



**MGMT 5115A – Leadership
2018 Summer Intensive Session**

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Office Hours: By appointment

Classroom Location: Please check the system for room number / location

Class Schedule

- Friday, August 17: 6:00pm to 9:00pm
- Saturday, August 18: 9:00am to 4:00pm (lunch is approx. between noon and 1:00pm)
- Friday, August 24: 6:00pm to 9:00pm
- Saturday, August 25: 9:00am to 4:00pm (lunch is approx. between noon and 1:00pm)

Graduate Calendar Course Description

MGMT 5115 [0.25 credit]

Leadership

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

Prerequisite(s): [MGMT 5100](#), or MGMT 5101 and MGMT 5102.

Course Description:

This course focuses on raising the student' conscious awareness of the successful leadership skills that need to be developed and utilized at every level of employment, but especially as the student seeks to progress within their managerial career. The course seeks to link an understanding of what we know to be essential ingredients of successful leadership with the practical demands and challenges, and skill development required to inspire, motivate and lead others. Topics / material will be derived from academic theory, real industry experiences and current events. Supplementing that is a series of selected self-assessments help the student to self-reflect on their strengths and particular areas needing development. All of this culminates in two assignments specifically targeted to promote the tangible demonstration of effective leadership skills. Additionally, students are encouraged to introduce current news topics for class discussion / analysis which contribute relevance and value to the class' learning.

Learning Objectives:

This course is designed to provide students with a heightened awareness for 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 the skills that require further development. The goal is to position the student to further evolve into effective leaders and team contributors.

Course Learning Outcomes

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

- Understand six key elements of successful leadership
- Appreciate the self-reflective value of key leadership behavior assessments
- Relate relevant leadership theory and critical factors linked to situational, leadership, organization & followership forces
- Craft a unique leadership ‘point of view’ speech for communications with subordinates and even future employers
- Establish a short, medium and long term professional development plan – based upon an actual career aspiration – to address skills that require improvement

Course Restrictions:

Admission in the MBA program; enrolment permission granted by the School

Course Prerequisites: [MGMT 5100](#), or MGMT 5101 and MGMT 5102.

Textbook(s) / Required Readings:

There is no textbook required for this course. All readings and self-assessment questionnaires have been carefully selected to lend a relevant compliment to lecture material covered. Required readings have been carefully selected for their seminal research impact at the time; that is the reason some may be older than others; in spite of age, they set the tone for future research and provide a foundational understanding of the issue. All required readings can best be sourced (free of charge) from the “Business Source Complete” Library Database. Just type in the “AN” number into the search box of that database and retrieval of each specific reading will be quick. This is done to avoid you having to pay a course-pack fee for articles that are free within the university’s Library Service.

Self-assessment questionnaires will be posted to the respective lecture box on cuLearn.

It is important that you keep up on all your required readings as they are important to your learning experience and especially your final assignment.

Exam date: non-applicable; there are no exams associated with this course

Drop Course Policy: The deadline for academic withdrawal is the last day of classes (each term).

Assignments:

Course Deliverable	Due Date	Weight on Final Grade
Your Leadership 'Point-of-View' speech assignment	To be submitted to the professor by email – ONLY IN WORD “.docx” FORMAT – no later than 5:00pm on Friday, August 24, 2018	30%
Personal Leadership Development Report	To be submitted to the professor by email – ONLY IN WORD “.docx” FORMAT – no later than 11:59pm on Thursday August 30, 2018	70%

Course projects:

ASSIGNMENT 1:

YOUR LEADERSHIP 'POINT OF VIEW' (Individual assignment; 30% of final grade)

Imagine and then choose **EITHER** of the following different but possible scenarios:

1. **The Last 2 Minutes of Your Interview:** You're sitting through an intensive promotion or hiring interview which has thoroughly reviewed your resume skills and experiences. As the interview nears its conclusion, the interviewer says: "Just before we conclude this interview, is there anything that you want us to know about you when we deliberate on your candidacy for this leadership role"? At this point, most candidates say little, and are just happy to have the interview end. What a missed opportunity! What would YOU say in those last 2 minutes so that they remember you above all other candidates? What will make you stand out in their minds as to the type of leader you will be? In other words, what will make you special?
2. **The First 2 Minutes Meeting Your New Team:** As an MBA graduate, on a Friday, you have been newly hired - or promoted from within - into a management role where you will need to lead an established operations / business team that you've never met before. From their perspective, this team doesn't know anything about you (other than basic resume background info from your introductory bio). On Monday, you will introduce yourself to your new subordinate team for the first time. There will be many operational issues you will need to cover in the first hour with them, but what will you say in the first 2 minutes, as a new leader, that will have them listen to the next 58 minutes?

Though different, these scenarios share a common ingredient; key constituents seeking to gain and understanding of, and confidence in, how you will self-actualize and frame your leadership role.

Successful leadership is all about effective, compelling communication and it starts with your articulation of that role

In this assignment, you are required to prepare a leadership 'point-of-view' "speech" (we will review the theme and recommended approach in more detail in class). Designed to be effectively delivered in about 2 minutes, your maximum is 500 words. It must clearly communicate why EITHER (1) an organization should hire /promote you to a new leadership role or (2) why employees should feel confidence in the leadership approach you will take with their team. You will want to take clear aim on whichever leadership behaviors (that we will explore in detail during the first 3 classes) you feel best represent your authentic style. In short, how can you stand out against any other candidate or previous leader? To provide full creative license, there is purposefully no rubric for this first assignment.

ASSIGNMENT 2:

Principal Leadership Development Essay (Individual assignment; 70% of final grade)

1. Research the position or role you would like to hold either upon graduation or within the next five years (now is the time only to think about / research this but I caution against starting to write it too early). If you are moving into a new role shortly, or have just assumed a new role you can use that as your assignment focus. You should also describe the context; that is, what are the various contextual factors (followership attributes, situational forces, hierarchy and the particular leadership / followership style) that would be most often effective in the target role. We will review leadership styles and followership attributes during the course. Length: 2 pages max.

2. Using the results of the various self-assessments done throughout this course, describe either: two leadership, two followership or one leadership and one followership weakness that you now think would be a potential disadvantage (material weakness) to the career success you hope to achieve. A tendency can either be to use or not use a particular style; to demonstrate a certain behavior or be unable to demonstrate one.

Be sure to describe these two natural tendencies using the results of the relevant self-assessments and support these results with clear, and relevant, personal examples.

3. "Justify" why these two natural tendencies would be potentially disadvantageous by relying upon details concerning the role you want to have. "Justification" requires a direct tie between your observations, statements and analysis and a thorough scope of direct references to academic concepts / theories garnered throughout the course, but especially from required readings. Length: 4 pages max.

4. Describe a specific, concrete 'SMART-based' action plan you could follow (specifying what steps you would take to address each component of the 'weakness' and when (short, medium, long-term) you would take them) that would help you to adjust your those two natural tendencies such that your performance in the role would be improved. Length: 2 pages max.

The report should not exceed 8 pages, and must be 1.5 spacing, 11-point of a plain and legible font style with 1-inch margins. The assessment criteria for this report are presented in Appendix A.

Final exam date: There is no exam associated with this course

Preparation and participation:

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 active learning method used in this course. While academically grounded in leadership theory, the students will learn 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, fully read or complete all required material BEFORE EACH LECTURE and step outside their comfort zones. Active participation by the student is a pre-requisite to performing well in this class. 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 reviews of the individual exercises.

Attendance / Missed classes

The course is full in terms of content, but is incredibly short on time (the full 6 lectures in only, really, 3 days!) Your attendance and active participation are critical to successful course performance. Therefore, for any class missed, the student will be required to submit a Personal Application Assignment (PAA) on **ALL** readings attached to the missed class(es).

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?

While there are no grades associated with this “penalty”, no final grade will be provided until all outstanding PAAs are handed in before the last class and represent a satisfactory level of effort.

Missed assignments

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

Late assignments will incur grade adjustment penalties as follows:

Handed in on or within the first 24 hours after the due date:	less 25% of earned grade
Handed in on the second day (24-48 hours) after due date	less 50% of earned grade
Handed in after the second day after the due date:	less 100% of earned grade

Course Schedule

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

Lecture Sequence / Date / Time	Topics	Required Readings	Self-Assessments associated with this lecture
LECTURE 1 Friday 6:00pm-9:00pm August 17, 2018	<p><u>LEADERSHIP</u> <u>CONTINUUM: What types of leaders are there?</u></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 & situational forces</p> <p>= Vices & virtues of different leadership focus</p>	<p>Readings:</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>Self-Assessments:</p> <p>= What is Your Leadership Style?</p> <p>= Rate Your Leadership Traits</p> <p>Other study.net document:</p> <p>Whom should you believe?</p>

<p>LECTURE 2 Saturday 9am- noon August 18, 2018</p>	<p><u>FOLLOWERSHIP:</u> Why some of the best leaders come from amongst the best followers?</p> <p>= Principles and importance of developing great followership <u>and</u> great followership skills</p> <p>= Concepts relating to vision and purpose</p> <p>= Concept of “servant leadership”</p>	<p>Readings:</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 the Best 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; AN 36984298</p>	<p>Self-Assessments:</p> <ul style="list-style-type: none"> • Effective followership Behaviors • Interpersonal skills
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<p>LECTURE 3 Saturday 1:00pm-4:00pm August 18, 2018</p>	<p><u>AUTHENTIC LEADERSHIP</u> How will you adjust to changing situations AND remain an authentic leader?</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>Readings: 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., & 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>Self-Assessments:</p> <ul style="list-style-type: none"> • Listening Skills • Do others see me as trustworthy? <p>Other study.net documents:</p> <ul style="list-style-type: none"> • Leadership in Action: Bob Gore, W.L. Gore & Assoc.
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<p>LECTURE 4 Friday 6:00pm-9:00pm August 24, 2018</p>	<p><u>SELF-AWARENESS:</u> What kind of leader can / will you be?</p> <p>= Emotional Intelligence: Fundamentals of effective self-control & 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>Readings: 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>Self-assessments: Assessing your Emotional Intelligence at Work</p> <p>Other study.net documents: Leadership in Action – John Gutfreund and the Salomon Brothers scandal</p>
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<p>LECTURE 5 Saturday 9am-noon August 25, 2018</p>	<p><u>INFLUENCE FOR POSITIVE CHANGE</u> How will you use your leadership to promote necessary change?</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>Readings:</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>Self-Assessments:</p> <ul style="list-style-type: none"> • Change Assessment • Social styles questionnaire (please do NOT complete on your own – we need to do this in class only)
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<p>LECTURE 6 Saturday 1:00pm-4:00pm August 25, 2018</p>	<p><u>FUTURE VISION:</u> How can you best prepare for future leadership challenges?</p> <p>= Future Vision: the Janus Effect</p> <p>= The concept of “temporal horizon” & its importance to strategic leadership</p> <p>= Leadership in an evolving workplace: Diversity strength through gender, multicultural, generational and personality balancing</p> <p>= Planning your own Personal / Professional development goals</p> <p>= Review: “The Trump Effect”: What we can learn from problematic leadership behaviors</p> <p>= Prep for final Leadership Development Report</p>	<p>Readings:</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 21st Century. <i>International Business & Economics Research Journal</i>. April 2010, Vol.9, Issue 4, p.145-148, 4p; AN 51228682</p>	<p>Self-Assessments:</p> <p>Please note: The 50 question assessment that I will be posting on cuLearn for your use is for your future reference only. It is not meant to be completed for this course.</p>
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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).

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

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 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) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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: <https://carleton.ca/registrar/academic-integrity/>.

Important dates and deadlines

<https://sprott.carleton.ca/students/mba/dates-deadlines-policies>

APPENDIX A

PRINCIPAL LEADERSHIP DEVELOPMENT ESSAY
GENERAL EVALUATION CRITERIA

	Below expectations	Meets expectations	Exceeds expectations
I. Description of role or position sought (weighted importance: 15%)	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 of the 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.
II. Description of two natural leadership or followership tendencies (20%)	Description of at least one of the selected natural tendencies was severely flawed or two superficial or general.	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.
III. Justification of the natural tendencies as potential disadvantages for the position sought (30%)	Justification of why one or both of these natural tendencies would be weaknesses in the desired role was weak, either because concrete examples were lacking, insights were superficial or because course concepts were insufficiently or poorly applied. Use of references to required readings in support of observations was missing or were too few in number to reflect an output at a Masters level	Justification of why both natural tendencies would be weaknesses in the desired role was reasonably clear. By way of a personal example and a narrow array of references to course concepts, each natural tendency was shown to be a potential weakness given the contextual realities of the role sought. Only minor conceptual or logic errors were found. A good representation of relevant references to required readings was demonstrated	Justification of why both natural tendencies would be weaknesses in the desired role was extremely clear. By way of concrete, related work examples and a broad array of direct references to relevant course concepts, each natural tendency was clearly shown to be a potential weakness given the contextual realities of the role sought. A wide scope of relevant references to required readings were not only used but thoughtfully integrated into the observations in a way that adds robustness to insights.

	Below expectations	Meets expectations	Exceeds expectations
IV. Action plan (25%)	<p>Some actions were vague (not specific enough) and did not reflect a SMART-based approach to action planning</p> <p>OR</p> <p>Actions were not presented as short-, medium-, and long-term.</p> <p>OR</p> <p>Some actions are unrealistic or poorly linked to previous sections of the report.</p>	<p>Provided a reasonably clear description of specific, realistic actions he/she would take in the short-, medium-, and long-term to maximize his/her effectiveness in the desired role and used a SMART-base for action planning.</p> <p>Although the reasons for all steps are not fully clear, almost all of the actions described are realistic and were logically linked to the preceding sections of the report.</p>	<p>Provided an extremely clear, SMART-based description of specific actions he/she would take in the short-, medium-, and long-term to maximize his/her effectiveness in the desired role.</p> <p>All of the actions described are realistic and were logically linked to the preceding sections of the report and follow a comprehensively complete SMART-based approach to action planning.</p>
V. Quality of writing (10%)	<p>The number of grammatical, spelling, syntax, and/or logical flow errors was such that the instructor had some difficulty reading the report; parts of the paper were repetitious / not properly edited; the errors were distractions to the reader.</p>	<p>The number of grammatical, spelling, syntax, and/or logical flow errors was such that the instructor had very little difficulty reading the report.</p>	<p>The number of grammatical, spelling, syntax, and/or logical flow errors was such that the instructor had no difficulty reading the report. The quality of the overall submission was a high level, equal to the academic rigor of a Masters level effort.</p>