



### **MGMT 5115 - Leadership**

**5 May 2014 to 9 June 2014, 6:00 to 9:00 pm, 328 DT**

Instructor: Victoria Fraser, MBA  
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Office Hours: Mondays 4:30 to 6:00 pm (from 12 May to 9 June 2014 only)

### **Course Description:**

Post-heroic leadership theories, with a practical emphasis on developing and honing leadership skills in practicing managers. A highly self-reflective course, requiring students to question and share their own leadership styles and situational antecedents.

### **What we will be doing:**

Exploring current leadership theory, applying that theory to current examples of leadership in the contemporary business environment. Using current leadership theory to determine what type of leaders we are, developing plans for personal improvement.

### **Learning Objectives:**

This course has been designed to accomplish the following objectives:

- To provide students with an increased awareness of important attributes and skills that comprise effective leadership
- To assist students in the development of self-reflective skills required to assess their current leadership strengths and those that require further development
- To ensure that students are aware that leadership development is a continual process, and to set them on the lifelong cycle of leadership assessment and professional development

### **Course Learning Outcomes**

As the end of this course, students will be able to:

- Understand the development of current day leadership theory

- Understand key elements of successful leadership
- Understand the personal application of key leadership behaviours and skills from self-reflective exercises, real world applications, and where appropriate use of in-class case studies
- Relate current leadership theory to situations in the workplace
- Identify critical elements of effective leadership behaviour and relate them to team work situations and leadership/management of employees
- Establish a short, medium and long-term professional development plan to address self-identified areas for personal improvement.

**Course Restrictions:**

Enrolment in the Sprott MBA program.

**Course Prerequisites:**

MGMT 5100, or MGMT 5106 and MGMT 5102

**Textbook(s):**

No textbook will be required for this course. All assigned readings are available through the Carleton library website. Any other required materials will be provided by the instructor.

**Exam date: Not applicable.**

**Grading Scheme:**

Leadership in Crisis/Triumph Assignment	40%
Contribution to Class Reading List	10%
Contribution to Class Discussion	10%
Personal Leadership Development report	40%

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**TOTAL**

**100%**

**Term project:**

<b>Course deliverable</b>	<b>Due Date</b>	<b>Weight for Final Grade</b>	<b>Discussion of Deliverable</b>
Leadership in Crisis, or Leadership in Triumph Assignment	<b>2 June 2014</b>  Submitted to me, in either electronic copy or hard copy, prior to the start of the 5 <sup>th</sup> lecture	40%	See Note A below this table.
Personal Leadership Development Report	<b>16 June 2014</b>  Submitted to me <i>in electronic form, to my Carleton email account</i> , one week after the completion of the last class	40%	See Note B below this table.
Contribution to Class Leadership Reading List	<b>9 June 2014</b>  Submitted to me in <i>electronic copy or hard copy</i> , prior to the start of the 6 <sup>th</sup> lecture; be prepared to discuss why you felt the items you suggested are important contributions to the discussion of leadership.	10%	See Note C below this table.

Class Contribution	Assessed by the instructor.	10%	Please note that you are expected to contribute to discussions in class each week as this is the most effective way to learn about leadership. You will be expected to have read and reflected on the readings before coming to class. You will be assessed on your degree of preparation, thought and engagement in class discussions.
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## Note A

### ***Individual Assignment - “Leadership in Crisis” or “Leadership in Triumph” essay***

**To be submitted** - Due on 2 June 2014, submitted electronically to my email address – [victoria.fraser@carleton.ca](mailto:victoria.fraser@carleton.ca) - or a hard copy brought to class.

**Worth** – 40% of final grade

#### **Theme:**

Identify a leader of your choice who has either been in the news recently, is historical in nature and has been written about extensively. This leader needs to have been involved in either a leadership crisis or a leadership triumph. The leader can come from anywhere in society – a social movement, in a legitimate position of control in a company or organization, government – and could either have been part of the crisis or triumph at the beginning or brought in to the company or organization at some time in the situation.

#### **Format:**

Use an essay format and ensure that the points below are addressed. Quality of submission is more important than quantity of pages submitted. However, it is expected that the paper, at a maximum, will cover 6 double-spaced pages.

#### **Points to cover:**

1. Describe the leader’s organization, formal role and experience in that position.
2. Describe the context of the leadership situation (why is the situation that the leader is in important or interesting from a leadership perspective?)
3. What leadership style(s) or characteristics did this leader demonstrate?
4. Describe the relationship between the leader and the rest of the members of the organization.
5. What characteristics, attitudes, behaviours, activities did the organization’s members (followers) demonstrate? What was the role that the followers had in either the crisis or the triumph of the situation? What was the impact of the environment or context of the situation have on the final outcome?
6. Explain how the leaders’ behaviours, actions, or leadership style contributed to how the situation played out. Link your comments and observations to the papers we have discussed so far this term.

**Note B –**

***Deliverable - Personal Leadership Development Report***

**To be submitted** - Due on 16 June 2014, submitted electronically to my email address – [victoria.fraser@carleton.ca](mailto:victoria.fraser@carleton.ca)

**Worth** – 40% of final grade

1. Research the position that you would like to hold in five years time. Describe the context of the position or role, the expectations of the leader, the dynamics of the group being led, any particular challenges that you can foresee coming up for this particular organization.
2. Using the theories that we have discussed in class, what type of leadership do you think will be important in this role? What is your leadership style at present? Where do you see your own weaknesses and strengths? How successful do you think you will be in this role? What can you do to prepare yourself in the time between now and then to be more assured of personal success? Consider your role as both leader, follower, and as general member of the organization. At minimum, outline two personal leadership weaknesses and two personal strengths. Link your observations to the literature we have studied in the past term.
3. Outline an action plan that you will follow (with relevant short, medium, long term goals) to help you improve on your weaknesses and hone your strengths. Discuss what metrics will be in place for you to know that your action plan is effective.

**Format –**

Essay style, use referencing where appropriate (APA style of referencing). Report should be at most 8 double spaced pages, 12 times plain font, one inch margins.

## **Note C – Contribution to Class Reading List**

**To be submitted** - Due on 9 June 2014, submitted electronically to my email address – [victoria.fraser@carleton.ca](mailto:victoria.fraser@carleton.ca). Be prepared to defend your submissions to the list in class on 9 June 2014, and tell the class why you feel these submissions contribute to the body of knowledge on leadership and therefore deserve a place on our class list.

**Worth** – 10% of final grade

As students of leadership, it is expected that your learning will not end at the completion of the term. Most professional managers and leaders maintain a reading list of books by subject for future learning and exposure to current leadership theory.

Use this course as an opportunity to start your own reading list, and to benefit from the presence of other scholars, managers and leaders who share your interest in leadership studies and opinion.

Your reading list is to be submitted to me in electronic copy prior to the start of the 6<sup>th</sup> lecture; be prepared to discuss why you felt the items you suggested are important contributions to the discussion of leadership.

## **Other pertinent information for the course**

**Final exam date:** There will be no final exam for this course.

### **Preparation and participation:**

Leadership, by its very nature, does not lend itself well to be taught in a classroom session. Leadership can only be gained through experience in actual life or work settings. The purpose of this course is to expose the student to critical elements of leadership in order to increase their awareness of leadership principles and therefore enhance their awareness of their own leadership style and whether or not this leadership style is effective. Students will be exposed to current academic literature pertaining to leadership studies, and will have ample opportunity to discuss these works as they pertain to the practical work environment.

The success of the student will depend on how active the student is in terms of participating in class discussions, and challenging the ideas presented in the class. The instructor will act as facilitator and guider of the student's learning. Accordingly, the student is expected to come to each class with all readings completed, mind engaged, be ready to fully participate in discussions and to critically discuss the topic of that week.

**Note** – Students need to read all Week 1 readings PRIOR to attending the first class.

The time allocated to this course is very short. Therefore students are expected to attend all classes. If circumstances prevent this, the student must discuss the circumstances surrounding the absence with the instructor, and make up work in the form of a short essay on the assignment readings of the missed class will be expected.

### **Missed assignments:**

Students are expected to be in class to hand in all assignments and reports on the day and time that they are due. Without a valid reason, prior consultation with the instructor, and in some cases, documentation, no accommodation will be made for any missed deliverable. Late assignments may incur a grade adjustment penalty as deemed appropriate by the instructor, depending on circumstances for the lateness.

**Deferred Final Examination:** Not applicable for this course.

**Course Schedule:**

<b>Week</b>	<b>Date</b>	<b>Topic/Agenda</b>	<b>Pre-class Prep</b>
1	5 May	<p><b>Topic – Introduction to Leadership</b> (Review of the Great Man and Trait Theories of Leadership)</p> <p>A review of historical leadership theory                      -what is heroic leadership?                      -what is the Great Man viewpoint of leadership?                      -do personality traits affect leadership ability?                      -do we choose what type of leaders we are, or is it a birthright and unable to be changed?                      -leaders vs managers – is there a difference?                      -how do you view leadership? Give personal examples</p>	<p><b>Before class –</b></p> <p><i>Students need to read all Week 1 readings PRIOR to attending the first class.</i></p> <p>Do assigned readings. Consider your responses to the questions in the left column. Develop a definition in your own words of what leadership is.</p> <p><b>Assigned Readings</b></p> <p>Germain, M.L. (2012). Skills theories as the nexus between leadership and expertise: Reality or fallacy? <i>Performance Improvement, 51(5)</i>, 32 – 39.</p> <p>McCrimmon, M. (2010). Is Heroic Leadership All Bad? <i>Ivey Business Journal, 74(1)</i>, 9 – 14.</p> <p>Zaieznik, A. (1977). Managers and leaders: Are they different? <i>Harvard Business Review, 55(3)</i>, 67 – 78.</p> <p><b>Optional Readings – Read one.</b></p> <p>Bennis, W.G. (2004). The seven ages of the leader, <i>Harvard Business Review, 82(1)</i>, 46 – 53.</p> <p>Cawthon, D.L. (1996). Leadership: The Great Man theory revisited, <i>Business Horizons</i>, May-June.</p> <p>Kellerman, B. (2004). Leadership: Warts and all. <i>Harvard Business Review. Special Issue, 82(1)</i>, 40 – 45.</p>

2	12 May	<p><b>Topic – Behaviour and Contingency theories of leadership.</b></p> <p>Discussion of what the behaviour and contingency theories of leadership are, why they are important to the study of leadership theory. What are the gaps in understanding of leadership when viewed through the eyes of these two types of leadership theories?</p>	<p><b>Required Readings</b></p> <p>Argyris, C. (1954). Leadership patterns in the plant, <i>Harvard Business Review</i>, 32(1), 63 – 75.</p> <p>Fiedler, F.E. (1981). Leadership effectiveness. <i>American Behavioral Scientist</i>, 24(5), 619 - 632.</p> <p>Heller, F.A. (1973). Leadership, decision-making and contingency theory, <i>Industrial Relations</i>, 12(2), 183 – 199.</p> <p>Tannenbaum, R., and Schmidt, W.H. (1973). How to Choose a Leadership Pattern, <i>Harvard Business Review</i>, 51(3), 162 – 180.</p>
3	19 May  <b>NEED TO R/S Due to holiday week-end</b>	<p><b>Topic – Participative Theories of Leadership; Situational Theories of Leadership.</b></p> <p>Describe participative theories of leadership, situational theories of leadership, and their contribution to current leadership thinking.</p>	<p><b>Required Readings</b></p> <p>Greiner, L.E. (1973). What managers think of participative leadership. <i>Harvard Business Review</i>, 51(2), 111 – 117.</p> <p>Schermerhorn, J.R. (1979). Situational Leadership An interview with Paul Hersey. Retrieved from <a href="http://www.situational.com/wp-content/uploads/2011/05/Conversations_With_Paul_Hersey.pdf">http://www.situational.com/wp-content/uploads/2011/05/Conversations_With_Paul_Hersey.pdf</a> on 28 March 2014</p> <p>Weinberg, S.B. (1977). A field application of situational leadership: A critique of the Boy Scouts of America. <i>Journal of Applied Communication Research</i>, 5(1), 1 – 7.</p> <p>Zimmerman, D.K. (1978). Participative management: A reexamination of the classics. <i>Academy of Management Review</i>, 3(4), 896 – 901.</p>

4	26 May	<p><b>Topic – Transformational and Transactional Theories of Leadership</b></p> <p>What is transactional leadership? What is transformational leadership? How do these types of leadership impact leader effectiveness? Is the charismatic leader a transformational leader?</p>	<p><b>Required Readings</b></p> <p>Bass, B.M. (1985). Leadership: Good, better, best. <i>Organizational Dynamics</i>, 13(3), 26 – 40.</p> <p>Bono, J.E., and Judge, T.A. (2004). Personality and transformational and transactional leadership: A meta-analysis. <i>Journal of Applied Psychology</i>, 89(5), 901 – 910.</p> <p>Kendrick, J. (2011). Transformational leadership changing individuals and social systems. <i>Professional Safety</i>, Nov, p. 14.</p> <p>Miller, S.E. (2012). Succession in organizations: After the charismatic leader. <i>Social Policy</i>, 42(4), 53 – 56.</p> <p>Nye, J.S. (2014). Transformational and transactional presidents. <i>Leadership</i>, 10(1), 118-124.</p>
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5	2 Jun	<p><b>Topic – Leader Self-Awareness; discovering and closing the gaps</b></p> <p>Self-awareness of your leadership style– identify what type of leader do you want to be</p> <p>Discussion of authenticity and trust.</p> <p>Discussion of followership – where do followers fit into the leadership equation? Discussion of leader centric vs follower centric theories.</p>	<p><b>Required Readings</b></p> <p>Ancona, D., Malone, T.W., Orlikowski, W.J., and Senge, P.M. (2007). In praise for the incomplete leader. <i>Harvard Business Review</i>, 85(2), 94 – 104.</p> <p>George, B., Sims, P., McLean, A.N., and Mayer, D. (2007). Discovering your authentic leadership. <i>Harvard Business Review</i>, 85(2), 129 – 139.</p> <p>Goleman, D., and Boyatzis, R. (2008). Social intelligence and the biology of leadership. <i>Harvard Business Review</i>, 86(9), 74 – 81.</p> <p>Kellernan, B. (2007). What every leader needs to know about followers. <i>Harvard Business Review</i>, 85(12), 84 – 93.</p> <p>Sejits, G.H. (2007). Principled leadership: Taking the hard right. <i>Ivey Business Journal</i>, 71(5), 1 – 10.</p> <p>Weinberger, L.A. (2009). Emotional intelligence, leadership style and perceived leadership effectiveness. <i>Advances in Developing Human Resources</i>, 11(6), 747 -772.</p>
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6	9 Jun	<p><b>Week 6 – Other Topics in Contemporary Leadership Theory</b></p> <p>Becoming the leader you want to be; leadership in a diverse work environment; gendered leadership; leadership of virtual teams; leadership’s role in work life balance; voice of the gurus – should we listen?</p>	<p><b>Required Readings</b></p> <p>Carlson, D.S., Kacmar, M., and Whitten, D. (2009). What men think they know about executive women. <i>Harvard Business Review</i>, 87(5), 26 – 28.</p> <p>Duxbury, L., and Higgins, C. (2005). Saying NO in a culture of hours, money, and non-support. <i>Ivey Business Journal</i>, 69(6), 1 – 5.</p> <p>Johansson, F. (2005). Masters of the Multicultural. <i>Harvard Business Review</i>, 83(10), 18 – 19.</p> <p>Kanter, R.M. (2009). What would Peter say? <i>Harvard Business Review</i>, 87(11), 72 – 82.</p> <p>Kaplan, R.S. (2007). What to ask the person in the mirror. <i>Harvard Business Review</i>, 85(1), 86 – 95.</p>
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## **Policy on Mobile Devices**

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

## **Group Work**

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your instructor may assign one or more group tasks/assignments/projects in this course.

*Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.*

## **Person with Disabilities**

Students with disabilities requiring academic accommodations in this course are encouraged to contact a co-ordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with me at least two weeks prior to the first in-class test or ITV midterm exam. This is necessary in order to ensure sufficient time to make the necessary arrangements. Please refer to <http://www.carleton.ca/pmc/> for all PMC information.

## **Religious Observance**

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

## **Pregnancy**

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

## **Academic Integrity**

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.