



Organizational Leadership (BUSI-3000)

Winter Semester, Thurs, 7-10 PM CST / 6-9 PM MST

Instructor: James Magnus-Johnston

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Summary: In environments of rapid change, mindboggling complexity, and pervasive ambiguity, how do leaders organize people and resources? Organizational leadership is hard work, and places formidable demands on individuals' intellect, skill, stamina and character. This course will explore these issues through case studies drawn from a range of sectors, companies, and industries. We will explore why things go well, why they sometimes go wrong, and how leaders might succeed or fail.

Prerequisite: 24 credit hours of university-level studies or instructor permission

Objectives:

- Analyze and interpret leadership styles in the context of contemporary social issues
- Apply principles of management that are consistent with an understanding of a range of organizations
- Consider core elements of success needed to effectively sustain collective impact

Deadline for withdrawal without academic penalty: March 21

Reading List

REQUIRED TEXTS

Bratton, J. ed. *Organizational Leadership*. London: Sage, 2020.

SUPPLEMENTARY TEXTS posted on the course [website](#)

| | |
|--|-----|
| Participation (inc. attendance, discussion) | 10% |
| Observations (Feb 10 / Apr 14) | 20% |
| Learning reflections (in class) | 5% |
| Mid-term test (take-home; due Mar 3) | 10% |
| Leadership formation project (due Apr 7) | 10% |
| Presentation (sign up for your timeslot) | 20% |
| Final reflection on project (Apr 14) | 25% |

| Letter | % | GPA | Descriptor |
|--------|--------|-----|--------------|
| A+ | 90-100 | 4.5 | Exceptional |
| A | 80-89 | 4 | Excellent |
| B+ | 75-79 | 3.5 | Very Good |
| B | 70-74 | 3 | Good |
| C+ | 65-69 | 2.5 | Satisfactory |
| C | 60-64 | 2 | Adequate |
| F | 0-49 | 0 | Failure |

An “excellent” assignment (A) would display:

1. Original thinking and a superior grasp of the subject matter
2. A highly developed capacity for critical evaluation, synthesis, and creativity
3. Appropriate descriptions and quotations
4. Organizing and subordinating information well; writing and/or speaking clearly
5. The use of research sources using *any* recognized style format. For reference, see: Hacker, Diana. *A Pocket Style Manual*. Eighth edition. Boston and New York: Bedford/St. Martin's, 2018

Class participation: Your participation grades will be posted at the middle and the end of the semester. You will be graded on the quality and quantity of interaction – that is, not only the volume of interaction, but its quality. Attendance and peer reviews will also be factored into your participation grade.

For presentations, students will be graded by their peers in class through a web-based form. Students will be graded on a standard grading scale. The instructor will aggregate and vet the final grade. Failure to participate in the peer-review process will negatively impact your participation grade.

Leadership observations: Each class, you will be expected to provide a written or graphic response to observations of leadership in the media (audio; visual; written). Please maintain these observations in a portfolio consisting of one submission per class. Media sources include podcasts, news sites, newspapers, radio, TV, books, movies, and social media. In class, you will be asked to comment on the following: what aspects of leadership intrigued you? What style of leadership did you observe?

Learning reflections: From time to time, I will pose questions for you to respond to in class using a web-based form. Short periods of class time will be allocated to complete those reflections. *Note that your attendance will be gauged partly based on your submissions.*

Presentation: For each chapter, students will prepare a presentation that summarizes the main argument of the reading in order to catalyze in-class discussion. Presentations are intended to be substantive, yet conversational. Those performing the summary will be asked to consider and summarize: the main argument/point; the sub-sections in support of the main argument/point; the implications and conclusion.

Please also provide a critical analysis, including a series of questions to engage discussion. Consider whether or not there was a problem with the author's argument. Is there something that wasn't considered? Questions should lead the class to defend/critique the reading and may be posed throughout the presentation or at the end of it. Be sure to sign up early for your timeslot. ***Please note that an observation entry will not be required on the date of your presentation. Note also that a portion of your grade will be provided by your peers, but that peer reviews are accepted only as recommendations to the instructor. Final grades will be vetted and adjusted by the instructor.***

Leadership formation project ("problem-based leadership"): As your final project, you will be invited to form a team that collaboratively addresses a "problem" identified from (a) among class readings or (b) among your observations (preferably not a topic you've presented on). Suggestions include: business problems or social issues on a particular scale (local; national?). How would you address that problem? How would you organize yourselves as an organizational team?

To form your proposal, you can use a number of different presentation modes, including (but not limited to): a written report, a video project, a design board, a narrated slideshow, or another mode of presenting ideas. You will still need to create a "thesis" and scope out your idea (a problem or research question at the top of the assignment) so that you can make good judgments about what to include. Please consult 5-8 sources and list them bibliographically.

Final reflection on team project ("final reflection"): Based on your team project, you will complete a final reflection on your personal approach to leadership. Please synthesize 2-3 key concepts from the

readings and comment on the implications of that concept for politics and society (500words); alternatively, you are able to produce a video to illustrate your ideas.

Policies

Final grades: Grades submitted by instructors at CMU become final only after they are vetted by the Dean's Council. That process occurs early in January for fall semester grades and early in May for winter semester grades.

Academic integrity: *Academic Integrity*—All material referred to in any assignment MUST be appropriately referenced. Plagiarism is a serious matter. Students should be aware of your university's Academic Policies, particularly those regarding academic misconduct (plagiarism and cheating), which apply to all University courses. These are detailed on CMU's [website](#) and in the CMU Calendar. If you still have questions about appropriate referencing and what plagiarism is, a useful tutorial can be found [here](#). For more information on policies regarding grades, academic misconduct, appeals, and other matters, please see your *Academic Calendar*. For

Accessibility: Both CMU and King's strive to provide a fair and supportive learning environment for academically qualified students with disabilities. If you are eligible for these services or have questions about becoming eligible, please contact your Coordinator of Accessibility Programs.

Academic support services: Student studying, tutoring, and the Peer Assisted Learning (PAL) program are offered to CMU students free of charge in the Marpeck Mezzanine.

Counselling: University students face many challenges and at times may benefit from having a trained professional to talk to. There are qualified counsellors at each university who volunteer their services free of charge to students on campus. At CMU, students wishing to book an appointment with a counsellor are asked to contact the North Side Receptionist at 204.487.3300 or info@cmu.ca. Confidentiality is maintained at all times. The counselling office is located at C365 (north side) and is free for CMU students.

Course Schedule

| | Theme | Carroll | Bratton | Goleman |
|--------|--|---------|---------|---------|
| Jan 13 | Intro: power, and concepts of leadership | Pro | 1; 3 | 1 |
| | Classical theories | | | |
| Jan 20 | Leadership in organizations | 1 | 2; 15 | 2 |
| Jan 27 | Traits: an historical survey; feminist perspectives | 2 | 6; 14 | 3 |
| Feb 3 | Contingent leadership: "in particular contexts" | 3 | 5 | 4 |
| Feb 10 | Transformational leadership: secularized theology | 4 | 7 | 5 |
| | <i>leadership observations due</i> | | | |
| | Leading in context | | | |
| Feb 17 | Learning how to lead // <i>take-home test assigned</i> | 5 | 12 | 6 |
| | <i>Reading week - no class</i> | | | |
| Mar 3 | Leadership, governance, strategy // <i>test due</i> | 6 | 9-10 | 7 |
| Mar 10 | Difference and leadership | 7 | 4 | 8 |
| Mar 17 | Studying followers // <i>team formation project assigned</i> | 8 | 13 | |
| | Contemporary perspectives | | | |
| Mar 24 | Leadership-as-process / performance management | 9 | 11 | 9 |
| Mar 31 | Relational leadership and emotional intelligence | 10 | 8 | 10 |
| Apr 7 | Critical leadership for social impact // <i>project due</i> | 11-12 | 16 | |
| Apr 14 | Seeing leadership and sustaining change // <i>report due</i> | 13 | 17 | 11 |
