



MGMT 5115A – Leadership & Management
Wednesdays @ 8:30am to 11:30am, starting Sept. 9, 2015

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Office Hours: By appointment

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 advanced course in leadership focuses on raising the student's conscious awareness of the successful leadership skills that need to be developed and utilized at every level of employment, but especially as the student 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. All required readings can best be sourced from the Business Source Complete Library Database. Self-assessment questionnaires / handouts have been assembled for your convenience (and to respect copyright regulations) in one nominally priced course pack with Study.Net. The Study.Net assembly can be accessed online and either used in electronic form or printed, at your preference. I recommend you print them off and bring then to class completed and ready for review except for the Social Styles form – that we must only complete together in class. Instructions to acquire your Study.Net course pack will be posted prior to your course commencement on cuLearn. Some additional handouts may be distributed during the corresponding lectures.

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).

Deferred Final Examination:

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

Grading Scheme:

Course Deliverable	Due Date	Weight on Final Grade
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Your Leadership 'Point-of-View' assignment	To be submitted to me in class, in hard-copy, prior to the start of the 5 th lecture on Oct. 7 th	30%
Personal Leadership Development Report	Hard-copy to be submitted by midnight of Oct. 21 via the drop box slot at DT - 8 th floor, with my name clearly indicated on the	70%

Term project:
ASSIGNMENTS

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

Imagine the following different but possible scenarios:

1. Good organizations may hire for that non-managerial position today but are actually testing the candidate for their future potential in a role with greater responsibilities and scope. They will test those assumptions throughout the interview. How will you respond?
2. As a new promotion interview nears its end, interviewers often say: "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? Most candidates say little, and are just happy to have the interview end. What a missed opportunity! What will they remember about you that will make you stand out amongst the other candidates? In other words, what will make you special?
3. An MBA graduate is hired and introduced to a brand new subordinate team which is looking for reasons to follow: hope, inspiration, confidence, vision, etc.

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 one of the classes). Designed to be effectively delivered in about 2 minutes, it must not be longer than 500 words. It must clearly communicate why an organization should hire /promote you to a new leadership role or 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 4 classes) you feel best represent your authentic style. In short, what can you say that would make you stand out against any other candidate or previous leader?

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. Length: 4 pages max.

4. Describe a specific, concrete 'SMART-based' action plan you could follow (specifying what steps you would take 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, legible font style with 1-inch margins. The assessment criteria for this report are presented in Appendix B.

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 experiential learning method used in this course. While academically grounded in leadership theory, the students will learn by doing, and by interacting.

The extent to which the course will be successful in achieving its teaching objectives will be determined in great part by the degree to which the students are motivated to embrace an active learning model and step outside their comfort zones. 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 debriefs of group or individual exercises.

Attendance / Missed classes

The course is full in terms of content, but short on time (only 6 weeks). 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?

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) 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.***

Date	Topic(s)	Required Readings	Self-Assessments associated with this lecture
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Date	Topic(s)	Required Readings	Self-Assessments associated with this lecture
LECTURE 1	<p>LEADERSHIP CONTINUUM: What types of leaders are there?</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</p>	<p>SELF-AWARENESS: 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:</p> <p>Goleman, D., Boyatzis, R. (2008). Social Intelligence and the Biology of Leadership/ Harvard Business Review, Sept. 2008, Vol.86, Issue 9, p.74-81. AN33983120</p> <p>Seijts, G.H., Kilgour, D. (2007). Principled Leadership: Taking The Hard Right. Ivey Business Journal. May/June, 2007. Vol.71, issue5, p.1-10. AN26050830</p>	<p>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 3</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>= 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 Great Leaders. <i>Harvard Business Management Update</i>, March 2006, Vol.11, Issue 3, Special Section, p.3 (one page only) AN19907330</p> <p>Berry, L.L., (2004) Leadership lessons from the Mayo Clinic. <i>Organizational Dynamics</i> (2004) Vol.33, No.3, p 228-242; ISSN0090-2616</p>	<p>Self-Assessments:</p> <ul style="list-style-type: none"> • Effective followership Behaviors • Interpersonal skills
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<p>LECTURE 4</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 5</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</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>= Virtual Leadership</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>Johansson, F. (2005). Masters of the Multicultural. <i>Harvard Business Review</i>, Oct. 2005, Vol. 83, Issue 10. p.18-19 AN1850050</p>	<p>Self-Assessments:</p> <p>‘Do You Want To Lead - to be handed out in class</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

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

Religious Observance

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

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

Pregnancy

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

Academic Integrity

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

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.	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.	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.	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.

	Below expectations	Meets expectations	Exceeds expectations
IV. Action plan (25%)	Some actions were vague (not specific enough). OR Actions were not presented as short-, medium-, and long-term. OR Some actions are unrealistic or poorly linked to previous sections of the report.	Provided a reasonably clear description of specific, realistic actions he/she would take in the short-, medium-, and long-term to maximize his/her effectiveness in the desired role. 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 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 SMART-based 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.

Important dates and deadlines

Sessions:

- **Fall term: September 2, 2015 – December 7, 2015**
- **Winter term: January 6, 2016 – April 8, 2016**
- **Fall/winter: September 2, 2015 – April 8, 2016**

May 25

The registration timetable planning tool is available for the 2015-2016 academic year. The Student Registration Assistance service becomes available to all students.

June 4

Carleton Central opens at 8:30 a.m. for registration for new first year undergraduate students (see [Timeticket schedule](#) for your registration start time).

June 22

Carleton Central opens at 8:30 a.m. for registration for returning students (see [Timeticket schedule](#)).

August 7

Carleton Central opens at 8:30 a.m. for registration for Special Students (see [Timeticket schedule](#)).

August 25

Payment deadline date for your entire student account. Click [here](#) for important payment information. [Late charges](#) may be applied to the student account any time after this date.

August 29-30

Residence move in weekend. Students will be advised in July of their assigned move in date.

August 31

Orientation for Teaching Assistants.

September 1

Last day for receipt of applications from potential fall (November) graduates.

Academic orientation.

All students are expected to be on campus. Class and laboratory preparations, departmental introductions for students and other academic preparation activities will be held.

September 2

Fall term begins.

Fall and fall/winter classes begin.

September 4

Classes follow a Monday schedule.

September 7

Statutory holiday. University closed.

September 18

Last day of registration for fall term and fall/winter courses.

Last day to change courses or sections (including auditing) for fall/winter and fall term 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 Fall 2015 and must register for the Fall 2015 term.

September 25-27

Summer deferred final examinations held.

September 30

Last day to withdraw from fall term and fall/winter courses with a full [fee adjustment](#). Withdrawals after this date will create no financial change to Fall term fees (financial withdrawal).

October 9

December examination schedule (fall term final and fall/winter mid-terms) available online.

October 12

Statutory holiday. University closed.

October 15 Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.

October 26-30
Fall break. Classes are suspended.

November 6
Last day to submit Formal Examination Accommodation Forms to the Paul Menton Centre for Students with Disabilities for December examinations.

November 15
Last day for receipt of applications for admission to an undergraduate degree program for the winter term.

November 24, 2015
Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examination Regulations in the Academic Regulations of the University section of this Calendar).

November 25
Final Payment Deadline. Click [here](#) for important payment information. [Late charges](#) may be applied to the student account any time after this date.

December 1
Last day for receipt of applications from potential winter (February) graduates.
Last day to upload your Master's or PhD thesis for your thesis defence in order to graduate this winter.

December 7
Fall term ends.

Last day of fall-term classes.
Last day for academic withdrawal from fall term courses.
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 fall term courses.
Last day for receipt of applications for undergraduate degree program transfers for winter term.
Last day to pay any remaining [fall tuition fees](#) to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents.

December 8
No classes or examinations take place.

December 9 – 21
Final examinations in fall term courses and mid-term examinations in fall/winter courses may be held. Examinations are normally held all seven days of the week.

December 15, 2015

Fall Co-op Work Term Reports due.

December 22, 2015

All take home examinations are due.

December 25 to January 3

University closed