



**Eric Sprott School of Business  
Carleton University, Ottawa, Canada**

**BUSI4112A Organizational Leadership  
Fall 2016**

<b>Professor</b>	Rumaisa Shaukat, PhD., CHRL.
<b>E-Mail</b>	rumaisa.shaukat@carleton.ca For any email query, in the subject column write your course codes.
<b>Office Hours</b>	By appointment only. I'm also generally available right after class for quick questions/comments.
<b>Class Times</b>	Tuesday 11:35 - 2:25
<b>Class Location</b>	TBA
<b>Prerequisites</b>	Third-year standing, and BUSI2101 or BUSI2702 with a grade of C or higher.
<b>Website:</b>	Course slides will be posted on CULearn and emailed as well. Please attend classes to take notes! ***All material covered in the class is potential exam material*** ***Attendance is Mandatory, I can take attendance on random days. I reserve the right to deduct points for missing classes ***

<b>Course Deliverable</b>	<b>Due Date</b>	<b>Weight on Final Grade</b>
Case One	Sep 27	5%
Case Two	Oct 4	5%
Case Three	Oct 18	5%
Case Four	Nov 8	5%
Leadership Self Assessment	Nov 1	10%
Midterm Exam	Oct 11	20%
Film Presentation Outline	Sep 27	See the course outline
Class Engagement	Every Class	5%
Project Presentation	From	15%
Final Exam	Finals' week (date and time TBA)	30

**Undergraduate calendar description:**

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

**Central Learning Objectives for this course are:**

1. Increase your conceptual understanding of leadership in organizations;
2. Cultivate your ability to extract key lessons and apply course concepts to a variety of organizational issues and contexts;

3. Discover important insights into yourself as a leader and develop a self-awareness regarding your strengths and opportunities for personal growth
4. Enhance the skills and competencies that enable you to become an effective leader in today's highly dynamic and diverse organizations; and
5. 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.

### **Pedagogical Approach:**

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 Expectations:**

Emails: I communicate with students through their student Carleton email accounts. It is your responsibility to check your emails as I will be sending important messages through this medium. Be professional in your email communication (read separate instructions below) I usually check emails once a day. Please email me again if you do not receive a reply within 3 working days; there is always the possibility of problems with electronic messaging. I will not send grades or otherwise private student information (group member's email etc) via email. Assignments will not be accepted via email.

Active Participation. Students are expected to attend, take notes, and participate in class. Students are expected to maximize their own learning by actively participating in all activities. This includes raising questions for discussion or clarification, bringing their own work and other organizational (only professional and academic) experiences to discussion, and interacting professionally and ethically with classmates and with the instructor.

Regular Attendance. Attendance is mandatory. A student with more than five absences may be prevented from sitting the final examination. Also, because you will be part of a group requiring your involvement and input, attendance is something that you owe to your fellow group members. Therefore, punctual attendance and regular readings are strongly recommended.

Follow Assignment Instructions. Carefully read the instructions for your written assignments described in the course outline. Always use a title for your work. Strictly, follow the instructions regarding page limit/font size/margins for your written submissions. In any case do not exceed the required standard page limits for all submissions. Format for written submissions should follow the American Psychological Association (APA) Publication Manual (5<sup>th</sup> Edition).

Keep duplicates of deliverables. For your protection, always keep a copy of your written assignments (either soft copy or a hard copy). In case of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be your responsibility to provide a copy of your written submissions.

Respect Deadlines. There is no grace period, regardless of reason. For the group project, a penalty of 25% of the assignment mark will be applied for the first day or part thereof. Every subsequent day or part

thereof will incur an additional 10% penalty. Computer failure, printing problems, work for other classes and many other excuses are not acceptable. You may not miss a day when you are scheduled for exam and presentation in the class. Except under unusual circumstances, you have 24 hours from the time you miss your exam to contact me about your absence. Without an appropriate reason and documentation, you will receive a zero for the missed exam and presentation.

Classroom policy on electronic equipments. Respect your classmates' desire to learn. In class, turn off all cell phones, beepers, or other electronic communication devices. The use of laptop computers has become increasingly common in the academic community, and they serve as a useful means of enhancing the classroom experience for some students. However, laptop computers have also the potential to serve as significant distraction for others when they are not being used for classroom activities. Thus the official policy for this class regarding laptop computers is that they may be used for note-taking purposes only. Any student found violating this policy forfeits the privilege of using his/her laptop computer for the remainder of the semester. The most obvious violations include but are not limited to surfing on the internet and IMing and/or chatting.

Respect intellectual property rights: Materials created for this course, including professor's lectures, students' presentations, 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). Lectures must not be recorded digitally (i.e., photographed, audio-taped or video-taped) without prior approval of the Professor.

Late arrivals and early departures are not acceptable in this class. Do not 'leave' early, that is, pack up books, stand up, etc. near the end of the class. The class period is over when the allocated time is completely up or when the instructor dismisses the class. Meetings for other classes, appointments with advisors, work excuses, catching rides home, attendance at family social functions, sporting events and many other personal reasons **are not** considered "excused" absences. Any student missing more than 1/3 of the class periods for any reason should withdraw and retake the course; those missing 1/3 of the class periods will not be awarded a passing grade in the course. Late students conspicuously disturb the learning experience for their classmates. As a courtesy, you should plan to arrive no later than the start of class (if not sooner). *I reserve the right to reduce your final course grade by half a letter grade or a letter grade (in proportion to the extent of lateness and absences) if I deem attendance and punctuality problems to have interfered your learning or the learning of others.*

**NOTE:** This syllabus, along with due dates, are subject to change if necessary due to circumstances beyond the professor's control. It is the student's responsibility to check Blackboard and attend class for corrections or updates to the syllabus. Any changes will be promptly and clearly noted in the course announcements or through Blackboard Mail.

If at any time something seems unclear or unreasonable to you, please make an appointment to discuss it. I am open to your suggestions and comments. This class is meant to be an open forum for learning and discussion. Perhaps you have a question about some class material but feel uncomfortable asking it in class it or the question does not occur to you until afterwards. Or perhaps you are working on a class assignment and have a question about getting started or want a second opinion to assess whether you're appropriately approaching the project. In instances such as these, please contact me.

### **Required Text Book**

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

### Methods Used to Evaluate Student Performance

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:

Class Engagement	5%
4 team Case Studies:	20%
Leadership Self-Assessment:	10%
Presentation	15%
Midterm Exam	20%
Final Exam	30%

### Course Agenda

The following is a tentative schedule of events subject to change as necessary and desirable. Students will be notified in advance of any changes requiring preparation. I will keep you posted in class.

Date	Topic	Readings
Session 1 Sep 13	Introduction to the course, Overview of intended outcomes, readings, assignments and evaluation for the course	No Assigned readings
Session 2 Sep 20	What does it mean to be a leader Traits, Behaviours, and Relationships Contingency Approaches to Leadership	Ch 1-3
Session 3 Sep 27 *Presentation outline due * **Case One*	The Leader as an individual Leadership Mind and Emotion	Ch 4-5
Session 4 Oct 4 **Case Two**	Courage and Moral leadership Followership	Ch 6-7
Session 5 Oct 11 **Midterm Exam**	Chapters 1-7 are on the midterm Consultation for team presentations after the midterm	Utilize all Readings
Session 6 Oct 18 **Case Three**	Motivation and Empowerment Leadership Communication	Ch 8-9
Session 7 Oct 25 **No Class**	<b>Reading week</b>	
Session 8 Nov 1 **Leadership Self Assessment Due**	Leadership Power and Influence Creating Vision and Strategic Direction	Ch 12-13
Session 9 Nov 8 **Case Four**	Shaping Culture and Values; Leading Change; Consultation for team presentations and case study	Ch 14-15
Session 10 Nov 15 *Film Presentation*	Utilize all Readings	Utilize all resources
Session 11 Nov 22 *Film Presentation*	Utilize all Readings	Utilize all resources
Session 12 Nov 29 *Film Presentation*	Utilize all resources	Utilize all resources
Session 13 Dec 6 *Film Presentation*	Utilize all resources	Utilize all resources

## **IMPORTANT!!!!**

- 1) The composition of teams for the case studies/exercises and Research Project will be determined, at the latest, by the start of the second class. Teams will be formed to consist of 5 members. Students are free to form their own teams. Note, however, that teams will remain the same for the duration of the course. If you are experiencing trouble with a team member, it is the team's responsibility to contact the professor before the date of the evaluation. Team problems that are brought to the professor's attention *after* the evaluation will not be considered.
- 2) It is important to attend all of the 3 weeks of group country presentations. Please read a note at the end of Appendix 1.

### **Class Engagement (5%)**

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.

### **Leadership Self-Assessment (10%)**

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.

### **Midterm and Final Examinations (50%)**

There will be a midterm (20%) and a final examination (30%). Final Exam will take place during the regularly scheduled examination period. Exam will be based on all material covered for the course. The emphasis, however, will be on the topics covered in the PowerPoint and discussed in class. Format of the exam will be announced later.

### **Group Cases (5% each; for a total of 20% of your term mark)**

<b>Objective</b>	Throughout the course, we will do several cases. Your task is to individually read (before class) the case and <b>come to class prepared</b> to address the questions within your team, for that particular case (see "content" below). <i>However, you will have sufficient time in-class to prepare your group's collective answer, so there is no need for <u>your group</u> to meet beforehand for this. In fact, it makes more</i>
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	<i>sense to use me as a resource available to you during class (to clarify any theoretical points, or clarify what is expected of specific questions) by working on the cases in class.</i>
<b>Content</b>	For each case, I will assign you specific questions. Answer the assigned questions using material recommended for that case (as well as material taught in any other previous classes, <i>if you feel it is also applicable</i> – but please don't just dump indiscriminately).
<b>Marking</b>	<ol style="list-style-type: none"> <li>1. You will be expected to support your responses to the questions by providing examples from the case and/or citing areas of scholarly support (course material) for your position taken, where applicable. Please note (!): In some cases, all questions are weighted equally; in others, question weights are indicated on the question sheet.</li> <li>2. <b>Important!!</b> Please note that you <i>cannot</i> get marks for a group case unless you are present and working with your group on that day. The only exception is if you have submitted your share of the group answers to your team previously, <i>and</i> your fellow team members are prepared to accept this. In that case, your group's peer evaluation will determine your grade on that case. The only other exception is a medical reason, requiring a medical note, and that will be dealt with on an individual basis.</li> <li>3.</li> </ol>
<b>Format</b>	<ol style="list-style-type: none"> <li>1. Double-spaced, maximum 5 pages.</li> <li>2. Point form is acceptable (and preferable to verbosity!) as long as you're coherent.</li> <li>3. <b>Cover Page:</b> Be sure to include a cover page listing (a) your group number, (b) the case number, and (c) the names of all group members <i>who were present to work on the case that day</i>. Not doing so could adversely affect your grade.</li> <li>4. Statement of integrity form</li> <li>5. Format for written submissions should follow the American Psychological Association (<b>APA</b>) Publication Manual (5<sup>th</sup> Edition).</li> <li>6.</li> </ol>
<b>Submission &amp; Timing Requirements:</b>	<ol style="list-style-type: none"> <li>a) <b>Cases must be submitted to me by <u>10 minutes prior to the END</u> of the class in which the case is being done.</b> Late submissions will <u>not</u> be accepted. See Course Schedule in this outline for specific due dates for each case.</li> <li>b) <b>No Email submissions are acceptable</b></li> <li>c) <b><u>No excuses</u> for not being able to bring peer evaluation forms or statement of integrity form.</b> No hand written or other forms will be used in any case. So make sure you have all required documents with you. No exceptions!!!</li> </ol>

### **Film Presentations: (15%)**

#### **Analysis of a film in groups**

You will analyze a film on Leadership and present results of your analysis in the class. You will make reference to specific theories and principles discussed in your readings and class discussions, and you will give examples from the film/observation to illustrate the points. You have been supplied with a set of questions to guide your analysis of the film (See Appendix). Films will be approved based on first come first basis, so if you have a preference for a movie, please reserve the film for your group.

A one page outline is due on **September 27**; in the outline clearly write the following: Name of the selected Film; how is this film related to the course content. Please note: The outline has no marks but if

you didn't submit an outline and got approval, you would lose 5% of your mark allocated for this assignment. PLEASE NOTE:

1. you must structure your presentation according to the questions indicated in the appendix, being mindful to integrate course theory (*i.e., using appropriate c/c terminology and course material!*) wherever pertinent.
2. You are strongly advised to meet with your group as soon as possible to discuss the preferred film for the assignment and your intended approach, because you will need to be sure you have chosen a film which no other group has chosen, and for which sufficient information is available to permit you to answer the assignment questions .
3. Please do not underestimate the time required to complete this assignment EFFECTIVELY (*i.e., addressing all the theoretical parameters throughout your report*). No extensions will be granted.

**Criteria & Weighting:** The presentation will be evaluated as per the same detailed project guidelines (criteria) that I have indicated for the written report (above). However, for the presentation, 50% of the marks within each topic section will be awarded for the substance of the report guidelines, and 50% for clear & creative delivery of that substance. (Implicit in this is the expectation that your presentation will adhere to the order of the topics listed above). Remember that the secondary objective of this assignment is to help educate your peers about your research findings. When you present, your task is not only to sound educated and informed about cross-cultural matters (*i.e., You don't want to sound like you just walked in off the street and picked up a Tourist Guide to the country without studying the theory on this subject, so, definitely reference theory and terminology when applicable*), but also try to engage the members of the class.

**Format:**

1. Please number each slide (lower right hand corner).
2. For Section II, please include a comparison slide (with the cultural values of your country in one column, and the cultural values of Canada in the other). For the purposes of the presentation, it is best to not read through each and every row, but to highlight the general degree of similarity and the most important areas of difference.
3. Each group has up to approximately 30 min for its presentation, but this must include at least 5 minutes to permit questions/answers at the end. If it looks like your group will go over its time, you will be asked to wrap up. **Time available might change depending on the number of students in the class!!!**

**Electronic & Hardcopy Submission:** Teams will be required to email an electronic copy of their (PowerPoint) presentation to the professor a day before the actual presentation. On the day of the presentation, students are also requested to bring a hard copy of slides for the professor (3 slides per page, pages may be double-sided). Include a page listing students' name and student number under a heading, "who did what" for this assignment.

**Participation of Team Members:** Not everyone in the group is required to present, how many people should present is up to you as a group. Everyone in the group does need to participate in preparing the presentation (and a peer evaluation form for the presentation work must be submitted on the day of the presentation to help ensure this).

**Additional Guidelines for the presentation** are attached with this course outline. Please read Appendix 1 carefully.

### Peer Evaluation

With the final report and with each case study, each group member should submit, in a sealed envelope, a grade for all group members separately. Peer evaluation forms are already being attached with your course outline. These grades will be based on class-defined criteria and should reflect the work of each group member through the semester not only the final project.

- **Deadline:** Due with the final project report, presentation slides (with the hard copy in the class) and with each case study
- **Note:** Evaluation from individual students without a sealed envelope will not be accepted (no staples or glue & use the original Peer evaluation form). *As a group place all peer evaluation*

*envelopes and your final project report in One large envelope.* Not following any of the instructions above could affect your grade.

- In addition, if you are not submitting peer evaluation forms for your group members, you will personally lose 1 mark of each missed evaluation. No late or emailed submissions will be accepted.

### **Other Information (that you NEED to know)**

#### 1. Policy on Re-Marking

From time to time, students have legitimate concerns about marks they have received on a Case, Quiz, or Project. If you feel that any paper handed back to you has not been marked appropriately for the work you have submitted, you do have recourse for re-marking. However, please note that to be eligible for re-marking, you must embark upon the following procedure within one week of the deliverable being handed back in class:

1. Indicate in writing specifically what your concern(s) is (are). This does NOT mean that you simply say “I think I deserve more marks.” You must clearly indicate where the marker made a mistake in his/her marking of the paper. In this regard, you must refer to the class notes, excerpt in the textbook, etc., supporting your claim.
2. After completing #1 above, you must submit the paper with your comments back to the Professor within one week of the paper being handed back in class. If you did not pick up the paper when it was handed back, you still have only 1 week from the original hand-back date to request a remark.
3. If a deliverable is not resubmitted following the above guidelines, the Professor will regard the mark as originally assigned to be the final mark for that deliverable.

NO MARKS will be changed at a later date. It is important to note that the Professor reserves the right to remark the entire paper in question and to either leave the mark as is or to change it positively or negatively as required.

#### 2. Email Guidelines

- Please be professional.
- Always use your university account. E-mail from other domains (hotmail, gmail) often are treated as spam.
- Always identify the course number and section in the Subject line
- Please use proper greetings. You can refer to your instructors as “Professor X” or “Dr. X.” Any other title (Ms., Mrs., Miss, or Mr.) is less appropriate given the classroom context. As business students, it is imperative that you learn to use proper titles.
- Always sign your email with your first and last names and include your student number.

### **Course Sharing Websites**

Student or professor 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).

### **Group work**

The Spratt 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			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

### **Academic Regulations, Accommodations, Etc.**

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### **Requests for Academic Accommodations**

*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). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

*For Religious Obligations:*

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

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

*For Pregnancy:*

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

### **Academic Integrity**

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

### **Sprott Student Services**

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you’re having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 830am and 430pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/support-services/>  
Be in the know with what’s happening at Sprott: Follow @SprottStudents and find us on Facebook SprottStudents Sprott.

### **Important Information:**

- Students must always retain a hard copy of all work that is submitted.
  - All final grades are subject to the Dean’s approval.
  - 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, it would be easier to respond to your inquiries if you would send all email from your Carleton account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>
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## **APPENDIX I**

### **Guidelines for Presentations**

**\*\*Please Read guidelines very carefully. Not following any of the instructions below could affect your grade\*\***

1. Maximum time available for presentation: ..... minutes in total [..... minutes for presentations, remaining time will be used for any questions from the class or from the professor]. **Please note** that you are expected in fairness to your colleagues to respect the time allocation. Not doing so

could adversely affect your evaluation. Utilize available time, do not rush through your presentation, and don't conclude abruptly. Without a proper introduction and conclusion you can lose marks.

2. Submit an electronic copy of their (PowerPoint) presentation to the professor the day before the actual presentation. Don't send any second or third revised or updated version of your slides. I will save your slides on a USB and on the desktop as well. No late submission will be accepted. No revised version will be accepted and no one will be allowed to save any updated version on the desktop on the day of actual presentation, and if you forgot to send me your slides, then you won't be allowed to use slides. If you didn't follow any these guidelines, you will lose 25% of your presentation grade. No exceptions. So plan ahead and prepare well in advance rather than waiting for the last moment.
3. In your slides, your names, group number and topic should be very clear. In your emails, always include your group number if your inquiry is related to group project. Even with your ppt slides, I need to know what your group number is, otherwise I will not save your slides and you will present without slides.
4. In addition, bring a hard copy of your slides on the day you present. Not doing so could adversely affect your grade.
5. Be on time, if it is your turn to present and one of your group members are not in yet, I will still ask you to move ahead and start presentation without that member.
6. Select presenters carefully. If you want to select one person to present or the whole group, I don't have an issue but keep in mind, presenter/presenters' performance will certainly affect everyone's grade. No exceptions!
7. There will be no changes in presentation dates. Group with any emergencies or problems will be switching their presentation dates with other groups. In case of change inform your professor otherwise you will not be allowed to present.
8. Please be professional during your presentations. **NO SKITS**.
  - Don't read word by word from your script. Don't parrot PowerPoint either. You can use cue cards with key words and starter sentences.
  - Carefully select the background and font color and size. Make it easy for your audience to follow you.
  - Don't use complete sentences or paragraphs in your slides. Your voice should tell the story and the slides should only support it.
  - Don't use effects, such as texts that fly into the slide or ANY other disturbing transitions. Only use power point program for your slides.
  - Don't use cute or unusual photos that are not illustrating exactly what you are talking about. The interesting stuff should be in your content.
  - Do speak loudly enough to be heard by the entire audience, even those in the back row.
  - Don't walk in the class for no reasons. Make your movements and gestures purposeful.
  - Don't kick the podium; don't play with your hair, jewelry, pens, baseball caps and papers.
  - Don't put your hands in your pockets or on your hips and don't cross your legs while standing. I don't require presenters to wear professional attire but wear decent clothes suitable for an academic environment.
  - Avoid talking or laughing among each other while your members are still presenting.
  - Introduce your group members before starting your presentations.
9. Read your course outline for specific information. Written Group Project Report with peer evaluations are due on **THE SAME DAY** for all groups.

**Note:** Evaluation from individual students without a sealed envelope will not be accepted (no staples or glue & use the original Peer evaluation form). As a group place all peer evaluation envelopes and your

final project report in One large envelope. Not following any of the instructions above could affect your grade.

In addition, if you are not submitting peer evaluation forms for your group members, you will personally lose 5 marks. No late submissions will be accepted.

**\*\*\* During presentations, I can randomly ask any group to ask presenters questions on their presentation. I will not assign this task to any specific group, therefore, it is extremely important that you attend all presentations and listen carefully. No excuses will be accepted. For example “we only missed this class”, or I was feeling sick and had to leave” etc. If you are not going to be in the class, or you have to leave for any reasons, let me know otherwise you can lose 1 mark from your total grade for each missed class\*\*\*No exceptions!!!!**

## **APPENDIX II**

### **Peer Evaluation Form**

Please write a short narrative addressing the evaluatee’s contributions before assigning a rating. Include in your narrative how many times the group met outside of class, how many meetings the evaluatee attended, whether the evaluatee made a serious effort to complete the assigned work before the group meeting, whether the group member attempted to make contributions in group project, whether the member was cooperative with the group effort, and whether the group member did all the readings before coming to the meetings.

<b>Excellent</b>	Carried more than her/his part of the load	5 points
<b>Very Good</b>	Consistently did what she/he was supposed to do	4 points
<b>Satisfactory</b>	Usually did what she/he was supposed to do	3 points
<b>Marginal</b>	Minimally prepared and cooperative	2 points
<b>Unsatisfactory</b>	Unprepared and uncooperative	1 or 0 point

Name of Evaluator: \_\_\_\_\_

Case Study Number: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Student Being Evaluated: \_\_\_\_\_

**Rating Scales:** Rating: \_\_\_\_/5

**Comments:** \_\_\_\_\_

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Name of Student Being Evaluated: \_\_\_\_\_

**Rating Scales:** Rating: \_\_\_\_/5

**Comments:** \_\_\_\_\_

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Name of Student Being Evaluated: \_\_\_\_\_

**Rating Scales:** Rating: \_\_\_\_/5

**Comments:** \_\_\_\_\_

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Name of Student Being Evaluated: \_\_\_\_\_

**Rating Scales:** Rating: \_\_\_\_/5

**Comments:** \_\_\_\_\_

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Name of Student Being Evaluated: \_\_\_\_\_

**Rating Scales:** Rating: \_\_\_\_/5

**Comments:** \_\_\_\_\_

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Name of Student Being Evaluated: \_\_\_\_\_

**Rating Scales:** Rating: \_\_\_\_/5

**Comments:** \_\_\_\_\_

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**Note:** *None of the students will have access to these forms after the submission. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester.*

### **APPENDIX III**

#### ***Personal Ethics Agreement Concerning University Assignments (Group Assignment)***

By signing this Statement, I am attesting to the fact that I have reviewed not only my own work, but the work of my colleagues, in its entirety. I attest to the fact that my own work, and as far as I can infer that of each of my colleague, in this project meets all of the rules of quotation and referencing in use at Carleton University, as well as adheres to the Academic Integrity policies as outlined in the Student Affairs site of the university (<http://www1.carleton.ca/studentaffairs/academic-integrity/>). Any evidence contradicting my declaration above may be held against me and/or the group.

\_\_\_\_\_  
Name, Capital letters

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Student number

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Signature

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Date

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Student number

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Signature

\_\_\_\_\_  
Date

**Personal Ethics Statement (INDIVIDUAL ASSIGNMENT):**

By signing this Statement, I am attesting to the fact that I have completed my work in its entirety by myself. I attest to the fact that my own work in this project meets all of the rules of quotation and referencing in use at Carleton University, as well as adheres to the Academic Integrity policies as outlined in the Student Affairs site of the university (<http://www1.carleton.ca/studentaffairs/academic-integrity/>). Any evidence contradicting my declaration above may be held against me.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Last Name (print), First Name (print)

\_\_\_\_\_  
Student Number

#### **Appendix IV**

##### **Quick APA Guide: *Examples of APA reference format:***

###### **Journal Reference:**

Akmal, T., & Miller, D. (2003). Overcoming resistance to change: A case study of revision and renewal in a US secondary education teacher preparation program. *Teaching & Teacher Education, 19*(4), 409-420.

###### **Book Reference:**

Apps, J. W. (1994). *Leadership for an emerging age: Transforming practice in adult and continuing education*. San Francisco: Jossey-Bass.

**Book Chapter Reference:**

Cobb, A. T., Wooden, K. C., & Folger, R. (1995). Justice in making: Toward understanding the theory and practice in organizational change and development. In W.A. Pasmore & R. W. Woodman (Eds.), *Research in Organizational Change and Development* (pp. 243-295). New York: JAI Press

**Book Editions:**

Friend, M., & Cook, L. (1996). *Interactions: Collaborative skills for school professionals*. (2<sup>nd</sup> ed.). White Plains, NY: Longman.

**Internet Article:**

Bolognese, A. F. (2002). *Employee Resistance to Organizational Change*. Retrieved May 13, 2004 from <http://www.newfoundations.com/OrgTheory/Bolognese721.html>

**Dissertation reference:**

Bean, C. J. R. (2003). Framing and sensemaking in organizational change: The experience of nomadic work. [Dissertation Abstract] *Dissertation Abstracts International, 64(2-A), 564US: Univ Microfilms International*.

**Same Authors in same year:**

Dent, E. B., & Goldberg, S. G. (1999a). Challenging “resistance to change”. *Journal of Applied Behavioral Science, 35(1), 25-41*.

Dent, E. B., & Goldberg, S. G. (1999b). Resistance to change: A limiting perspective. *The Journal of Applied Behavioral Science, 35(1), 45-47*.

**Text Citation:**

1. Author’s last name and year of publication[E.g.,Bolognese, (2002)]
2. For direct quotations, author’s last name, year of publication and page numbers. E.g., (Bolognese, 2002, p. 12) or Bolognese (2002) claims, “.....” (P. 12). For more than one page (Bolognese, 2002, p. 12-15) or Bolognese (2002) claims, “.....” (P. 12-15).
3. If you are just borrowing an idea from a text then simply write author’s last name and year of publication. E.g.,Bolognese, (2002) states....
4. For quotation containing more than 40 words, indent and single-space the whole quotation.
5. If you have more than one authors. For the first time, write last names of all authors and year of publication. For second time text citation, use Cobb et al., (1995)...
6. If you are supporting a claim with more than 2 references, then quote authors in an alphabetic order after your claim. E.g., (Hinings & Greenwood, 1988; Lewis, 2002; Prochaska & Prochaska, 1999; Vallas, 2003; Zell, 2003).

**Levels of Heading:**

- CENTERED UPPERCASE HEADINGS **Level 5**
- Centered Uppercase and Lowercase Headings **Level 1**
- Centered, Italicized, Uppercase and Lowercase Headings* **Level 2**
- Flush Left, Italicized, Uppercase and Lowercase Side Heading* **Level 3**
- Indented, italicized, lowercase paragraph heading ending with a period* **Level 4**

## **Appendix V**

### ***Guidelines for in class Discussions***

1. Everyone who is here has the right to be here and to participate. Everyone who is here brings experience and knowledge that makes their participation valuable.

2. Everyone has the right to be silent, i.e. "To pass" in answer to a question. Remember that some topics may be more difficult or painful for some than for others.
3. Be aware of how your participation affects the participation of others. Your words, your tone of voice, your body language, the amount that you talk, all affect others.
4. Remember that people's experience and knowledge vary. What you hold most dear may not be obvious or of value to others, and vice versa.
5. Actively listen. Reflect back to people what they are saying, even as you state your position.
6. Speak for yourself. Avoid speaking for others. Use "I" statements: "I think . . ."
7. Ensuring that everyone can participate is everyone's responsibility. Preventing someone from participating impoverishes the education of all.

## **Appendix VI**

### **Survival Tips for Working in a Group Project**

A lot of our students don't like to work in groups. Schedules can be hard to coordinate. Personalities sometimes clash. Some people work harder than others. Now that that's out of our system, let's face another reality: There is very little our students will do in the workplace that is not done in collaboration

with others. As the corporate world continues to downsize, the ability to work as a member of a team is becoming increasingly important. Anyone who has had to coordinate students working in groups knows that the process often requires the professor to serve as a teacher, mentor, coach, and cheerleader. To help you through this rewarding and time-intensive experience, here are some group survival tips that you might find useful:

Remember the Golden Rule. Do unto others as you would have them do unto you. No matter how stressful the situation, treat one another with respect.

Do it now! Don't put something off until tomorrow. If you have the time, do it now. If you wait until you have enough time to tackle something from start to finish, you may never get started at all.

Trust is earned. If you say you are going to do something, then do it. Your word is your bond. If you don't keep your word, you have no right to expect others to keep theirs.

Act with purpose and conviction. The number of meetings each group holds doesn't determine success. It is determined by what is actually accomplished. Come to group meetings prepared to participate.

Feed off one another's strengths. Not everyone is good at everything. But everyone is usually good at something. Try to match tasks to talents.

Perception is reality. You may be a hard worker. But if you appear lazy to others, that is how the world will define you. Do yourself a favour: Don't forget to do work on creating a good image by showing good work ethics.

Use the buddy system. Work in pairs. Partners can encourage one another, bounce ideas off of one another, and check one another's work.

Editing The person who writes a piece of copy or types it into the computer should not edit that copy. Someone with a fresh pair of eyes should check for spelling, grammatical, and factual errors. So edit each other's sections in case you decided to divide work.

Back it up. To avoid last-minute disasters, save all computer data on at least two disks or USB drives.

"All-nighters" the evening before deadlines are not heroic. They are dangerous. Set interim deadlines and meet them. Allow the group ample time to edit and fine-tune documents. Waiting until the last minute is courting with disaster.

There is no "I" in "Team." What you say about others in your group is a reflection upon yourself. Try to build a team spirit. Don't undermine it.

Be a straight shooter. If you have difficulty with or are unsatisfied with the performance of a group member, it is your responsibility to voice those concerns to that individual privately before sharing them with others.

Take Notes. Do what most successful managers do: Keep a personal log of what was said by whom and on what date. In addition to keeping you on top of a dynamic process, you can document the performance of yourself and other group members.

Aim high. The best groups are those that place the highest expectations upon themselves.

Fair warning is better than no warning at all. If a deadline may be missed, the penalty is usually less severe when your professor is told of the problem before the deadline passes. This also holds true when dealing with members of your group. Don't surprise your group members and your professor!

## **Appendix VII**

### ***Guidelines for doing the Film Analysis***

**Please note** that you might not be able to find enough information to answer all of the questions listed below. Following questions are prepared to give you an idea of where and how you can study the important Leadership aspects in your selected file so your focus should be on getting the maximum out of your selected movie.

Following elements are important (they are not in any order here):

At the very beginning, present your motivation or interest to select this film. How is it related to Leadership. Offer your introductory impression of the film. What does the title mean in relation to the film as a whole?

Summarize the plot of the film (Script, acting and the overall theme). Is the story purely linear, or are we being told more than one story at the same time, and if so, what is the relationship between the stories? Think about the manner in which the situation is conveyed: do we follow the plot solely through a straightforward dramatization of events or are we guided by inter-titles, superimposed words on the screen, or voice-overs?

How did the film techniques and music enhance the setting and themes of the film? You may need two paragraphs to explain this information. Offer evidence for your opinion. Remember to mention use of symbols and literary devices.

How did the actors portray key character roles? Did they fulfill your expectations given your knowledge of the original topic? How did your opinion of a characters change as you watched the movie? Write the symbols in the film and what they represent or 'stand for.'

Does the film present a clear point-of-view on leadership? How? Are there any aspects of theme which are left ambiguous at the end? Why? How does this film relate to the issues and questions evoked by your understanding of Leadership in general? Are there any striking uses of perspective? How does this film relate to the other literary texts or articles you have read on leadership topic?

Conclusion--your last opportunity to guide the reader. What mood[s] does this movie cause viewers to have? How does it do that? What did you learn by analyzing this film? What theoretical concepts were supported or refuted, and why? Are there any new concepts that are suggested by your analysis?