

**Leadership Development Seminar  
Masters of Management of Applied Science  
Graduate Diploma in Professional Communications and Management  
Course Outline: 2015-16**

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**1. Course Information:**

**1.1. Class Location and Time:**

**Room**

Time: Fall Term - Thursdays, 9:30 – 12:30

Time: Winter Term – Fridays, 9:30 – 12:30

**1.2. Instructor: Professor Mitch Rothstein**

**Office: Social Science Centre Room 4330E**

**Office Hours: By appointment**

**Phone: 661-3298**

**Email: [mgrothst@uwo.ca](mailto:mgrothst@uwo.ca)**

**Website Address: <http://owl.uwo.ca/portal>**

DAN Management and Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2111 ext 82147 for any specific question regarding an accommodation. More information about “Accessibility at Western” is available at: <http://accessibility.uwo.ca>

**2. Calendar Description**

**2.1.** The goal of this course is to provide an understanding of what constitutes leadership at an early career stage in an organizational context, and to prepare students to undertake leadership roles throughout their careers.

**Three lecture hours, alternate weeks.**

**2.2. Antirequisite(s):** None

**2.3. Prerequisite(s):** Enrolment in MMASc or GDip in Professional Communication and Management

**2.4.** Senate Regulations state, “unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

### **3. Textbook**

- 3.1.** There is no assigned textbook for this course. Course materials will be available as a Course Pack in the Western bookstore.

### **4. Course Objectives and Format**

- 4.1.** The objectives of this course are to (1) provide students with an understanding of the roles and responsibilities of leadership in an organization, (2) develop the core leadership competencies of self-awareness and self-management, (3) create an individual development plan to enhance leadership skills, (4) learn to manage interpersonal and team relationships effectively, and (5) develop skills to adapt to and lead change in an organization.
- 4.2.** Course format: Lecture, discussion, and workshop. Students are expected to be active participants in the learning process by contributing on a regular basis to class discussions and fully involving themselves in workshops.

### **5. Evaluation**

- 5.1.** This course will be evaluated on a Pass/Fail basis. A Pass will be obtained by (1) handing in 5 short (3 - 4 pages) self-reflection papers based on the material covered in your choice of any 5 of the 12 classes, and (2) participating in class discussions.
- 5.2.** (1) The objective of the self-reflection papers is to provide you with an opportunity to reflect on the meaning of the reading/discussion/activity from a given class for your personal development as a leader. It's an opportunity to identify your leadership strengths and weaknesses, and use these observations along with your learning and insights from the course material with respect to their personal meaning to you, to develop a personal leadership development plan as you begin your career. No specific grade can or should be attached to these papers, because there is no "right answer". Every individual will be creating a unique and personal plan for themselves. In order to capture your meaningful reflections on the material you have encountered, each self-reflection paper will be due one week after the class you choose to reflect on. Reflection papers may be based on more than one class if that makes sense to you. You are invited to discuss your learning and reflections with the instructor at any mutually agreeable time.
- 5.3.** (2) Participating in class discussions is absolutely critical to the learning process in a course such as this. It represents active engagement and involvement with your own insights and learning, as well as a willingness to contribute to the shared learning of all students in the class. It is understood that not everyone will be able to or want to participate in every class discussion. A minimum goal for all students is to participate in no less than 50% of the classes.

### **6. Class Schedule**

**NB: Class material and readings are (1) located in the Course Pack available in the bookstore, or (2) accessible online. If a reading is not in the Course Pack, you will be able to access it online through the Western library system. By utilizing this system, which is free to you, we have been able to make significant cost reductions on the price of the Course Pack. If you have never accessed the Western library system for this purpose, please follow the steps below:**

**Log on: [alpha.lib.uwo.ca](http://alpha.lib.uwo.ca)**

**Click on Journal Title**

**Type Name of Journal**

**Click on Search**

**Click on Journal Title: Online**

**Click on Journal Title: Online Access (make sure it is the link to appropriate date of article you are searching)**

**Click on Year (of issue)**

**Click on specific Volume and Issue #**

**Scroll down to find article of interest**

**Click on PDF Full Text**

**Read and/or print**

### **Class # 1: Introduction**

Lecture and discussion: The context of leadership careers

Set-up and overview of course

What to expect: preparation, participation, and outcomes

### **Class # 2: Why Leadership Development Matters – Survival in a Leadership Career**

Prepare case discussion: Kapco A or B (detailed preparation instructions will be given in Class # 1).

Read:

Gabarro, J.J. & Kotter, J.P. (1993). Managing your boss. Harvard Business Review, May-June, pp. 150-157.

Van Velsor, E. & Leslie, J.B. (1995). Why executives derail: Perspectives across time and cultures. Academy of Management Executive, 9, pp. 62-72.

Pfeffer, J. (2013). You're still the same: Why theories of power hold over time and across contexts. Academy of Management Perspectives, 27, pp. 269-280.

### **Class # 3: What is Leadership (Really) and How do you Develop It**

Lecture and discussion of the nature (and nurture) of leadership  
In-class exercise: What is leadership  
Integration of readings and discussion: Building a Model of Situational Leadership  
Read:

Bennis, W. (2007). The challenges of leadership in the modern world. American Psychologist, 62, pp. 2-5.

Zaccaro, S.J. (2007). Trait-based perspectives of leadership. American Psychologist 62, pp. 6-16.

McCall, M.W. (2010). Recasting leadership development. Industrial and Organizational Psychology: Perspectives on Science and Practice, 3, pp. 3-19.

Van Velsor, E. & McCauley, C.D. (2004). Introduction: Our view of leadership development, pp. 1-22. In Handbook of Leadership Development, McCauley, C.D. & Van Velsor, E. (Eds.), Jossey-Bass.  
ISBN: 0-7879-6529-4

Seigts, G. (2014). Learning to lead. Ch. 3 in Good Leaders Learn, pp. 17-22, Routledge.  
ISBN: 978-0-415-65976-5

#### **Class # 4: Developing Self-Awareness – The Essential Leadership Skill (I)**

Leadership Wheel workshop  
Introduce additional self-assessment tools (360 degree competencies, critical incidents)  
Read:

Drucker, P.F. (1999). Managing oneself. Harvard Business Review, March-April, pp. 65-74.

Clawson, J.G.S. (2010). Problems in managing the self-assessment process for leaders-to-be. Ch. 3, pp. 91-107, in Self-Management and Leadership Development, Rothstein, M. & Burke, R. (Eds.), Edward Elgar.  
ISBN: 978-1-84844-323-5

#### **Class # 5: Developing Self-Awareness – The Essential Leadership Skill (II)**

Analysis of self-assessment data (360 degree competencies, critical incidents)  
Leadership Journey exercise  
Workshop on identifying themes in self-assessment data; implications for career and future steps in your leadership development  
Read:

Van Velsor, E., Moxley, R.S., & Bunker, K.A. (2004). The leader development process. Ch. 7, pp. 204-233, in Handbook of Leadership Development, McCauley, C.D. & Van Velsor, E. (Eds.), Jossey-Bass.  
ISBN: 0-7879-6529-4

Waldman, D.A. & Atwater, L.E. (1998). How does 360 feedback impact individual performance? Ch. 5 in The Power of 360 Degrees Feedback, pp. 79-97, Gulf Publishing.

#### **Class # 6: Leadership in Teams**

Team leadership exercise  
Lecture and discussion of leadership “roles” and the true nature of leadership  
Read:

Katzenbach, J.R. & Smith, D.K. (2005). The discipline of teams. Harvard Business Review, July-August, pp. 1-9.

Bedwell, W.L., Shuffler, M.L., Wildman, J.L., & Salas, E. (2010). Self-directed work teams: Best practices for leadership development. Ch. 10, pp. 251-294, in Self-Management and Leadership Development, Rothstein, M. & Burke, R. (Eds.), Edward Elgar.  
ISBN: 978-1-84844-323-5

### **Class # 7: Goal Setting, Getting Commitment, Performance Evaluation**

Frascati and Wilcox case and role play workshop (instructions to be provided in Class # 6)  
Lecture and discussion on best practices  
Read:

Latham, G.P. (2003). Goal setting: A five-step approach to behavior change. Organizational Dynamics, 32, pp. 309-318.

Kouzes, J. & Posner, B. (1994). Plan small wins: Building commitment to action. Ch. 10, pp. 217-238, in The Leadership Challenge, Jossey-Bass.

### **Class # 8: Negotiating and Influencing Without Authority**

In-class exercises (Supervisory Training Committee; Salary Negotiations)  
Discussion on best practices  
Read:

Getting to Yes (online): “6thfloor.pp.fi/fgv/getting to yes.pdf”  
(read pp. 6 (Introduction) to 49 (to the end of “The Model”))

### **Class # 9: Leadership Character**

In-class analysis of leadership character portrayals  
Discussion and analysis of leadership character and your development  
Read:

Case: Invictus: Introducing Leadership Competencies, Character, and Commitment, Ivey Case # 9B14CO16.

Gandz, J., Crossan, M. Seijts, G. & Reno, M. (2013). Leadership character and corporate governance. Ivey Business Journal, May/June, pp. 1-6.

### **Class # 10: Leading Change**

Case analysis: Donna Dubinski and Apple Computer (A)  
Lecture and discussion on best practices in leading change  
Read:

Kotter, J.P. (1995). Leading change: Why transformation efforts fail. Harvard Business Review, March-April, pp. 1-8.

Case: Donna Dubinsky and Apple Computer (A), Harvard Business School Case # 9-486-083.

### **Class # 11: Mentoring and Networking**

Case analysis (TBA)  
In-class network assessment exercise (read and prepare exercise in Course Pack prior to class)  
Lecture and discussion of best practices  
Read:

Case Note: Beyond the Myth of the Perfect Mentor. Harvard Business School Case Note # 9-491-096.

Case Note: Network Assessment Exercise. Harvard Business School Case Note # 9-497-002.

### **Class # 12: Managing Your Leadership Career**

Case analysis: Michael Anibaldi (A)  
Case analysis: James Reed (A)  
Lecture and discussion on leadership career transitions  
Read:

Case Note: Managing Your Career. Harvard Business School Case Note # 9-494-082.

Case: Michael Anibaldi (A), Ivey Case # 9B04CO35

Case: James Reed (A), Ivey Case # 9A95CO25

## **7. University Policy Regarding Illness**

### **7.1. Illness**

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation supplied (see below for process) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

Documentation shall be submitted, as soon as possible, to the appropriate Dean's office (the Office of the Dean of the student's Faculty of registration/home Faculty) together with a request for relief specifying the nature of the accommodation being requested. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy [http://www.uwo.ca/univsec/pdf/academic\\_policies/general/privacy.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/general/privacy.pdf) .

Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Dean's Office in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty.

Academic accommodation shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to indicating simply that the student was seen for a medical reason or was ill.)

A form to be completed by off-campus physicians is available at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

complete his/her academic responsibilities. (Note: it will not be sufficient to provide documentation Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.

In the case of a final examination in the course, the student must arrange for a Special Examination or Incomplete through their Dean's office, for which you will be required to provide acceptable documentation.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Faculty Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered.

## **7.2. Attendance**

**7.2.1.** It is expected that students will attend all classes. The professor does not provide access to lecture notes. Students are encouraged to obtain missed lecture notes from a fellow student.

## **8. University Policy on Cheating and Academic Misconduct**

**8.1.** Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Scholastic Offenses in the Academic Calendar. Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. A claim that "you didn't know it was wrong" will not be accepted as an excuse.

- 8.2. The penalties for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

## 9. Procedures For Appealing Academic Evaluations

- 9.1. In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Graduate Chair of the program. If the response of the Graduate Chair is considered unsatisfactory to the student, he/she may then appeal to the Dean of the Faculty in which the course of program was taken. Only after receiving a final decision from the Dean, may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office.

## 10. Student Responsibilities

- 10.1. Material covered in lectures will not always be the same as material covered in the Course Pack. These two sources should be viewed as complimentary and not redundant. As such, students who want to do well in this course are strongly encouraged to attend lectures on a regular basis. Please note that the instructor will not be providing copies of lectures notes. Therefore, if you miss a lecture, you should try to obtain this material from another student.

Some students may be unaware that their private discussions are distracting to other people. If you feel that students are distracting your attention from the material, then you should ask them to be quiet. If you feel uncomfortable doing this (or the problem persists), then please see the instructor. In addition, please avoid engaging in private discussions with other students during the lectures.

To avoid unnecessary distractions, please arrive to each class on time.

## 11. Support Services

### 11.1. Support Services

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca> Student Support Services (including the services provided by the USC listed here) can be reached at: <http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>.

- 11.2. Students who are in emotional/mental distress should refer to Mental Health@Western [http://www.health.uwo.ca/mental\\_health/](http://www.health.uwo.ca/mental_health/) for a complete list of options about how to obtain help.

## 12. Other Issues

### 12.1. Short Absences.

If you miss a class due to minor illness or other problems, please inform your instructor. Cover any readings and arrange to borrow the missed lectures notes from a classmate.

### 12.2. Extended Absences.

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. The Graduate Chair can help you to



consider the alternatives. At your request, he/she can also keep your instructors informed about your difficulties.

### **12.3. Academic Concerns.**

If you are in academic difficulty, it is strongly recommended that you see your Graduate Chair.

### **12.4. Important Dates:**

September 4, 2014 Classes begin

December 3, 2014 Fall Session classes end.

January 5, 2015 Winter Session classes begin.

February 16, 2015 Family Day

April 3, 2015 Good Friday

April 8, 2015 Winter Session classes end.

## **13. Email policies**

The following policies apply to all emails between students and the Professor. Please respect the fact that the Professor may receive hundreds of emails from students and must deal with those emails in a fair and organized manner. Non-acceptable emails will receive a reply saying only "Please see Email Policies on the course outline".

### **UWO.CA Email Addresses Only**

For privacy reasons, students must use their Western email accounts to contact the Professor. The Professor will not respond to emails from non-uwo.ca addresses (e.g. hotmail.com, gmail.com, etc.).

### **Subject Line Must Include Course Name**

The subject line of emails must contain the name or number of the course, and the section number in which the student is enrolled. The Professor teaches different courses and sections and cannot properly respond to questions if he does not know which course or section you are enrolled in.

### **Acceptable Emails**

- questions about the course content or materials
- asking to set up an appointment to ask questions or review course work
- notification of illness or other special circumstances
- providing constructive comments or feedback about the course

### **Non-Acceptable Emails**

- questions that may be answered on OWL or on this course outline
- requests for advice or concerns about the program – you are welcome to make a personal appointment to discuss these issues
- requests for special consideration on an evaluation – again, you are welcome to make a personal appointment to discuss this