



**BUSI 4112B -
Organizational Leadership
Winter 2014**

Course instructor:	Harinder Chhina
Class Time:	Tuesday 08:35-11:25
Classroom:	CB 2202
Office Hours:	Tuesday 11:30-12:30 or by appointment
Office:	TBD
Email	Harinder.chhina@carleton.ca
Online course page:	cuLearn
Prerequisite(s)	Third-year standing and BUSI 2101 or BUSI 2702 with a grade of C- or higher

Course Materials: One book, articles, and a simulation. Other than the book, all the readings are available free online through the Carleton library system. Links to those readings will be provided on the course webpage. The book can be purchased at a cost of about \$14.

Overview

Leadership is, arguably, the most written about subject in the business context. While leadership is a complex concept, leadership education is often characterized by formulaic and normative theories that do not necessarily address the multi-faceted, emotional, and highly personal relationships between leaders, followers, and their various contexts.

In this course, you will be looking at and reflecting on what makes a good leader, how you personally fit into that vision of leadership, and some of the major approaches to leadership that are beginning to influence our thinking about the concept. Key to this process is developing a greater understanding of yourself, and how you can be an effective leader, whatever your position. Much emphasis will be placed on active participation in class and communication skills.

This course is not a simple overview of leadership theories with the expectation that you will be able to apply concepts when the time comes. It starts with the assumption that we are all potential leaders and it is up to each of us to make *personal* decisions about how we want to lead, and have an impact on our worlds on a daily basis.

COURSEWORK

1. Individual Component

a) Blogs. These will form a major component of your course work. You will be required to write eight weekly blogs. For this purpose, you will need to open up an online free account (wordpress.com). Each week you will write a blog post, and by 6pm every Sunday, post this on your personal blog. The entry may be related to the readings to be done during the week, a subject covered in the preceding class session, or other specified material. Several other members of the class (but no one else) will have access to your blog and have the ability to post comments. More details on setting up your account, entry content and evaluation will be posted separately, as also discussed on the first day of class.

b) Class contribution.

Participation is an important element of this course, as the goal is to transform the class into a community of learning. In order to achieve this goal, you will need to be willing to share your thoughts, opinions, values, and experiences with the other members of your group and the class, stay on topic, focus on class activities, and offer honest feedback.

Other elements of participation include presence and quality of participation in class discussion, unannounced presentation of your blog post to the class (you must be present when your name is randomly drawn), completion of the simulation, and thoughtful comments on the posts/presentations of others.

Effective leadership requires willingness to offer feedback and coaching to others. Therefore, each week a portion of class time will be devoted to group discussion of, and feedback on, group members' weekly entries. You will be evaluated by, and evaluate, your group members' effectiveness in this role.

Your participation mark will thus be based as much on your timely completion of these responsibilities as simply speaking up in class. Absence from class will thus adversely affect your grade. Electronic devices in sight will also cause this portion of your mark to go down (see “Class Policies” section below).

c) Simulation. This is a mandatory exercise. The simulation is free to download. Instructions on how to download it will be given in class. The simulation does not have specific marks attached to it but you will not be able to complete the blog entry for that week without having played it.

d) Individual presentation critique. Certain weeks, at the beginning of class, class members will be randomly selected to present their blog entries (without use of electronic aid or notes). These small talks will be at least 4 minutes long. (This does not include ‘question’ time). They will be video recorded and given to you, and you will then provide a one-page self-critique of your performance. More information will be provided to you on how to approach the critique.

e) Individual assignment. You will select a leadership approach (from a list of such approaches that will be provided) and then write a critique on a case study relevant to the approach so chosen. Details will be provided in class.

2. Group Component

a) “Call to action” presentation. This is a test of your group’s ability to make a convincing, coherent, compelling “call to action” in the form of a presentation. You will be evaluated by the other members of the class in terms of how convincing you are.

b) Term project. Your group will create a leadership training intervention that illustrates leadership concepts. Such a group project will also involve peer evaluation, which will have an impact on your group project marks.

Class policies/ work ethics

a) Work must be submitted on time in order to receive full credit. With the exception of blog entries, if an assignment is late, the mark will be reduced by 25% for each day it is late.

- b) In your written submissions, spelling and grammar count. This is an important part of good communication and maintaining your credibility. Bad writing will be penalized.
- c) You do not need laptops to take notes in this class (unless specifically mentioned by the instructor). Smartphones should be turned off and left in your bags.
- d) All referencing in your written work will be done as per APA guidelines. Wikipedia references will not be used.
- e) To help our bit to save the environment, assignments will be submitted electronically; these will be returned to you through culearn, once graded.

MARK ALLOCATION

<i>Component</i>	<i>%</i>	<i>Due Date</i>
Weekly blog entry	32	Sunday before 6 pm
Individual presentation critique	4	1 week after video of your talk is returned to you
Class Contribution	9	
'Call to Action' presentation	20	25 Feb 2014
Term project 1. Presentation (70% of grade) 2. Written report (30% of grade)	20	25 March 2014
Individual Assignment	15	01 April 2014

TENTATIVE COURSE SCHEDULE

* G = Book; A = Article (see readings list)

<i>Session/Date</i>	<i>Topic</i>	<i>Readings*</i>
#01- 07 Jan	Introduction	
#02- 14 Jan	Leadership and Self-Reliance	Self Reliance: Ralph Waldo Emerson
#03 - 21 Jan	Leadership & Followership	G: 1-38

		A: Baker
#4 - 28 Jan	Values & Authentic Leadership	G: 39-79 A: Shamir & Eilam A: Thoms
#5- 4 Feb	Servant Leadership; Trust	G: 80-149 A: O'Toole & Bennis A: Kramer
#6 - 11 Feb	Transformational and Transactional Leadership	
18 Feb	Winter Break	
#7 - 25 Feb	'Call to action' presentations	
#8- 04 Mar	Decision making and leading through conflict	
#9 - 11 Mar	Adaptive Leadership, Art & Leadership	G: 150-188 A: Adler A: Eisenstat et al.
#10 - 18 Mar	Symbolism, Framing, and Metaphor	G: 218-229 A: Fairhurst
#11- 25 Mar	Term project presentations	
#12 - 01 Apr	Leadership Case studies	
#13- 08 Apr	TBD	

READINGS LIST

Books:

Godin, S. (2010). *Linchpin: Are You Indispensable?* Toronto: Portfolio.

Weekly articles:

LEADERSHIP AND SELF-RELIANCE

Self-Reliance by Ralph Waldo Emerson.

LEADERSHIP AND FOLLOWERSHIP

Baker, S. (2007). Followership: The theoretical foundation of a contemporary construct. *Journal of Leadership & Organizational Studies*, 14(1): 50-60.

VALUES/AUTHENTIC LEADERSHIP

Shamir, B. & Eilam, G. (2005). What's your story? A life-stories approach to authentic leadership development. *The Leadership Quarterly*, 16: 395-417.

Thoms, J. (2008). Ethical integrity in leadership and organizational moral culture. *Leadership*, 4: 419-441.

TRUST/SERVANT LEADERSHIP

O'Toole, J. & Bennis, J. (2009). What's needed next: A culture of candor. *Harvard Business Review*, June: 54-61.

Kramer, R. (2009). Rethinking trust. *Harvard Business Review*. June: 69-77.

ADAPTIVE LEADERSHIP/ART & LEADERSHIP

Eisenstat, R.; Beer, M.; Foote, N.; Fredberg, T. (2008). The uncompromising leader. *Harvard Business Review*, July-Aug: 51-57.

Adler, N. (2006). The Arts & Leadership: Now that we can do anything, what will we do? *Academy of Management Learning & Education*, 5(4): 486-499.

EMOTION/SPIRIT/PERFORMANCE

Duchon, D. & Plowman, D. (2005). Nurturing the spirit at work: Impact on work unit performance. *The Leadership Quarterly*, 16:807-833.

Goleman, D.; Boyatzis, R.; & McKee, A. (2001). Primal Leadership. *Harvard Business Review*, December: 42-51.

SYMBOLISM & COMMUNICATION

Fairhurst, G. (2005). The art of framing: Problems and perspectives for leadership. *Leadership*, 1:165-185.

FINE PRINT

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

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.

Medical certificate

Please note that in all occasions that call for a medical certificate you must use or furnish the information demanded in the standard university form.

<http://www1.carleton.ca/registrar/forms/>

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	WDN = Withdrawn from the course		
ABS = Student absent from final exam			
DEF = Deferred (See above)			
FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam			

Academic Regulations, Accommodations, Plagiarism, Etc.

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 Accommodations

Academic Accommodations for Students 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*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the April 2014 exam period is March 7, 2014.

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation 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 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.

For 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 <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

Assistance for Students:

Student Academic Success Centre (SASC): www.carleton.ca/sasc

Writing Tutorial Services: <http://www1.carleton.ca/sasc/writing-tutorial-service/>

Peer Assisted Study Sessions (PASS): www.carleton.ca/sasc/peer-assisted-study-sessions

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.
 - Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, 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 CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>