is this film related to the course content. **If you reserved your film name before the due date then you don't need to have two films in the outline.** In the outline clearly write the following: Name of the selected Film; how is this film related to the course content. Submit online in the appropriate submission folder within the weekly folder. Your submission's title should be **"Group # film project outline"**. **Please note:** The outline has no marks but if you didn't submit an outline and got approval, you would lose 5% of your mark allocated for this assignment. No Exceptions!

PLEASE NOTE:

1. you must structure your paper according to the questions indicated in the appendix, being mindful to integrate course theory (*i.e., using appropriate c/c terminology and course material!*) wherever pertinent.
2. You are strongly advised to constantly meet with your team member as soon as possible to discuss the preferred film for the assignment and your intended approach, because you will need to be sure you have chosen a film which no other group has chosen, and for which sufficient information is available to permit you to answer the assignment questions .
3. Please do not underestimate the time required to complete this assignment **EFFECTIVELY** (*i.e., addressing all the theoretical parameters throughout your report*). No extensions will be

- granted.
4. You will write up the results of your analysis in a maximum of 15 pages double-spaced paper with 12 font size, Times New Roman and 1-inch margins all around. Use APA to format your paper. An appendix is attached to guide you on how to format as per APA.

As a team what you need to submit on the day of submission:

[All below as one file entitled “your team number & Name of the chosen film”]

Only one submission per team! No multiple submissions allowed or we will mark the first submission and disregard any other!

- A cover page with your names, student numbers, the name of the film.
- A statement of integrity form sign by those who worked on the assignment. (get electronic signatures)
- Your report (maximum 15 pages double spaced) with any appendices. **Submit in the relevant submission folder within the weekly module on CuLearn!**

→ Individually each student need to submit the following two documents as ONE FILE on CuLearn within the folder “Peer Evaluations and Who did What Folder”:

[both as one file entitled “your Name, team number and name of the film”]

- a. ****In who did what letter (maximum 1 page double spaced), Explain what you personally did to contribute to this assignment. A simple paragraph form is fine. No specific format needed.**
- b. ****Individual Peer evaluation forms- use the form attached with this course outline to evaluate each member of your team**. **You can certainly delete extra lines to add who did what part on this form.****

Other Information (that you NEED to know)

Email Guidelines

- Please be professional.
- Always use your university account. E-mail from other domains (hotmail, gmail) often are treated as spam.
- Always identify the course number and section in the Subject line
- Please use proper greetings. You can refer to your instructors as “Professor X” or “Dr. X.” Any other title (Ms., Mrs., Miss, or Mr.) is less appropriate given the classroom context. As business students, it is imperative that you learn to use proper titles.
- Always sign your email with your first and last names and include your student number.

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).

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, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor 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.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or

international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, 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/>.

Sprott Student Services

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in* any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

* Note that the office is physically closed. However, e-drop in is available between 8:30-4:30 until social distancing requirements are updated by the Province

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a hard copy of all work that is submitted.
 - All final grades are subject to the Dean’s approval.
 - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>
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APPENDIX I
Peer Evaluation Form

Please write a short narrative addressing the evaluatee's contributions before assigning a rating. Include in your narrative how many times the group met outside of class, how many meetings the evaluatee attended, whether the evaluatee made a serious effort to complete the assigned work before the group meeting, whether the group member attempted to make contributions in group project, whether the member was cooperative with the group effort, and whether the group member did all the readings before coming to the meetings.

Excellent	Carried more than her/his part of the load	5 points
Very Good	Consistently did what she/he was supposed to do	4 points
Satisfactory	Usually did what she/he was supposed to do	3 points
Marginal	Minimally prepared and cooperative	2 points
Unsatisfactory	Unprepared and uncooperative	1 or 0 point

Name of Evaluator: _____

Case Study Number: _____ Date: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Note: *None of the students will have access to these forms after the submission. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester.*

APPENDIX II

Personal Ethics Agreement Concerning University Assignments (Group Assignment)

By signing this Statement, I am attesting to the fact that I have reviewed not only my own work, but the work of my colleagues, in its entirety. I attest to the fact that my own work, and as far as I can infer that of each of my colleague, in this project meets all of the rules of quotation and referencing in use at Carleton University, as well as adheres to the Academic Integrity policies as outlined in the Student Affairs site of the university (<http://www1.carleton.ca/studentaffairs/academic-integrity/>). Any evidence contradicting my declaration above may be held against me and/or the group.

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

APPENDIX III

Personal Ethics Statement (INDIVIDUAL ASSIGNMENT):

By signing this Statement, I am attesting to the fact that I have completed my work in its entirety by myself. I attest to the fact that my own work in this project meets all of the rules of quotation and referencing in use at Carleton University, as well as adheres to the Academic Integrity policies as outlined in the Student Affairs site of the university (<http://www1.carleton.ca/studentaffairs/academic-integrity/>). Any evidence contradicting my declaration above may be held against me.

Signature

Date

Last Name (print), First Name (print)

Student Number

Appendix IV

Quick APA Guide: Examples of APA reference format:

Journal Reference:

Akmal, T., & Miller, D. (2003). Overcoming resistance to change: A case study of revision and renewal in a US secondary education teacher preparation program. *Teaching & Teacher Education, 19*(4), 409-420.

Book Reference:

Apps, J. W. (1994). *Leadership for an emerging age: Transforming practice in adult and continuing education*. San Francisco: Jossey-Bass.

Book Chapter Reference:

Cobb, A. T., Wooden, K. C., & Folger, R. (1995). Justice in making: Toward understanding the theory and practice in organizational change and development. In W.A. Pasmore & R. W. Woodman (Eds.), *Research in Organizational Change and Development* (pp. 243-295). New York: JAI Press

Book Editions:

Friend, M., & Cook, L. (1996). *Interactions: Collaborative skills for school professionals*. (2nd ed.). White Plains, NY: Longman.

Internet Article:

Bolognese, A. F. (2002). *Employee Resistance to Organizational Change*. Retrieved May 13, 2004 from <http://www.newfoundations.com/OrgTheory/Bolognese721.html>

Dissertation reference:

Bean, C. J. R. (2003). Framing and sensemaking in organizational change: The experience of nomadic work. [Dissertation Abstract] *Dissertation Abstracts International, 64*(2-A), 564US: Univ Microfilms International.

Same Authors in same year:

Dent, E. B., & Goldberg, S. G. (1999a). Challenging “resistance to change”. *Journal of Applied Behavioral Science, 35*(1), 25-41.

Dent, E. B., & Goldberg, S. G. (1999b). Resistance to change: A limiting perspective. *The Journal of Applied Behavioral Science, 35*(1), 45-47.

Text Citation:

1. Author's last name and year of publication[E.g.,Bolognese, (2002)]
2. For direct quotations, author's last name, year of publication and page numbers. E.g., (Bolognese, 2002, p. 12) or Bolognese (2002) claims, “.....” (P. 12). For more than one page (Bolognese, 2002, p. 12-15) or Bolognese (2002) claims, “.....” (P. 12-15).
3. If you are just borrowing an idea from a text then simply write author's last name and year of publication. E.g.,Bolognese, (2002) states....
4. For quotation containing more than 40 words, indent and single-space the whole quotation.
5. If you have more than one author. For the first time, write last names of all authors and year of publication. For second time text citation, use Cobb et al., (1995)...
6. If you are supporting a claim with more than 2 references, then quote authors in an alphabetic order after your claim. E.g., (Hinings & Greenwood, 1988; Lewis, 2002; Prochaska & Prochaska, 1999; Vallas, 2003; Zell, 2003).

Levels of Heading:

CENTERED UPPERCASE HEADINGS Level 5

Centered Uppercase and Lowercase Headings Level 1

Centered, Italicized, Uppercase and Lowercase Headings Level 2

Flush Left, Italicized, Uppercase and Lowercase Side Heading Level 3

Indented, italicized, lowercase paragraph heading ending with a period Level 4

Appendix V

Guidelines for in class Discussions

1. Everyone who is here has the right to be here and to participate. Everyone who is here brings experience and knowledge that makes their participation valuable.
2. Everyone has the right to be silent, i.e. "To pass" in answer to a question. Remember that some topics may be more difficult or painful for some than for others.
3. Be aware of how your participation affects the participation of others. Your words, your tone of voice, your body language, the amount that you talk, all affect others.
4. Remember that people's experience and knowledge vary. What you hold most dear may not be obvious or of value to others, and vice versa.
5. Actively listen. Reflect back to people what they are saying, even as you state your position.
6. Speak for yourself. Avoid speaking for others. Use "I" statements: "I think . . ."
7. Ensuring that everyone can participate is everyone's responsibility. Preventing someone from participating impoverishes the education of all.

Appendix VI

Survival Tips for Working in a Group Project

A lot of our students don't like to work in groups. Schedules can be hard to coordinate. Personalities sometimes clash. Some people work harder than others. Now that that's out of our system, let's face another reality: There is very little our students will do in the workplace that is not done in collaboration with others. As the corporate world continues to downsize, the ability to work as a member of a team is becoming increasingly important. Anyone who has had to coordinate students working in groups knows that the process often requires the professor to serve as a teacher, mentor, coach, and cheerleader. To help you through this rewarding and time-intensive experience, here are some group survival tips that you might find useful:

Remember the Golden Rule. Do unto others as you would have them do unto you. No matter how stressful the situation, treat one another with respect.

Do it now! Don't put something off until tomorrow. If you have the time, do it now. If you wait until you have enough time to tackle something from start to finish, you may never get started at all.

Trust is earned. If you say you are going to do something, then do it. Your word is your bond. If you don't keep your word, you have no right to expect others to keep theirs.

Act with purpose and conviction. The number of meetings each group holds doesn't determine success. It is determined by what is actually accomplished. Come to group meetings prepared to participate.

Feed off one another's strengths. Not everyone is good at everything. But everyone is usually good at something. Try to match tasks to talents.

Perception is reality. You may be a hard worker. But if you appear lazy to others, that is how the world will define you. Do yourself a favour: Don't forget to do work on creating a good image by showing good work ethics.

Use the buddy system. Work in pairs. Partners can encourage one another, bounce ideas off of one another, and check one another's work.

Editing The person who writes a piece of copy or types it into the computer should not edit that copy. Someone with a fresh pair of eyes should check for spelling, grammatical, and factual errors. So edit each other's sections in case you decided to divide work.

Back it up. To avoid last-minute disasters, save all computer data on at least two disks or USB drives.

"All-nighters" the evening before deadlines are not heroic. They are dangerous. Set interim deadlines and meet them. Allow the group ample time to edit and fine-tune documents. Waiting until the last minute is courting with disaster.

There is no "I" in "Team." What you say about others in your group is a reflection upon yourself. Try to build a team spirit. Don't undermine it.

Be a straight shooter. If you have difficulty with or are unsatisfied with the performance of a group member, it is your responsibility to voice those concerns to that individual privately before sharing them with others.

Take Notes. Do what most successful managers do: Keep a personal log of what was said by whom and on what date. In addition to keeping you on top of a dynamic process, you can document the performance of yourself and other group members.

Aim high. The best groups are those that place the highest expectations upon themselves.

Fair warning is better than no warning at all. If a deadline may be missed, the penalty is usually less severe when your professor is told of the problem before the deadline passes. This also holds true when dealing with members of your group. Don't surprise your group members and your professor!

Appendix VII

Guidelines for doing the Film Analysis

Please note that you might not be able to find enough information to answer all of the questions listed below. Following questions are prepared to give you an idea of where and how you can study the important Leadership aspects in your selected file so your focus should be on getting the maximum out of your selected movie.

Following elements are important (they are not in any order here):

At the very beginning, present your motivation or interest to select this film. How is it related to Leadership. Offer your introductory impression of the film. What does the title mean in relation to the film as a whole?

Summarize the plot of the film (Script, acting and the overall theme). Is the story purely linear, or are we being told more than one story at the same time, and if so, what is the relationship between the stories? Think about the manner in which the situation is conveyed: do we follow the plot solely through a straightforward dramatization of events or are we guided by inter-titles, superimposed words on the screen, or voice-overs?

How did the film techniques and music enhance the setting and themes of the film? You may need two paragraphs to explain this information. Offer evidence for your opinion. Remember to mention use of symbols and literary devices.

How did the actors portray key character roles? Did they fulfill your expectations given your knowledge of the original topic? How did your opinion of a characters change as you watched the movie? Write the symbols in the film and what they represent or 'stand for.'

Does the film present a clear point-of-view on leadership? How? Are there any aspects of theme which are left ambiguous at the end? Why? How does this film relate to the issues and questions evoked by your understanding of Leadership in general? Are there any striking uses of perspective? How does this film relate to the other literary texts or articles you have read on leadership topic?

Conclusion--your last opportunity to guide the reader. What mood[s] does this movie cause viewers to have? How does it do that? What did you learn by analyzing this film? What theoretical concepts were supported or refuted, and why? Are there any new concepts that are suggested by your analysis?