



Organizational Leadership (BUSI-3000)

Winter Semester, Tues/Thurs, 4-5.15 PM, D30 (south)

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](#)

Assignments

Participation (inc. attendance, discussion)	10%
Observations (Feb 14 / Apr 4)	20%
Learning objective prompts (in class)	5%
Mid-term test (take home; due Feb 26)	10%
Leadership formation (due Apr 4)	25%
Presentation (sign up for your timeslot)	20%
Leadership plan presentations (Apr 2/4)	10%

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 portfolio: Each class, you will be expected to provide a point-form 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, social media, radio, TV, books, and movies. 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 objectives: 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 presentation 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. ***Note 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 ("development plan"): Developing a Self-Assessment and Development Plan involves reflecting on your self-perception, personal values, and vision to set clear goals. Drawing primarily from the "Developing Human Potential" text, assess things like your communication skills (verbal and nonverbal), and your ability to build trust within diverse teams. Evaluate your empathy, conflict management strategies, and commitment to civic engagement. Based on this self-assessment, identify areas for improvement, set specific development goals, outline actionable steps, and establish a timeline for achieving them. Regular reflection and adjustment of your plan will facilitate continuous personal and leadership growth.

Final presentation on formation project ("final presentation"): Based on your team project, you will present your personal development plan. The final presentation will be evaluated based on clarity and organization, ensuring a well-structured flow of ideas; self-assessment depth, demonstrating thoughtful reflection on strengths and areas for growth; development goals, which should be clear, actionable, and aligned with the self-assessment; and application of course concepts, showcasing an understanding of key ideas from "Developing Human Potential" and other course material. Additionally, communication skills are crucial, including confident delivery and effective use of visuals. The presentation should demonstrate creativity and engagement, while also adhering to time management guidelines. Finally, Q&A effectiveness will assess how thoughtfully and confidently questions are addressed

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

	Tues	Ch.	Bratton	Thurs	p.	Open Org; Matkin et al
Jan	7	1-3	Nature, Power, Culture	9	85	Stop hiring for culture fit (Kelchner)
	14	4	Strategic Mgmt, Innovation	16	29	Creating teams...aren't afraid to fail (Louis)
	21	5	Trait, Behaviour, Contingency Theories	23	46	Setting goals transparently and collab (Doyle)
	28	6	Charismatic; Transformational Leadership	30	129	Making... transformation manageable (von Ludewig)
Feb	4	7	Relational & Distributed Leadership	6	93	Innovation through community (Fattorini)
	11	8	Followership	13	60	Developing a culture of experimentation (Louis)
	18	Reading Break		20	Reading Break	
	25	9-10	Ethics and HR Management	27	163	Let engagement lead the way (Sansing)
Mar	4	11-12	Leadership Development	6	1-3	My vision, values, personal goals
	11	13-14	Team Development; AI	13	4-5	Communication (verbal and nonverbal)
	18	15-16	Pro-Env, Public Sector Change	20	6-7	Trust, Perceptions
	25	17	Urban and Regional Renewal	27	10-11	Empathy; Conflict
Apr	1	--	Presentations	3	--	Presentations
			Bratton			Open Org Leadership
			Matkin et al			