



**Carleton University**  
**Sprott School of Business**  
**Organizational Leadership (BUSI 4112B)**  
**Winter 2015**

**Instructor:** Dr. Angela Dionisi  
**Email:** angela.dionisi@carleton.ca  
**Office:** 1705 DT  
**Office Hours:** Thursdays 1:00pm-4:00pm (or by appointment)  
**Phone Number:** (613) 520-3134

**TA:** **TBD**

**Course meets:** Tuesdays 8:35am-11:25am (January 5<sup>th</sup>, 2015 - April 8<sup>th</sup>, 2015)  
**Classroom:** 3101 Canal Building  
**Pre-requisites:** Third-year standing and BUSI 2101 or BUSI 2702 with a grade of C- or higher

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*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 4112B) 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:

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

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.

### **COURSE DELIVERABLES & EVALUATION**

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:

<b>Component</b>	<b>Due Date</b>	<b>Grade Value</b>
Class Engagement	Cumulative	10%
Leadership Self-Assessment	February 3 <sup>rd</sup> (by 11:55pm)	15%
Midterm Exam	February 10th (in class)	20% or 30%*
Team Teaching	March 24 <sup>th</sup> March 31 <sup>st</sup> April 7 <sup>th</sup>	25%
Final Term Paper (Take Home Exam)	April 23 <sup>rd</sup> (by 11:55pm)	20% or 30%*

\*Please see “Grade Distribution” section below for more details.

In accordance with the Carleton University Undergraduate Calendar (p 34), 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			

*Note: The criterion/ standard for Satisfactory In-term Performance is completion of the midterm exam and team teaching assignment. Unsatisfactory In-term Performance in this course will lead to an FND grade (i.e. failure) in this course (regardless of the performance at the final exam or final project).*

## **I. Class Engagement (10%)**

To ensure a high quality learning experience for you and others, *it is critical* that you approach this course with a high level of openness and engagement, and commit to being an active and contributing member of this class. As classroom time will be devoted to extensions, connections, and discussions of prepared materials, please come ready to actively participate having read all of the assigned readings for that week. The success of this class largely depends on the contribution of its members - let's all do what we can to make this an enjoyable and engaging experience.

To encourage you to immerse yourself in course material, ten percent of your grade for the term will be allocated to class engagement. Most weeks you will be asked to submit a "learning log" entry that will often be completed during class time (more on this during our first class). Part of your grade will be based on your contributions in this area. Towards the end of the semester you will also be asked to submit thoughtful feedback on the work of your peers. The completion and quality of this feedback will make up the other portion of your class engagement grade.

Please note: Class sessions will often be experiential in nature, involving real-time exercises, debates, role-plays, and cases. To facilitate your development, you will be asked to meaningfully contribute during each of these assignments. While class engagement taking this form will not be graded, participation in these exercises is mandatory.

## **II. 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 assignment asks you to complete several leadership inventories revealing key leadership competencies, and then to reflect upon their results in the form of a 5-7 page paper. 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.

## **III. Midterm Exam (20 or 30%)**

Your midterm exam will be based on all material (chapters, lectures / slides, articles) covered from class 1 through class 5. This test will be a combination of multiple choice and short answer questions. You are responsible for all assigned readings (including the supplementary articles) *and lecture material*. No aides will be permitted for this midterm.

#### **IV. Team Teaching (25%)**

The Team Teaching assignment requires that you, along with one of your peers, teach the rest of the class about a pertinent leadership topic of your choosing. Topics will be selected from a list of diverse possibilities.

The purpose of this assignment is twofold. First, working with others is a wonderful way to develop and enhance your interpersonal, communication, problem-solving and consensus-building skills, as well as to practice your leadership and followership! Moreover, the act of teaching itself, is a foundational aspect of leadership. As such, the format of this assignment will provide you with a valuable opportunity to improve your leadership effectiveness.

Second, this assignment will allow you to explore an aspect of leadership that *you* find particularly intriguing. In so doing, not only will you learn more about the phenomenon of leadership, but this learning will occur with your teaching team “in the driver’s seat”, largely deciding for yourselves what is important and of use to your classmates.

Team Teaching will be spread out over the last 3 weeks of class. Each team will teach for approximately 30 minutes. Teams will be expected to not only explain the concept, theory, or area of leadership research they have chosen, but also to raise questions, articulate conclusions (where warranted), summarize key take-aways for the class, and encourage student discussion / engagement. Creative approaches are encouraged so long as they contribute to the learning process.

You will select your Teaching Team topics from a pre-determined list, in class on Tuesday, January 27th. More details about the specific requirements for this assignment will be provided later in the term.

#### **V. Final Term Paper (20 or 30%)**

In lieu of a traditional final exam, you will be required to submit a final term paper. The purpose of this paper is similar to that of an exam in that I expect you to demonstrate a solid understanding of the concepts and theories we have discussed over the course of the semester. As this final paper is meant to take the place of a final exam, it will be distributed near the end of the semester. In line with Sprott requirements, this paper will be due on April 23, 2015 by 11:55pm. Please note that in light of these Sprott requirements I am not permitted to accept any paper after April 23rd. Please do not miss this deadline! You can submit your papers electronically via cuLearn.

The final paper should be **11-13 pages maximum** (excluding Title Page, References, Appendices), and can be less if you can satisfactorily cover everything that is needed in fewer pages. The marking scheme I will be using to assess your final assignments will be outlined in class later in the semester.

This final assignment requires you to watch one of several films that deal with the phenomenon of leadership and many of the concepts you have learned about in this course. After viewing this film, you will analyze its contents and respond to the specific questions provided in the form of a coherent and thoughtful term paper.

It is important to tell you that some of these film options may contain profanity, violence, sexual humor, and other sensitive issues (e.g. racial matters). If you do not wish to view these films because they may make you feel uncomfortable, please come and see me for an alternative to the final paper assignment.

Please note: The analysis you submit must be **entirely your own individual effort**. You must not review any aspect of another student's analysis, nor may you allow any other student to look at any aspect of your analysis – for example, lending them your rough draft or finished work on paper or electronic file. Remember – this assignment is meant to replace a final exam!

#### \*Grade Distribution

As students learn in different ways, and express this learning better via different assessment formats, you will be allowed to choose whether your midterm exam or final term paper will count for more towards your final grade. As depicted above, you will be permitted to allocate either 20% or 30% to your mid-term exam, thus leaving the other percentage to be allocated to the final paper (i.e. if you decide the exam is worth 20%, your paper must be worth 30% and vice versa). It is my belief that this option allows you to reflect upon your unique strengths as well as you schedules / personal demands, and exercise judgment in light of these factors with regards to evaluation.

You are required to submit your percentage allocation decision by **Tuesday January 27<sup>th</sup>**. Once you have submitted your evaluation decision, your choice will be made final (i.e. you will not be permitted to change your mind).

## COURSE MATERIALS

You are expected to complete all readings by the start of class for which they are assigned.

### *Textbook:*

Daft, R.L. (2015). *The Leadership Experience*, 6th Edition. CT: Cengage Learning. ISBN-13: 978-1-4354-6285-4

Available at the Campus Bookstore, and on reserve in MacOdrum Library.

### *Additional Readings:*

Articles will be available on cuLearn.

## **COURSE EXPECTATIONS - FOR STUDENTS:**

### ***Academic Integrity***

Violations of academic integrity are a serious academic offence. Violations of academic integrity – for example 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 that is available, along with resources for compliance at:

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

With the exception of the group case assignment, the work submitted for evaluation in this class is individual in nature and should be the result of your individual effort. Where you use outside sources, they must be properly cited/referenced. If you are unsure about sourcing / collaboration etc. please speak to me.

### ***Class Preparation***

I expect you to be prepared for classes by having completed and considered the assigned readings for that day. I will ask students to participate in class discussion on a voluntary basis, although students will be required to participate in class activities. I emphasize the importance of engaging with the material in class, to your learning and success in this course.

### ***Classroom Citizenship***

I expect you to be respectful of your colleagues and myself in this class. This includes arriving on time, not leaving during the class, or otherwise disrupting the class. Classroom citizenship behaviours include listening to others without interrupting, and speaking/responding to one another and myself with respect. This does not mean always agreeing; I expect there will be disagreement and debates in the class – but be nice!

There is a zero tolerance policy for discriminatory comments.

### ***Adherence to Deadlines***

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 15% per day that your assignment is late – that includes the weekend (i.e. 15% for Saturday, 15% for Sunday). You may submit assignments over the weekend and I will deduct 15% as appropriate based on the time I receive your assignment. \*\*Please note the Sprott 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.

### ***Use of Technology***

Students are permitted to bring their laptops to follow along with the class slides and to take notes if they would like. However, using laptops for non-class related activities (i.e. *Facebook*, *Twitter*, email, games etc.) is not permitted. This is disruptive to others in the class, including me. If I determine that laptops are being abused or causing disruption to others, I will not allow them be used in class anymore. There may be times when laptops will have to be closed in class for specific exercises. Cell phones must not ring in class, and students must not text.

## **COURSE EXPECTATIONS – FOR THE PROFESSOR:**

### ***Class Preparation***

I will be prepared for each class. This includes my lecture and slides to guide us through our discussion. I will post a version of the slides to cuLearn one day before the class. For teaching purposes your version may be slightly different than the set used in class.

### ***Teaching Style***

My style is a combination of lecture, class discussion, demonstrations and experiential exercises, case studies, and media use. I will typically not reiterate what is in the textbook, though I'll often emphasize important themes. It is for this reason that it is important to *do your readings and come to class*. Also, reading the material before class will allow you to bring any questions or concerns you have regarding the material to lecture. Of note: there may be times when I don't know the answer to a question or comment – I will get back to you in class or by using the class website as soon as I can.

### ***Outside the Classroom***

I will be available to meet in person during my office hours or at another mutually convenient time by appointment. Simply send me an email and we can work out a time that suits us both. Drop-ins are not always an effective use of your time if I am seeing large numbers of students (which tends to happen around assignment / test times), but please feel free to stop by if you wish. I enjoy meeting with those in my classes, so please do not hesitate to set up a meeting! Please note: I can only respond to emails that are sent from your Carleton.ca email accounts. Please title your email "BUSI 4112B" so I can filter quickly to your message, and be sure you include your full name and/or student number in the text of email.

### ***Grades***

I will return your work as soon as possible. If you have a concern about a mark you've received you may contact me to discuss it the ***day after*** your assignment is returned. Please outline your specific concern in writing so that I may review it prior to our meeting. Unless there is an addition error, I rarely change marks once assignments have been returned, although I always encourage students to ask questions and seek clarification if desired—understanding where one "missed the mark" on a current assignment can contribute to improved performance on subsequent assignments.

## TENTATIVE COURSE SCHEDULE

Class 1: January 6th	Introduction/ Course Expectations  What is Leadership?  What is Evidence-Based Management?	<ul style="list-style-type: none"> <li>• text chapter 1</li> <li>• Pfeffer &amp; Sutton (2006). Evidence Based Management. <i>HBR</i></li> </ul>
Class 2: January 13th	Modern Leadership Theory: Understanding Trait, Behavioral and Contingency Approaches to Leadership	<ul style="list-style-type: none"> <li>• text chapters 2 &amp; 3</li> </ul>
Class 3: January 20th	Portrait of a Leader: Characteristics, Values & Attitudes of Effective Leaders  Leadership Authenticity & Self-Awareness (Leading from Within)	<ul style="list-style-type: none"> <li>• text chapters 4 &amp; 5</li> </ul>
Class 4: January 27th	Motivation, Inspiration and Moral Leadership  <b>Team Teaching Sign-Ups; Grade Distribution Decision Due</b>	<ul style="list-style-type: none"> <li>• text chapters 6 &amp; 8</li> <li>• McGuire &amp; Hutchings (2007). Portrait of a Transformational Leader. <i>LODJ</i></li> </ul>
Class 5: February 3rd	Power, Influence and Destructive Leadership  <b>Leadership Self-Assessment Due</b>	<ul style="list-style-type: none"> <li>• text chapter 12</li> <li>• Cialdini (2001). Harnessing the Science of Persuasion. <i>HBR</i></li> <li>• Padilla et al. (2007). The Toxic Triangle. <i>LQ</i> –pgs 176-186</li> </ul>
Class 6: February 10th	<b>MIDTERM (In-Class)</b>	
Class 7: February 17th	Reading Week ☺ No class	
Class 8: February 24th	Leading Teams	<ul style="list-style-type: none"> <li>• text chapter 10</li> </ul>
Class 9: March 3rd	Enough About Leaders! What about Followers?! *Guest Lecture: Dr. Julian Barling	<ul style="list-style-type: none"> <li>• text chapter 7</li> <li>• TBD</li> </ul>



Class 10: March 10th	Leadership, Gender & Diversity	<ul style="list-style-type: none"> <li>• text chapter 11</li> <li>• Eagly (2007)</li> <li>• TBD</li> </ul>
Class 11: March 17th	Leaders' Roles in Shaping Organizations: Vision, Strategy and Culture	<ul style="list-style-type: none"> <li>• text chapters 13 &amp; 14</li> </ul>
Class 12: March 24th	<b>Team Teaching</b>	
Class 13: March 31st	<b>Team Teaching</b>  Leading Change	<ul style="list-style-type: none"> <li>• text chapter 15</li> <li>• TBD</li> </ul>
Class 14: April 7th	<b>Team Teaching</b>  Final Thoughts on Leadership	

### IMPORTANT INFORMATION

- **Academic Regulations of the University:** University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website:  
<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>
- **Students must always retain a hard copy of all work that is submitted**
- **All final grades are subject to the Dean's approval**
- **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](mailto: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, please 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 2015 exam period is March 6, 2015.

- **Academic Accommodations 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.

- **Academic Accommodations 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.

- **Assistance for Students**

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

Writing Tutorial Services: [www.carleton.ca/sasc/writing-tutorial-service/](http://www.carleton.ca/sasc/writing-tutorial-service/)

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