

Course Outline: LS-1032B, Exploring Leadership: Focus on the Leader

School of Humanities

In the event of a COVID-19 resurgence during the course that necessitates the course moving away from in-person delivery, course content may be delivered online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). There may also be changes to any remaining assessments at the discretion of the course instructor. In the event of a COVID-19 resurgence, detailed information about the impact on this course will be communicated by the Office of the Provost and by the course instructor.

General Information

Course #: LS-1032B
Section #: 530
Term: Winter
Year: 2022-23
Delivery: IN PERSON
Course Day and Time: Wednesdays 2:30pm to 5:30pm EST
Course Location: **In Person:** BR-135

Instructor Information

Name: Dr. Peggy O'Neil, PHEc.
E-mail: poneil2@uwo.ca
Telephone number for office appointments: N/A
Office hours for students: Tuesdays 3:00pm to 5:00pm EST
Office location: ONLINE (via Zoom)

Course Description

Using the learning approach of knowing, doing, and being, this course explores the identity development, emergence, and effectiveness of leaders. Topics include leader character; traits; skills and competencies; behaviours; styles; power, influence, and persuasion; transactional and transformational leadership; and leader-member exchange - all examined through critical methods.

Antirequisite(s): Leadership Studies 1000A/B, Leadership Studies 1035A/B; Leadership Studies 1031, GLE2003F/G.

Extra Information: 3 hours.

Required Course Materials

1. Northouse, P. (2021). Leadership: Theory and Practice, 9th Edition, Thousand Oaks, CA.: SAGE Publications,
2. Required in this class is to purchase and take the CliftonStrengths for Students Top 5 assessment. This is an online assessment and costs \$28.00 Canadian.
The link is: [Search Gallup assessments for educators and students | en-ca - Gallup](#)
3. Up-to-date information on class readings, assignments, tests, exams and grades is provided on: <https://owl.uwo.ca/>. The 'lecture' slides used in class can be found on this OWL site.

Learning Outcomes

By the end of the course, students should be able to;

- L1. Describe, compare and critically evaluate a variety of Leadership theories and perspectives that have evolved over time (*C1 Communication, C2 Critical Thinking*)
- L2. Examine situations to identify which Leadership theories/skills/perspectives have been demonstrated and evaluate the effectiveness of that Leadership (*C3 Inquiry and Analysis, C4 Problem Solving*)
- L3. Develop an understanding of past and present issues in Leadership (*C3 Inquiry/analysis, C6 social awareness/engagement*)
- L4. Apply the aforementioned knowledge to evaluate their own skill sets, strengths and weaknesses through experiential exercises, self-reflection and assessment (*C5 self-awareness/development, C7 valuing*)
- L5. Identify and demonstrate their ability to both lead and follow (*C5 self-awareness & development, C6 social awareness/engagement, C1 communication*)

Brescia Competencies

Brescia's overarching goals are to foster the development of leadership among our students and to provide an academically superior university education. The Brescia Competencies articulated below are central to a Brescia education. These competencies provide students with the tools they need to lead with wisdom, justice and compassion.

1. **Communication:** *The ability to exchange information and meaning across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communication, as well as the ability to use current or innovative media.*
2. **Critical Thinking:** *The ability to engage in thinking characterized by the rational, informed,*

independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

3. **Inquiry and Analysis:** *The ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.*
4. **Problem Solving:** *The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.*
5. **Self-Awareness and Development:** *The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others and make a commitment to personal growth.*
6. **Social Awareness and Engagement:** *The ability to respect and be open to diversity (e.g. cultural, religious, political) and social justice. Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.*
7. **Valuing:** *The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions.*

Teaching Methodology and Expectations of Students

This course will be taught using a knowing-doing-being philosophy and a critical orientation. The instructional methods used are a combination of experiential learning and communities of practice (Wenger & Trayner). Consistent with leadership aims and practice, students are expected to contribute to their own and to peer learning outcomes throughout the course. This course will be taught primarily through discussions and activities, which requires a much greater involvement of the student in class than does the traditional lecture method. Students will read the assigned readings and complete the assigned exercises in preparation for the weekly class discussion. In the classroom, the instructor will act as discussion leader, with emphasis on students' active participation. The very nature of this discussion approach demands a high level of attendance, preparation and contribution in class. Students are expected to be fully engaged in the entire learning process. This means devoting time and energy to preparation before class, listening to others during class discussions and engaging in class discussions and activities. Collective reasoning and willingness for self-discovery are critical to the successful application of this learning process.

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on

social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Use of Zoom Technology

Western Technology Services has rules and policies for the use of Zoom, including best practices and information on Zoom’s privacy and security can be found here:

<https://wts.uwo.ca/zoom/best-practices.html>.

Students are expected to abide by Western Technology Services rules for the use of Zoom including:

- Do not post group pictures of your meeting on social media without consent from each participant;
- Be mindful of what is in your background during your meeting;
- Be aware of who can listen to your meeting;
- Use the options within a platform to control screen/whiteboard sharing and who has access to your meeting (waiting room, password, distribution of link);
- When sharing screens, ensure no private information is open on your desktop;
- Let your participants know if you are going to record the session.

Evaluation

Evaluation Breakdown:

Component	Weight	Date/ Deadline	Learning Outcome	Brescia Competencies
Self-Reflection Assignment	20%	Feb. 15 th	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7
Autobiography Analysis	30%	Mar. 22 nd	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7
Leadership Community of Practice	20%	Weekly, Apr. 5 th	1, 2, 4, 5	1, 2, 4, 5, 6, 7
Final Exam	30%	TBD	2, 3, 5	1, 2, 4, 5, 6, 7

Academic Accommodation

- For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.
- For course components worth less than 10% of the total course grade, documentation will be required. Medical or other supporting documentation should be submitted to your Academic Advisor.

Course Content:

Topics will be covered in the order listed below. Dates listed are meant as a guideline. **See Course Schedule for detailed instructions for each topic and for optional meeting times/formats.**

Weekly Organizer: (TENTATIVE)

Topic	Format/Date	Description	Readings and/or Assignments Due
1.	Jan. 11 th	<ul style="list-style-type: none"> Welcome and Course Overview Knowing, Doing, and Being 	<ul style="list-style-type: none"> Course Outline Assignments OWL Resources
2.	Jan. 18 th	<ul style="list-style-type: none"> Leader Identity Development <u>Discussion Focus</u>: The Danger of a Single Story 	<ul style="list-style-type: none"> Article: <i>Exploring Leader Identity Development</i> Chapter 14 (Gender) OWL Resources DUE: Title of Autobiography
3.	Jan. 25 th	<ul style="list-style-type: none"> Introduction to Leadership Critical Theory in Leadership Power, Influence, and Persuasion Privilege, social critique, and emancipation <u>Discussion Focus</u>: Universal Declaration of Human Rights 	<ul style="list-style-type: none"> Chapter 1 OWL Resources
4.	Feb. 1 st	<ul style="list-style-type: none"> Leadership Ethics <u>Discussion Focus</u>: Canada's Anti-racism Policy 	<ul style="list-style-type: none"> Chapter 15 (Ethics) OWL Resources
5.	Feb. 8 th	<ul style="list-style-type: none"> Developing Leader Character <u>Discussion Focus</u>: Social Class 	<ul style="list-style-type: none"> Article: <i>Developing Leader Character</i> OWL Resources
6.	Feb. 15 th	<ul style="list-style-type: none"> Traits Approach, and Behavioural Approach <u>Discussion Topic</u>: Gender 	<ul style="list-style-type: none"> Chapters 2 & 4 OWL Resources DUE: Self-Reflection Assignment
	Feb. 22 nd	<ul style="list-style-type: none"> READING WEEK 	<ul style="list-style-type: none">
7.	Mar. 1 st	<ul style="list-style-type: none"> Skills and Competencies <u>Discussion Topic</u>: Indigenous Perspectives 	<ul style="list-style-type: none"> Chapter 3 Article: <i>Between Two Worlds</i>

			OWL Resources
8.	Mar. 8 th	<ul style="list-style-type: none"> • Leadership Styles: Situational Approach • <u>Discussion Focus:</u> Women's Land Rights in the Global South 	<ul style="list-style-type: none"> • Chapter 5 • OWL Resources • Myers-Briggs Personality Test (Optional)
9.	Mar. 15 th	<ul style="list-style-type: none"> • Leadership Effectiveness: Path-Goal Theory • <u>Discussion Focus:</u> Women's Education (Malala) 	<ul style="list-style-type: none"> • Chapter 6 • OWL Resources
10.	Mar. 22 nd	<ul style="list-style-type: none"> • Authentic Leadership • <u>Discussion Focus:</u> Persons with Disabilities 	<ul style="list-style-type: none"> • Chapter 9 • OWL Resources •
11.	Mar. 29 th	<ul style="list-style-type: none"> • Transformational and Transactional Leadership • <u>Discussion Focus:</u> Steve Jobs 	<ul style="list-style-type: none"> • Chapter 8 • OWL Resources • DUE: Autobiography Analysis
12.	Apr. 5 th	<ul style="list-style-type: none"> • Followership • <u>Discussion Focus:</u> Age 	<ul style="list-style-type: none"> • Chapter 13 (Followership) • OWL Resources • DUE: Leadership Community of Practice

2022-23 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_135

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
2. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Request for Academic Consideration for a Medical Absence

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor 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. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor (https://brescia.uwo.ca/enrolment_services/academic_advising/book_an_appointment.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please contact your Academic Advisor or see the list of sessional dates in the Academic Calendar (<https://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Please note that for asynchronous online courses, attendance or participation requirements may be different than for synchronous or in-person courses.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

(https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page_64).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at:

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences 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. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse. The penalties for a student guilty of a scholastic offence (including plagiarism) 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.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written Special Permission from the Dean to enroll in it, you will be removed from the 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 prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at

<http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Development & Success at Western (<https://www.uwo.ca/sdc/learning/>).

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Health & Wellness at Brescia**, [https://brescia.uwo.ca/student life/health and wellness/index.php](https://brescia.uwo.ca/student%20life/health%20and%20wellness/index.php)

and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at https://brescia.uwo.ca/safe_campus/sexual_violence/index.php.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy, and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.
