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

What we will be doing: Through readings, reflective assignments and class discussion students will explore current leadership theory and apply that theory to current examples of leadership in the contemporary business environment. Each student will have the opportunity to consider his/her own leadership style and capabilities in light of current leadership theory, and to develop plans for personal development and improvement.

Learning Objectives: This course has been designed to accomplish the following objectives:

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

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

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

Course Restrictions: Enrolment in the Sprott MBA program.

Course Prerequisites: MGMT 5100, or MGMT 5101 and MGMT 5102

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

Exam date: Not applicable.

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

Grading Scheme:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight for Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Leadership in Crisis/Triumph Assignment</td>
<td>40%</td>
</tr>
<tr>
<td>Contribution to Class Reading List</td>
<td>10%</td>
</tr>
<tr>
<td>Contribution to Class Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Personal Leadership Development report</td>
<td>40%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
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</tbody>
</table>

Details:

<table>
<thead>
<tr>
<th>Term project: Course deliverable</th>
<th>Due Date</th>
<th>Weight for Final Grade</th>
<th>Discussion of Deliverable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership in Crisis, or Leadership in Triumph Assignment</td>
<td>1 June 2015 Submitted to me, in either electronic copy or hard copy, prior to the start of the 5th lecture</td>
<td>40%</td>
<td>See Note A below this table.</td>
</tr>
<tr>
<td>Personal Leadership Development Report</td>
<td>15 June 2015 Submitted to me in electronic form, to my Carleton email account, one week after the completion of the last class</td>
<td>40%</td>
<td>See Note B below this table.</td>
</tr>
<tr>
<td>Contribution to Class Leadership Reading List</td>
<td>8 June 2015 Submitted to me in electronic copy or hard copy, prior to the start of the 6th lecture; be prepared to discuss why you felt the items you suggested are important contributions to the discussion of leadership.</td>
<td>10%</td>
<td>See Note C below this table.</td>
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</table>
Class Contribution | Assessed by the instructor. | 10% | Please note that you are expected to contribute to discussions in class each week as this is the most effective way to learn about leadership. You will be expected to have read and reflected on the readings before coming to class. You will be assessed on your degree of preparation, thought and engagement in class discussions.

Note A

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

To be submitted - Due on 1 June 2015, submitted electronically to my email address – bruce.squires@carleton.ca - or a hard copy brought to class.

Worth – 40% of final grade

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

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

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

To be submitted - Due on 15 June 2015, submitted electronically to my email address – bruce.squires@carleton.ca

Worth – 40% of final grade
1. Research the position that you would like to hold in five years time. Describe the context of the position or role, the expectations of the leader, the dynamics of the group being led, any particular challenges that you can foresee coming up for this particular organization.
2. Using the theories that we have discussed in class, what type of leadership do you think will be important in this role? What is your leadership style at present? Where do you see your own weaknesses and strengths? How successful do you think you will be in this role? What can you do to prepare yourself in the time between now and then to be more assured of personal success? Consider your role as both leader, follower, and as general member of the organization. At minimum, outline two personal leadership weaknesses and two personal strengths. Link your observations to the literature we have studied in the past term.
3. Outline an action plan that you will follow (with relevant short, medium, long term goals) to help you improve on your weaknesses and hone your strengths. Discuss what metrics will be in place for you to know that your action plan is effective.

Format – Essay style, use referencing where appropriate (APA style of referencing). Report should be at most 8 double spaced pages, 12 times plain font, one inch margins. 7

Note C – Contribution to Class Reading List

To be submitted - Due on 8 June 2015, submitted electronically to my email address – bruce.squires@carleton.ca. Be prepared to defend your submissions to the list in class on 9 June 2014, and tell the class why you feel these submissions contribute to the body of knowledge on leadership and therefore deserve a place on our class list.

Worth – 10% of final grade
As students of leadership, it is expected that your learning will not end at the completion of the term. Most professional managers and leaders maintain a reading list of books by subject for future learning and exposure to current leadership theory.
Use this course as an opportunity to start your own reading list, and to benefit from the presence of other scholars, managers and leaders who share your interest in leadership studies and opinion. Your reading list is to be submitted to me in electronic copy prior to the start of the 6th lecture; be prepared to discuss why you felt the items you suggested are important contributions to the discussion of leadership.

Other pertinent information for the course

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Agenda</th>
<th>Pre-class Prep</th>
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leadership ability?  
- do we choose what type of leaders we are, or is it a birthright and unable to be changed?  
-leaders vs managers – is there a difference?  
-how do you view leadership? Give personal examples

| 2 | 11 May | Topic – Behaviour and Contingency theories of leadership. Discussion of what the behaviour and contingency theories of leadership are, why they are important to the study of leadership theory. What are the gaps in understanding of leadership when viewed through the eyes of these two types of leadership theories? | Required Readings  

| 3 | 19 May | Topic – Participative Theories of Leadership; Situational Theories of Leadership. Describe participative theories of leadership, situational theories of leadership, and their contribution to current | Required Readings  
| 4 | 25 May | **Topic – Transformation and Transactional Theories of Leadership**  
What is transactional leadership? What is transformational leadership? How do these types of leadership impact leader effectiveness? Is the charismatic leader a transformational leader? | **Required Readings**  
|---|---|---|---|
| 5 | 1 Jun | **Topic – Leader Self-Awareness; discovering and closing the gaps**  
Self-awareness of your leadership style– identify what type of leader do you want to be  
Discussion of authenticity and trust.  
Discussion of followership – where do followers fit into the leadership equation?  
Discussion of leader centric vs follower centric theories. | **Required Readings**  
| 6 | 8 Jun | **Week 6 – Other Topics in Contemporary Leadership Theory**  
Becoming the leader you want to be; leadership in a diverse work | **Required Readings**  
Policy on Mobile Devices

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

Group Work

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

Person with Disabilities

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

Religious Observance

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

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

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

Academic Integrity

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

Important Dates and Deadlines Summer 2015

Graduate, Undergraduate and Special Students

Sessions:

- **Early Summer**: May 4, 2015 to June 16, 2015
- **Late Summer**: July 2, 2015 to August 14, 2015
- **Full Summer**: May 4, 2015 to August 14, 2015

**March 1**
Last day for receipt of applications for admission to an undergraduate degree program for the summer term.

**March 24**
Last day to pay any remaining balance on your Student Account to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents. An account balance may delay Summer 2015 course selection.

**March 25**
Carleton Central opens at 8:30 a.m. for registration for Carleton University degree students (graduate and undergraduate). Check your timeticket here.

**March 26**
Registration for Carleton Special (non-degree) students begins at 8:30 a.m.
April 8
Registration for University of Ottawa undergraduate students begins. Registration opens at 8:30 a.m.

May 1
Last day for receipt of applications for undergraduate degree program transfers for the summer term.

Date to be confirmed by Business Office
Deadline for fee payment or assignment of funding to ensure payment is processed to your account without incurring a late charge. Payment of fees is due by the posted deadlines.

May 4
Full summer and early summer courses begin.

May 11
Last day for registration and course changes for early summer courses.

May 15
Last day for registration and course changes for full summer courses. Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in Spring 2015 and must register for the Summer 2015 academic term.

May 18
Statutory holiday, University closed. No CUOL course broadcast.

May 22
Last day for a full fee adjustment when withdrawing from early and full summer courses (financial withdrawal).

June 5
Last day to submit to the Paul Menton Centre for Students with Disabilities, formal Examination Accommodation Forms for June examinations

June 8-18
Fall/Winter and Winter term deferred final examinations will be held.

June 16
Last day of early summer classes (NOTE: Full summer classes resume July 2). Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for courses that end on this day. Last day for academic withdrawal from early summer courses.

Date to be confirmed by Business Office
Final Summer term payment deadline. Any balance owing on your student account will prevent
access to registration for future terms. Holds will be placed on unpaid summer accounts, which will prevent access to marks and/or registration for the 2015-16 Fall/Winter course selection. Payment of fees is due by the posted deadlines.

**June 19-25**
Early summer examinations may be held. It may be necessary to schedule examinations during the day for classes held in the evening and vice versa. Examinations are normally held all seven days of the week.

**July 1**
Statutory holiday, University closed.

**Date to be determined by Business Office**
Late registration charges take effect at 12:00 a.m. (midnight) for students registering only in late summer courses (July-August courses). Payment of fees is due by the posted deadlines.

**July 2**
Late summer courses begin and Full summer courses resume.

**July 9**
Last day for registration and course changes for late summer courses.

**July 23**
Last day for a full fee adjustment when withdrawing from late Summer courses (financial withdrawal)

**July 24**
Last day to submit to the Paul Menton Centre, for Students with Disabilities, formal examination accommodation forms for August examinations.

**August 1**
Last day for graduate students to submit to their thesis supervisor an examination copy of their Master’s or PhD thesis for Fall graduation.

**August 3**
Civic holiday, University closed. No CUOL course broadcast

**August 14**
Classes follow a Monday schedule.
Last day of late and full summer term classes.
Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for courses that end on this day.
Last day for academic withdrawal from late summer and full summer courses and any other courses that end this term.
August 17-23
Final examinations in full and late summer courses may be held. It may be necessary to schedule examinations during the day for classes held in the evening and vice versa. Examinations are normally held all seven days of the week.

September 25-27
Summer term deferred final examinations will be held.

September 30
Last day for receipt of applications for appeal of final grades in summer term courses.