



Carleton
University

Sprott
School of Business

**CARLETON UNIVERSITY
SPROTT SCHOOL OF BUSINESS
BUSI 4112B
WINTER 2022
ORGANIZATIONAL LEADERSHIP**

Instructor: Emily Mantha (she/her)

Office Hours: By appointment, book through email

Email: emily.mantha@carleton.ca

Modality: Online/hyflex, approximately 1.5 hours synchronous and 1.5 hours asynchronous

Course Meets: Wednesdays 11:35-14:25 – synchronous hours online for first 3 weeks, to be determined if synchronous hours transition to in-person/hyflex

Pre-requisites: third-year standing and BUSI 2101 or BUSI 2702 or BUSI 3602 or PSYC 2801 with a grade of C- or higher.

Course Calendar description from the [2021/2022 University calendar](#):

Critical examination of theories of leadership and trends in contemporary research; discussion of practical methods for building leadership capacity.

Course Description & Learning 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

Reading(s)/Textbook(s)/Required Materials:

Textbook:

Daft, R.L. (2015). *The Leadership Experience*, 7th Edition. CT: Cengage Learning. ISBN-13: 9781337102278

Additional Readings:

Articles will be available on Brightspace

Technical requirements include a webcam and microphone for online discussions.

Course Requirements & Methods of 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. Your course grade is based on the following:

Deliverable	Due Date	Grade Value
Participation	Ongoing	15%
Leadership Self-Assessment	February 16 th	15%
Midterm	March 2 nd	20%
Team Presentations	March 30 th , April 6 th	25%
Final Paper	April 12 th	25%

1. Participation (15%)

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 class 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!

Most weeks there will be discussions and activities held during the synchronous hours that you will be required to participate in. You will also 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 to the discussions/activities and the submitted learning logs. 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. You will also be evaluating your own participation at the end of the term and your evaluation will contribute to the overall grade.

2. 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 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. You will also be evaluating your own assignment once it has been completed and your evaluation will contribute to the overall grade. More details will be provided.

3. Midterm (20%)

Your midterm review will be based on all material (chapters, slides/videos, articles) covered from class 1 through class 6. The midterm review will be in the form of short answer questions. The midterm is open book and will be completed online during class.

4. Team Presentation (25%)

The Team Presentation assignment requires that you, along with your peers lead a discussion and critique of 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/coaching 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 team “in the driver’s seat”, largely deciding for yourselves what is important and of use to your classmates.

Team Presentations will be spread out over the last two weeks of class. Each team will lead 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 Team Presentation topics from a pre-determined list, in class on February 2nd. More details about the specific requirements for this assignment will be provided later in the term.

5. Final Paper (25%)

The purpose of this paper is 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 later in the semester. In line with Carleton requirements, this paper will be due on or before the final day of regularly scheduled classes (i.e. April 12th) by midnight. Please note that in light of these requirements I am not permitted to accept any paper after April 12th. Please do not miss this deadline! You can submit your papers electronically via Brightspace.

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. More details will be provided to you later in the term.

Course Expectations:

Regardless of hyflex or online delivery, the synchronous hours for this course will begin each Wednesday at 11:35am. Synchronous hours will run for approximately 1.5 hours, dependent on topics and discussions. Team Presentation weeks may require longer synchronous sessions, however asynchronous hours during those weeks will be reduced.

Class Preparation – You will be required to complete the online lecture recordings, videos, textbook chapter(s) and supplementary readings (unless specified) before each class. The intention is to come to class with an understanding of the material in order to participate in meaningful discussion and provide you an opportunity to further your

learning on the weekly topic. Every Wednesday evening the material for the following class will be released on Brightspace.

Submitting Assignments – All assignments will be submitted on Brightspace.

Teams – Students will be randomly assigned to teams and will be released during week 2. You will be working with your assigned team for the for the Team Presentation assignment, as well as for a number of class activities. Each student will have the opportunity to lead the team in various discussions during class, throughout the term. You will be evaluating your role as both a leader and follower in the Team Presentation assignment which will encompass all interactions with your team throughout the term and contribute to your final grade.

Communication – You can contact me through email and I am available to meet virtually. Please add BUSI 4112 to your subject line when you email. Only emails from your Carleton email address will be responded to. Please include your full name and student number in all communication.

All course material, announcements, deliverables and grades will be communicated through Brightspace on a regular basis. It is your responsibility to ensure you have access and regularly monitor the course page.

While every effort will be made to keep to the course schedule, unforeseen circumstances may require modifications throughout the semester.

Course Schedule:

Week 1 January 12	Introduction & Course Expectations	Intro
Week 2 January 19	What is Leadership	Chapter 1 Pfeffer & Sutton (2006). Evidence Based Management. <i>HBR</i>
Week 3 January 26	Modern Leadership Theory: Understanding Trait, Behavioral and Contingency Approaches to Leadership	Chapters 2 & 3
Week 4 February 2	Portrait of a Leader: Characteristics, Values & Attitudes of Effective Leaders Leadership Authenticity & Self- Awareness Team Presentation Sign-Ups	Chapters 4 & 5
Week 5 February 9	Motivation, Inspiration and Moral Leadership	Chapters 6 & 8

		McGuire & Hutchings (2007). Portrait of a Transformational Leader. <i>LODJ</i>
Week 6 February 16	Power, Influence and Destructive Leadership Leadership Self-Assessment Due	Chapter 12 Cialdini (2001). Harnessing the Science of Persuasion. <i>HBR</i> Padilla et al. (2007). The Toxic Triangle. <i>LQ</i> –pgs 176-186
Week 7 February 23	Reading Week	
Week 8 March 2	Midterm	
Week 9 March 9	Enough About Leaders! What about Followers?!	Chapter 7
Week 10 March 16	Leadership, Gender & Diversity	Chapter 11 Eagly (2007). Female Leadership Advantage and Disadvantage: Resolving the Contradictions. <i>PWQ</i>
Week 11 March 23	Leaders' Roles in Shaping Organizations: Vision, Strategy, Culture and Change	Chapters 13, 14 & 15
Week 12 March 30	Team Presentations	
Week 13 April 6	Team Presentations	

Contribution to Learning Goals of the Program (BCom, BIB):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
CHECK (X) ONE PER ROW				
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X

BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>			X	
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>				

ADDITIONAL INFORMATION

Course Sharing Websites

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).

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.

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 Accommodation

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 its 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.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the 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.

For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.

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 Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

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 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 <https://carleton.ca/its/get-started/new-students-2/>
-