



## MBA

### **Leadership and Management – MGMT 5115D – F1/2014 Starting on Sept. 10, 2014 / Wednesdays; 6:05pm – 8:55pm**

Instructor: Richard Clayman, FLMI, FICB, MBA  
Office: N/A  
Phone: N/A  
Email: richard.clayman@carleton.ca  
Office Hours: By appointment

#### **Course Description:**

This leadership course focuses on the practical demands, challenges and skill development required to inspire, motivate and lead others. It is designed to raise the student's conscious awareness of the successful leadership skills that need to be developed and utilized at every level of employment, but especially as the student progresses within their career. Topics / material will be derived from academic theory, real industry experiences and current events. Additionally, students are encouraged to introduce unique topics - for class discussion - that are in the news, and which contribute relevance and value to the class' learning.

#### **Learning Objectives:**

This course provides students with a heightened awareness of the critical attributes and skills that define effective leadership, regardless of industry sector. The combined presentation of leadership theory and practical knowledge allows the student to follow a self-reflective learning review of both their current leadership strengths, as well as needed skills that require further development. The goal is to position the student to further evolve into effective leaders and team contributors. At the end of this course, students will be able to:

- ☐ Understand six important elements of successful leadership
- ☐ Appreciate the self-reflective value of key leadership behaviors via skills questionnaires
- ☐ Relate relevant leadership theory to situational, leadership, organization & followership forces
- ☐ Identify the critical elements of effective "followership" and relate them to team work situations and the leadership / management of subordinates and peers
- ☐ Establish a short, medium and long term professional development plan – based upon an actual career aspiration – to address leadership skills that require improvement

**Course Restrictions:** The student must be formally registered for this course.

**Course Prerequisites:** [MGMT 5100](#), or MGMT 5101 and MGMT 5102.  
Sprott retains the right to fully enforce all prerequisites.

**Textbook:**

There is no textbook required for this course. All readings and self-assessment questionnaires have been carefully selected to provide a relevant compliment to lecture concepts. All required readings can best be sourced from the Business Source Complete Library Database. Self-assessment questionnaires / handouts have been assembled for your convenience (and to respect copyright regulations) in one nominally priced course pack with Study.Net. The Study.Net assembly can be accessed online and either used in electronic form or printed, at your preference, as long as you are able to complete them in advance of the class in which we will discuss them and have them with you in that class to reference during our discussions. Instructions to acquire your Study.Net course pack will be posted prior to your course commencement on cuLearn. Some additional handouts may be distributed during some lectures.

**Exam date:**

There are no examinations associated with this course.

**Drop Course Policy:**

You may drop this course up until the END of the second week of classes. Students that drop a class in the third week will receive a WDN but will automatically have the grade changed to ABS. A grade of ABS is considered a failing grade. Students with relevant medical issues and supporting documentation may petition the School to have the ABS grade changed back to WDN.

**Grading Scheme:**

<b>Course Deliverable</b>	<b>Due Date</b>	<b>Portion of Final Grade</b>
<b><u>GROUP ASSIGNMENT</u></b> "Leadership in Crisis" Assignment	<b>Wednesday, Oct. 8, 2014</b> To be submitted to me in class, in hard-copy, prior to the start of the 5 <sup>th</sup> lecture	35%
<b><u>INDIVIDUAL ASSIGNMENT</u></b> Personal Leadership Development Report	<b>Wednesday, Oct. 22, 2014</b> To be dropped off by midnight, in hard-copy, at DT-801 with my name clearly indicated on the envelope or front page	65%
TOTAL		100%

**Preparation:**

This course's purpose is to raise the student's conscious awareness of the most critical elements of business leadership, and to enhance their personal ability to lead. While sometimes referred to as "soft" skills, good leadership is critical to the creation of value within any organization where people need to work together to achieve results. To this end, the students will play a large role in the experiential

learning method used in this course. While academically grounded in leadership theory, the students will learn so much more by interacting.

The extent to which the course will be successful in achieving its teaching objectives will be determined in great part by the degree to which the students are motivated to embrace an active learning model and step outside their comfort zones. The student is expected to be on time to class, with required class assignments completed, and ready to be called upon at any time for comment or active involvement in any in-class exercise. Moreover, the professor is looking for each student to exhibit a positive attitude toward voluntary, active participation; the student should not have to be coaxed by the instructor to become engaged. Please have a name plate in front of you in each class. The professor commits to establishing a "safe" environment for all comments so this is an excellent opportunity for all students to regularly contribute, but especially those students that tend to shy away from active classroom participation. The student is expected to read all required readings prior to each lecture that covers said material, and refer to these readings in their class contributions.

The role of the instructor will be one of facilitator as well as teacher, challenging the students with any / all in-class exercises, case study / article reviews, videos and constructive debriefs of group or individual exercises and assignments.

**PLEASE NOTE:**

**Prior to the first class:**

- 1. Please complete the "What Is Your Leadership Style" and the "Rate Your Leadership Traits" self-assessments PRIOR TO attending the first class**
- 2. Please read the three (3) Week 1 readings PRIOR TO attending the first class.**

**Prior to Lectures 2 through 6:**

- 1. Please come to each subsequent class with the study.net questionnaires completed for that respective class**

**In-Class Exercises**

In-class exercises are practical, sometimes paper-based exercises designed to allow the student the opportunity to test their learning, experience practical skills or express their analytic insights. These exercises may be introduced on either a group or individual basis. There is usually no-pre-reading involved, as material for the exercises (which tie into the concepts being presented) will be introduced in class.

**Student Responsibilities and Commitments**

1. To show up to class on time ready to make contributions that will facilitate dynamic learning. That is, it is expected that students will have done their readings for a class PRIOR to that class, and will be fully prepared to intelligently discuss how the readings might apply to their own career aspirations
2. To openly share their ideas and opinions with the class
3. To be respectful of fellow students/instructor so as to facilitate a safe and positive classroom learning culture

**Instructor Responsibilities and Commitments**

1. To be prepared to facilitate the class in their learning

2. To be punctual, clear with course objectives and available both in class and through other means (ie: emails, office appointments) to help guide and coach students.
3. To encourage the students to perform outside of their comfort zones.
4. To provide the grades in a reasonably timely manner, and to provide guidance toward any difficulties being experienced by the student.  
(Caution: no assumption of a final grade should be made by the student until the final grades – as approved by the Dean - are formally released at the end of the term)
5. To embody the same leadership principles as are presented in class.

### **Attendance - Penalty for missed classes**

This course is full in terms of content, and each successive lecture is, to a large degree, built upon the comprehension of the previous lectures. The student's attendance in class and their ensuing active participation are critical to successful course performance. Therefore, for any class missed, the student will be required to submit Personal Application Assignments (PAAs) on all of those missed class' readings. There is no grade or course credit awarded on this 'penalty' assignment.

The format for the PAA – for each reading of the class(es) missed will be a maximum of one page, single spaced, 11-font which answers the following three (3) questions:

1. In your own words, what is the essential theme of hypothesis that the author(s) is (are) trying to present? Are you in agreement (or do you disagree) and why?
2. Referencing course concepts, what is the article's importance to our understanding of leadership?
3. Using a clear example from your personal or professional experience, in what way have you seen the reading's theme play out in real life?

### **Missed assignments**

Students are expected to submit all assignments by the time / day they are due. Without a valid reason discussed with the instructor well in advance (minimum of four working (4) days prior to the due date), no accommodation will be made for any missed deliverable.

Late assignments will incur adjustment penalties to the earned grade as follows:

Handed in on the 1st day (within 24 hours) after due date: - 25% deduction  
 Handed in on the 2<sup>nd</sup> day (between 24-48 hours) after due date - 50% deduction  
 Handed in after the second day after the due date: -100% deduction  
 (but may still be evaluated for feedback purposes only)

### **Details – Evaluation Structure**

Unless otherwise noted, all student submissions will have their grading key filtered by the following general assessment overview:

#### Below Expectations:

- Ambiguity, confusion, poor explanations of one or more of the key issues involved
- Missing commentary for one or more key issues
- Non-existent or weak use of academic references
- Business writing style is not strong and / or weak use of learned material / terminology

#### Meets Expectations:

- Each key issue to be addressed is reasonably clear; only some ambiguity is present
- Business writing style is deemed to be acceptable a Master's level

- Academic references are relevant and appropriate in scope

Exceeds Expectations:

- Each key issue is very clearly / succinctly explained; no ambiguity is present
- Student presents unique perspectives, opinions or observations
- Business writing style is at a strong level
- Academic references are extremely thorough, relevant and particularly insightful

**Details – Grading Structure**

- Any paper (and by extension any question or rubric ‘section’ of any paper) that gets completely missed will get zero
- If the rubric or assignment question is indeed answered but below that of what we subjectively expect of a Masters submission, then only grades of, for example, 70%, 65%, 60%, 55%, 50% or less will be awarded – no in between grades will be awarded
- Papers, or sections thereof, will be awarded a fixed grade of 75% if it meets the basic subjective expectation for a Masters-level paper
- Papers, or sections thereof, that provide something more in terms of unique perspectives or insights, or exceptional research references will garner a fixed grade of 80%
- Papers, or sections thereof, that stand out from their peers in terms of the above description AND is subjectively deemed to excel at structure, logic, supporting references or uniqueness will earn a fixed grade of 85%

Under this grading schedule, the awarding of a grade of either a 90% or 95% would be an uncommon exception.

**Assignment #1 (Team basis): “Leadership in Crisis” Assignment – 35% of final grade**

All necessary details for the successful completion of this assignment can be found in Appendix “A”. Students will form self-selected team of not less than 4 and not more than 5 members. Every student must find a team to join as individual submissions will not be accepted. If a student cannot find a team then that student will be appointed to a team at the sole discretion of the professor. Each team must submit a report that fully responds to the questions for this assignment as outlined in Appendix A. This report should not exceed 6 pages in length. As always, ‘length’ does not necessarily denote quality, and does not include title page, table of contents (if applicable), reference list / bibliography and any appendices (if applicable). All written submissions should make full use of, and provide knowledge references / citations to, the material, theory and terminology covered in lectures, slide presentations, videos and required readings. Submissions that primarily ‘report’ on the event, and does not actively demonstrate learning acquired from course concepts or theories, risk lower end grades.

**Assignment #2 (Individual basis): Principal Leadership Development Essay- 65% of final grade**

This is an individual assignment, and all necessary information relating to its successful completion of is found in Appendix B. Students in past years have said it was one of the more challenging papers they had to write in this program because of the degree of personal self-reflection required. I will review the grading rubric in detail prior to the end of our last class.

### Course Schedule

***Important note: Every effort will be made to follow this lecture schedule / content.  
Circumstances may arise that force adjustments.***

Date	Topic(s)	Required Readings	Self-Assessments associated with this lecture
<p><b>LECTURE 1</b></p> <p><b>Wednesday</b> <b>Sept. 10, 2014</b></p> <p><b>6:00 – 9:00 pm</b></p>	<p><b><u>LEADERSHIP CONTINUUM: What types of leaders are there?</u></b></p> <p>= Heroic / Post –heroic leadership eras</p> <p>= Leadership vs. Management</p> <p>= Overview: Leadership styles</p> <p>= Understanding the link between the Leadership Continuum &amp; situational forces</p> <p>= Vices &amp; virtues of different leadership focus</p>	<p><b>Readings:</b></p> <p>Kellerman, B (2004). Leadership: Warts and All. Harvard Business Review; Inside the Mind of the Leader special. Jan. 2004, Vol.82, Issue1, p.40-45 AN11800915</p> <p>McCrimmon, M. (2010). Is Heroic Leadership All Bad?, Ivey Business Journal, Jan/Feb 2010, Vol.74, issue 1, p.9-14 AN48559193</p> <p>Tannenbaum, R., Schmidt, W.H. (1973). How To Choose a Leadership Pattern (HBR “Classic’ Article). Harvard Business Review, May/June 1973. Vol.51, Issue 3, p.162-180. AN3867075</p>	<p><b>Self-Assessments:</b></p> <p>= What is Your Leadership Style?</p> <p>= Rate Your Leadership Traits</p> <p><b>Other study.net document:</b></p> <p>Whom should you believe?</p>

<p><b>LECTURE 2</b></p> <p><b>Wednesday</b></p> <p><b>Sept. 17, 2014</b></p> <p><b>6:00 – 9:00 pm</b></p>	<p><b><u>SELF-AWARENESS:</u></b>  <b>What kind of leader can / will you be?</b></p> <p>= Emotional Intelligence: Fundamentals of effective self-control &amp; its importance to leadership behavior</p> <p>= Elements of Self – Awareness: critical focus points for personal development</p> <p>= Principled leadership / Leading Ethically: ethical hazard warnings; ethics theory continuum; framework for making ethical decisions</p>	<p><b>Readings:</b></p> <p>Goleman, D., Boyatzis, R. (2008). Social Intelligence and the Biology of Leadership/ Harvard Business Review, Sept. 2008, Vol.86, Issue 9, p.74-81. AN33983120</p> <p>Seijts, G.H., Kilgour,D. (2007). Principled Leadership: Taking The Hard Right. Ivey Business Journal. May/June,2007. Vol.71, issue5, p.1-10. AN26050830</p>	<p><b>Self-assessments:</b>  Assessing your Emotional Intelligence at Work</p> <p><b>Other study.net documents:</b>  Leadership in Action – John Gutfreund and the Salomon Brothers scandal</p>
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<p><b>LECTURE 3</b></p> <p><b>Wednesday</b></p> <p><b>Sept. 24, 2014</b></p> <p><b>6:00pm – 9:00pm</b></p>	<p><b><u>FOLLOWERSHIP:</u></b>  <b>Why some of the best leaders come from amongst the best followers?</b></p> <p>= Principles and importance of developing great followership <u>and</u> great followership skills</p> <p>= Concept of “servant leadership”</p>	<p><b>Readings:</b></p> <p>Kellerman, B. (2007). What Every Leader Needs to Know About Followers. <i>Harvard Business Review</i>, December 2007, Vo. 85, Issue 12, p.84-91, 8p. AN27441419</p> <p>Kelley, R.E. (1988). In Praise of Followers, <i>Harvard Business Review</i>, Nov/Dec 1988, Vol.66, Issue 6, p.142-148 AN8800029322</p> <p>Musslewhite, C., (2006). Why Great Followers Make Great Leaders. <i>Harvard Business Management Update</i>, March 2006, Vol.11, Issue 3, Special Section, p.3 (one page only) AN19907330</p> <p>Berry, L.L., (2004) Leadership lessons from the Mayo Clinic. <i>Organizational Dynamics</i> (2004) Vol.33, No.3, p 228-242; ISSN0090-2616</p>	<p><b>Self-Assessments:</b></p> <ul style="list-style-type: none"> <li>• Effective followership Behaviors</li> <li>• Interpersonal skills</li> </ul>
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<p><b>LECTURE 4</b></p> <p><b>Wednesday</b></p> <p><b>Oct. 1, 2014</b></p> <p><b>6:00pm – 9:00 pm</b></p>	<p><b><u>AUTHENTIC LEADERSHIP</u></b>  <b>How will you adjust to changing situations AND remain an authentic leader?</b></p> <p>= Elements of Superior leadership: Trust; Credibility; Inspiration (via charisma and communication); Shared vision; Active listening and empathy</p> <p>= Building your own “Authentic Leadership” brand</p>	<p><b>Readings:</b></p> <p>Goffee, R., Jones,G.(2005). Managing Authenticity: The Paradox of Great Leadership, Harvard Business review. Dec.2005, Vol.83, Issue12, p.86-94 AN18916520</p> <p>George, B., Sims, P., Mclean, N., &amp; Meyer, D. (2007). Discovering Your Authentic Leadership. <i>Harvard Business Review</i>. Feb. 2007, Vol. 85, Issue 2, p.129-138 AN23691179</p> <p>Hurley, R.F.(2006). The Decision to Trust. Harvard Business Review, Sept. 2006, Vol.84. Issue9, p.55-62. AN21882950</p>	<p><b>Self-Assessments:</b></p> <ul style="list-style-type: none"> <li>• Listening Skills</li> <li>• Do others see me as trustworthy?</li> </ul> <p><b>Other study.net documents:</b></p> <ul style="list-style-type: none"> <li>• Leadership in Action: Bob Gore, W.L. Gore &amp; Assoc.</li> </ul>
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<p><b>LECTURE 5</b></p> <p><b>Wednesday</b></p> <p><b>Oct. 8, 2014</b></p> <p><b>6:00 – 9:00 pm</b></p>	<p><b><u>INFLUENCE FOR POSITIVE CHANGE</u></b></p> <p><b>How will you use your leadership to promote necessary change?</b></p> <p>= The leader as an agent for change</p> <p>= The risk of both job and career complacency</p> <p>= Review personal / positional sources of power</p> <p>= Investigate negotiation models for transforming knowledge into resolution</p> <p>= “Social Styles”: further investigation into understanding personality facades, interpersonal behavioral shifts and individual information needs</p>	<p><b>Readings:</b></p> <p>Cialdini, R.B.(2001). Harnessing the Science of Persuasion. Harvard Business Review. Oct.2001. Vol.79, Issue 9. p.72-79 AN5329110</p> <p>Miles, R.E.(2007). Innovation and Leadership Values. California Management Review. Fall 2007, Vol. 50, No.1, p.192-201 AN27341355</p>	<p><b>Self-Assessments:</b></p> <ul style="list-style-type: none"> <li>• Change Assessment</li> <li>• Social styles questionnaire (please do NOT complete on your own – we need to do this in class only)</li> </ul>
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<p><b>LECTURE 6</b></p> <p><b>Wednesday</b></p> <p><b>Oct. 15 2014</b></p> <p><b>6:00pm – 9:00 pm</b></p>	<p><b><u>FUTURE VISION:</u></b>  <b>How can you best prepare for future leadership challenges?</b></p> <ul style="list-style-type: none"> <li>= Future Vision: the Janus Effect</li> <li>= The concept of “temporal horizon” &amp; its importance to strategic leadership</li> <li>= Leadership in an evolving workplace: Diversity strength through gender, multicultural, generational and personality balancing</li> <li>= Virtual Leadership</li> <li>= Planning your own Personal / Professional development goals</li> <li>= Prep for final Leadership Development Report</li> </ul>	<p><b>Readings:</b></p> <p>Kaplan, R.S. (2007). What to Ask the Person in the Mirror. <i>Harvard Business Review</i>. Jan. 2007, Vol.85, Issue 1, p.86-95. AN23363655</p> <p>Kennedy, J.W. (2010). Empowering Future Organizational Leaders for the 21<sup>st</sup> Century. <i>International Business &amp; Economics Research Journal</i>. April 2010, Vol.9, Issue 4, p.145-148, 4p; (AN 51228682)</p> <p>Johansson, F. (2005). Masters of the Multicultural. <i>Harvard Business Review</i>, Oct. 2005, Vol. 83, Issue 10. p.18-19 AN1850050</p> <p>Duxbury, Linda &amp; Higgins, Chris. (2005). Saying NO in a culture of Hours, money and non-support - <i>Ivey Business Journal</i>, July / August 2005.</p>	<p><b>Self-Assessments:</b></p> <p><b>None –</b></p> <p><b>Please note:</b>  The 50 question assessment that I will be posting for your use is for your future reference only. It is not meant to be completed for this course; I will explain its use in the last class</p>
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<b>PERSONAL LEADERSHIP DEVELOPMENT REPORT</b> <b><u>DUE: Oct. 22, 2014</u></b>	-----	-----	-----
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**APPENDIX A**

**IN-COURSE GROUP BASIS ASSIGNMENT – 35% of final grade**  
**“CRISIS IN LEADERSHIP”**

<b><u>Topic:</u></b>  <b><u>Due Date:</u></b> <b><u>IMPORTANT:</u></b>	Leadership styles, behaviors and relevant situational factors  Single hardcopy submission at start of the class coinciding with the due date Ensure all team members names / student numbers are noted on the assignment’s front page along with an academic integrity form signed by all team members
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**Theme:** Identify a leader who was recently (within the last 10 years) in the news who was directly involved in a leadership ‘crisis’ and about whom adequate information can be accessed This can include a leader who caused the crisis, a leader who assumed control of an organization in crisis and helped it to improve, or a leader that created a new organization or movement from scratch.  
The leader’s group can be any organization: company, non-profit, government, social movement or country. You are encouraged to choose a leader that you personally find interesting or inspiring.  
Our coverage of any particular in class does not exclude you from choosing that leader as your subject.

**Format:** The format should be essay-style; it is recommended that you simply set up the report in sections that directly respond to following key topics or questions. In fact, feel free to use the questions as your section headings. Please take note of the *“Importance Weighting:”* percentages. They are provided – only as a helpful guidance - to help you to discern how weight each part should have within the total paper.  
Make sure you properly cite all referenced materials; while APA style is preferred, any legitimate style is acceptable. Proof-read your submission before you hand it in; spelling, grammatical or logic errors will negatively impact your assignment grade.

**Topics / Questions:**

1. Briefly describe the leader’s organization, formal role, length of time in that position and how they came about to assume that role & *any special events surrounding their appointment (Importance weighting: 10%)*
2. Describe the key constituents or groups that contribute to the leader’s situation. Also comment on any special internal organization, external industry, government or social factors that play a significant role. Describe the leader’s relationship with each of those key constituents or group forces.  
*(Importance weighting: 15%)*
3. Assess the leadership style(s) the leader uses, and evaluate on all key leadership characteristics or behaviors demonstrated that contributed to the situation on which you are reporting.  
*(Importance weighting: 25%)*
4. If applicable, what characteristics, attitudes, behaviors and / or activities did that organization’s key followers demonstrate? Clearly explain what role did the “followership” play in the situation you are reviewing.  
*(Importance weighting: 10%)*

(NOTE: If you have direct knowledge or accurate reporting of that organization, then use confirmed

observations. If you are researching the situation and have no direct knowledge, please make reasonable / logical assumptions, or allegations (supported by course concepts and theories), for the key followership factors). If followership did not play a role your subject, then note that so that I know you did not miss it.

- 5 Explain what went wrong. Why was this leader not a good fit? Please pay careful attention to any contextual / situational factors (external / internal). If you chose a leader that brought the organization out of a crisis, just take the opposite of the sub-questions in this Question 6.

Remember, what is wanted here are your views, observations and 'justifications' (your judgments linked directly to course concepts and theories), not a rehash of past news coverage. (*Importance weighting: 40%*)

## **OTHER IMPORTANT INFORMATION REGARDING THE TEAM PROJECT:**

### **Peer evaluations:**

When your group work is concluded you are required to submit a peer evaluation form on which you will evaluate the contributions to the project made by each of the other members of your group. This is a clear effort to promote workload fairness and discourage free-riders. You will be required to submit with your final 'package' each team member's Peer Evaluation either sealed in its own envelope or stapled shut to maintain confidentiality. Group members who receive unsatisfactory peer evaluations from others in their group should expect to have their grade on the Group Case Analysis subjectively lowered (see paragraph below on Peer Evaluation Scoring Protocol).

Once teams are formed, no group member may be "fired", and no individual submissions of this case assignment will be permitted. You must find a way to work together. Why? A critical organizational skill in today's business world is the ability to work effectively and collaboratively within a team. Achieving experience with this skill should be, in fact, part of your business school training. Good team dynamics are essential; you can also refer to:

[http://sprott.carleton.ca/academic\\_programs/groupwork](http://sprott.carleton.ca/academic_programs/groupwork).

You are strongly advised to speak to me about team problems as soon as they arise, rather than waiting until it is too late for me to help. I will do my best to help mediate problems as needed.

### **Peer evaluation grading discounts and related protocols**

*(Credited source: Dr. Michael Miles, Telfer School of Management, University of Ottawa)*

1. The impact of low peer evaluations upon a student's grade from group course work
2. The requirement that a student must pass all individual work components in order to pass the course (a group grade alone should not cause a 'pass')

All group work generates a group mark. The group mark will initially be the same for all members of the group. It represents a product of your team's output.

Through the Peer Evaluation Form (contained later in this syllabus) you are asked to comment specifically on the quality and consistency of input from each of the group members to the final team product.

A student's average rating across the first five questions on the Form will be used to adjust that student's grades on the course's group deliverables. Specifically, an average rating between 1.5 and 2.4 will result

in a 10% grade reduction. An average rating of 0.5 to 1.4 will result in a 25% reduction. Finally, an average rating of 0.4 or below will result in a 50% reduction. Please note that giving a fellow student a final rating of 2 or below MUST be accompanied by a clear, respectful, and useful explanation (using behavioral examples). Otherwise, that rating will not be considered and that student's grade may not be lowered.

Only the course instructor and the program director will know which students provided specific ratings. The other side of anonymity, however, is that no comment should arrive on the evaluation form without having been discussed with the individual involved. "Feedback" given in written form on the Peer Evaluation form without having been previously given verbally to the student involved is unacceptable. Giving "honest and respectful" feedback is the job of any good manager. Doing it behind a person's back (through mechanisms such as an anonymous questionnaire) is a sign of managerial cowardice. Learn to give each other feedback and learn to grow from such occasions. You must confirm on the Peer Review Form that you have discussed the low rating with the affected student.

## Appendix B

### Assignment #2:

#### Principal Leadership Development Essay (**INDIVIDUAL BASIS; 65% of final grade**)

(Due: Oct. 22, 2014; hardcopy to be submitted to DT-801 by midnight)

1. Research the position or role you would like to hold within three to five years as well as the likely context in which it would exist (now is the time to think about and research this). If you are about to enter, or have recently entered a new role, you may write on that.

Length: Up to 2 pages max.

2. Using the results of the various self-assessments done throughout this course, describe two tendencies from amongst your various leadership or followership tendencies (ie: styles, behaviors, attitudes, etc.) that you think would pose the greatest potential disadvantage (i.e., a weakness) in the role to which you aspire. The tendencies may be those you are prone to exhibit or those that you lack. Be sure to describe these two natural tendencies using the results of the corresponding self-assessments and support these results with clear, and relevant, personal examples. Justify why these two natural tendencies would be potentially disadvantageous by relying upon details concerning your selected job as well as providing references to specific course content from lectures but especially the readings. Length: Up to 4 pages max.

3. Describe a specific action plan you could follow (specifying what steps you would take, why and when you would take them) that would help you to improve upon those two natural tendencies such that your probability of successful career performance in that role would be improved. Length: Up to 2 pages max.

The text of your report should not exceed 8 pages, and must be formatted with 1.5 spacing, 11-point type, and in a legible font such as Times New Roman or Calibri. Submissions may be less than 8 pages.

The general assessment criteria (rubric) for this report is as follows:

**PRINCIPAL LEADERSHIP DEVELOPMENT REPORT - GRADING RUBRIC / EVALUATION CRITERIA**

	<b>Below expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
<b>I. Description of role or position sought (15%)</b>	Significant lack of clarity in describing the situation (type of tasks, group, and organization) or (if relevant) employees (skills, abilities, attitudes, and/or needs) he/she would be facing in his/her desired role.	Provided reasonably clear description of the situation (type of tasks, group, and organization) and (if relevant) employees (skills, abilities, attitudes, and/or needs) he/she would be facing in his/her desired role. Only a few characteristics of the situation or employees were left unclear.	Provided a very clear description of the situation (type of tasks, group, and organization) and (if relevant) employees (skills, abilities, attitudes, and/or needs) he/she would be facing in his/her desired role.
<b>II. Description of two natural leadership and/or followership tendencies (20%)</b>	Description of at least one of the selected natural tendencies was severely flawed.	Both of the selected natural tendencies were reasonably well described by referring to specific results of the relevant self-assessments, supported by clear personal behavioral examples. Minor conceptual flaws and/or lack of clarity.	Both of the selected natural tendencies were extremely well described by referring to specific results of the relevant self-assessments, supported by clear personal behavioral examples.
<b>III. Justification of the natural tendencies as potential disadvantages for the position sought (30%)</b>	Justification of why one or both of the natural tendencies would be a weakness in the desired role was very weak, either because concrete examples were lacking or because course concepts were insufficiently or poorly applied.	Justification of why both natural tendencies would be weaknesses in the desired role was reasonably clear. By way of concrete examples and course concepts, each natural tendency was shown to be a potential weakness given the contextual realities of the role sought. Only a few conceptual or logical errors were found.	Justification of why both natural tendencies would be weaknesses in the desired role was extremely clear. By way of concrete examples and course concepts, each natural tendency was shown to be a potential weakness given the contextual realities of the role sought.

	<b>Below expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
<b>IV. Action plan (25%)</b>	Some actions were vague (not specific enough). OR Actions were not presented as short-, medium-, and long-term. OR Some actions are unrealistic or poorly linked to previous sections of the report.	Provided a reasonably clear description of specific actions he/she would take in the short-, medium-, and long-term to maximize his/her effectiveness in the desired role.  Almost all of the actions described are realistic and were logically linked to the preceding sections of the report.	Provided an extremely clear description of specific actions he/she would take in the short-, medium-, and long-term to maximize his/her effectiveness in the desired role.  All of the actions described are realistic and were logically linked to the preceding sections of the report.
<b>V. Quality of writing (10%)</b>	The number of grammatical, spelling, syntax, and/or logical flow errors was such that the instructor had some difficulty reading the report; the errors were a significant distraction	The number of grammatical, spelling, syntax, and/or logical flow errors was such that the instructor had very little difficulty reading the report.	The number of grammatical, spelling, syntax, and/or logical flow errors was such that the instructor had no difficulty reading the report.

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### **Beware of Academic Fraud**

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

### **Missed assignments and deferred examination:**

#### **Deferred Final Examination:**

Students unable to write a final examination because of illness or other circumstances beyond their control must contact the instructor and the MBA office in writing to request a deferred exam. Permission may be granted when the absence is supported by a medical certificate and or appropriate document/s to support the reason for the deferral. Deferred exams are not granted for students who have made travel arrangements that conflict with examination schedule.

#### **Use of Laptops**

Laptops may be used on silent mode, but only for course related functions in order to respect all class participants and reduce unnecessary distractions to learning.

#### **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/>.



**MGMT 5115 D  
Leadership & Management  
Fall 2014**

**PEER EVALUATIONS**

Please indicate the extent of your agreement with each of the following statements on the following scale:

- |                                |                                |   |                             |                             |
|--------------------------------|--------------------------------|---|-----------------------------|-----------------------------|
| 1<br> <br>Strongly<br>Disagree | 2<br> <br>Disagree<br>Somewhat | 3<br> <br>Neither agree<br>nor disagree | 4<br> <br>Agree<br>Somewhat | 5<br> <br>Agree<br>Strongly |
|--------------------------------|--------------------------------|---|-----------------------------|-----------------------------|

1. This team member did a full share of the work or more.
2. This team member worked agreeably with team members on dividing work
3. This team member was available to meet with the team.
4. This team member participated in discussions about the project.
5. This team member consistently met deadlines for agreed responsibilities.
6. Given the opportunity I would hire this person.

Team Member	Enter the number (1 to 5) corresponding to the extent of your agreement with each of the questions for each your teammates					
	Q1	Q2	Q3	Q4	Q5	Q6

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## Personal / Team Academic Integrity Form



By signing this statement, I / we attest to the fact that I / we have reviewed the entirety of our completed work assignment and have applied all appropriate rules of quotation and referencing used at the Sprott School of Business.

I / we also attest the fact that all efforts related to this project have adhered to the policies for academic integrity as found at the website: [www.carleton.ca/studentaffairs/academic-integrity](http://www.carleton.ca/studentaffairs/academic-integrity)

Name (print) \_\_\_\_\_

Signature \_\_\_\_\_ Carleton Student ID # \_\_\_\_\_ Date \_\_\_\_\_

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Name (print) \_\_\_\_\_

Signature \_\_\_\_\_ Carleton Student ID # \_\_\_\_\_ Date \_\_\_\_\_

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Name (print) \_\_\_\_\_

Signature \_\_\_\_\_ Carleton Student ID # \_\_\_\_\_ Date \_\_\_\_\_

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Signature \_\_\_\_\_ Carleton Student ID # \_\_\_\_\_ Date \_\_\_\_\_

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Name (print) \_\_\_\_\_

Signature \_\_\_\_\_ Carleton Student ID # \_\_\_\_\_ Date \_\_\_\_\_

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## Important dates and deadlines

### Fall 2014

June 24	Carleton Central opens at 8:30 a.m. for registration for graduate students, <b>including Graduate Exchanges and Joint Programs</b> (see <a href="#">Timeticket schedule</a> ).
Sept. 1	Statutory holiday, University closed.
Sept. 3	MBA Networking Workshop followed by Wine and Cheese (evening).
Sept. 4	MBA F1 classes begin. <b>Follows Monday Schedule</b>
Sept. 5	Mandatory MBA Skills Workshops (Day 1).
Sept. 6	Mandatory MBA Skills Workshops (Day 2).
Oct. 13	Statutory holiday, University closed.
Oct. 17	MBA F1 classes end.
Oct. 20-24	MBA F1 Exam and final project week. No regularly scheduled MBA classes with the exception of INAF/PADM classes.
Oct. 27-31	Fall break, no classes.
Nov. 3	MBA F2 classes begin.
Dec. 11	MBA F2 and F1 and F2 classes end.
Dec. 15-19	MBA F1 Exam and final project week.
Dec. 25-Jan. 5	University closed.