



**MGMT 5115 – Leadership
2019 Summer Intensive Session**

Instructor: Richard Clayman, FLMI, FICB, MBA
Office: n/a
Phone: n/a
Email: Richard.Clayman@carleton.ca
Office Hours: By appointment

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

Class Schedule

- Friday, June 7: 6:05pm to 8:55pm
- Saturday, June 8: 8:35am to 4:25pm (lunch is approx. between noon and 1:00pm)
- Friday, June 14: 6:05pm to 8:55pm
- Saturday, June 15: 8:35am to 4:25pm (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](#)

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 role aspiration – to address key skills that require improvement

Course Restrictions:

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

Course Prerequisites: [MGMT 5100](#)

Course Components Chart – Your course map for required readings, cases & self-assessments

Posted to cuLearn separately is a "Course Components Chart" that shows you, for each respective lecture: (a) the general topics we will cover, (b) the required readings, (c) required cases from Harvard publishing, and (d) the self-assessments that need to be completed prior each respective lecture.

Required Readings

There is no textbook required for this course. All readings, online articles, cases and self-assessment questionnaires have been carefully selected to lend a relevant compliment to lecture material covered. Required readings were selected for their specific contributions to our foundational understanding of the issues, regardless of the publication date.

All required readings can most easily be sourced by clicking on the ARES link on the cuLearn web page. Additionally, every article can 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.

Online articles: simply use the provided URL for any required article denoted as 'online'.

Required Cases

The four required cases can only be obtained from Harvard Publishing for a nominal cost. To obtain that lower price, you must access the course pack only through this link when you set up your online account. The link is: <https://hbsp.harvard.edu/import/616179>

Self-Assessments

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 AND ONLY AS A SIMPLE ATTACHMENT – no later than 5:00pm on Friday, June 14, 2019	30%
Personal Leadership Development Report	To be submitted to the professor by email – ONLY IN WORD “.docx” FORMAT AND ONLY AS A SIMPLE ATTACHMENT – no later than 11:59pm on June 22, 2019	70%

COURSE ASSIGNMENTS

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-perceive 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 (Scenario 1) an organization should hire /promote you to a new leadership role or (Scenario 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 candidates or previous leaders? 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 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. Ensure action steps are well aligned to development issues. 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. If a student misses more than one lecture, notice will be provided to the Dean's Office and the student may be excused from the course.

For any lecture missed, the student will be required to submit a Personal Application Assignment (PAA) on **ALL** readings attached to the missed class.

The format for the PAA – for **each** reading of the class 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

ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar: WDN = Withdrawn from the course DEF = Deferred

Academic Regulations

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

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

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity

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

Sprott Student Services

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are 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 8:30am and 4:30pm. 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/learning-support/>

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a 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, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>

APPENDIX A

**PRINCIPAL LEADERSHIP DEVELOPMENT ESSAY
GENERAL EVALUATION CRITERIA – THIS IS PROVIDED ONLY AS A GUIDELINE**

	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.

	Below expectations	Meets expectations	Exceeds expectations
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.
IV. Action plan (25%)	Some actions were vague (not specific enough) and did not reflect a comprehensive approach to action planning 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, 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 comprehensive basis for action planning. 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.	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. All of the actions described are realistic and were logically linked to the preceding sections of the report and follow a comprehensively complete approach to action planning.
V. Quality of writing (10%)	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.	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. The quality of the overall submission was a high level, equal to the academic rigor of a Masters level effort.