

Dimensions of Leadership 4432B Leadership Practicum School of Leadership & Social Change

‘Learning is more effective when it is an active rather than a passive process.’
Euripides, Greek writer of tragedy (480-406 BC)

CONTACT INFORMATION

Professor: Marlene Janzen Le Ber, PhD
Office: Room P1, Brescia University College
Phone: 519.432.8353 ext. 28224
Email: OWL messaging preferred; mleber@uwo.ca
Office Hours: Mondays 8:30 – 11:30 AM by appointment

CLASS INFORMATION

When: Mondays 11:30AM – 2:30 PM
Where: BR 302-A
Website: <https://owl.uwo.ca/portal>

COURSE DESCRIPTION

Leadership Studies at Brescia University College is built on three intersecting aspects: knowledge of leadership research and theory; leadership skill development and the application of both knowledge and skills in community settings. While application is incorporated within various leadership courses throughout the program, the leadership practicum in the senior year provides the most concentrated time for application. During this practicum, the course participant spends approximately 60-66 hours in an organization (business, non-profit or government) in the London or surrounding area. The practicum is project based; that is, the course participant enters into a Learning Contract with the organization to work on an organizational project with specific deliverables. While these projects vary greatly, they are generally focused on organizational change.

The course begins with an in-class consideration of the activities, responsibilities, conduct, and learning objectives associated with the placements. The course then moves to the actual placement, which covers eleven weeks (minus Reading Week) with an average of six hours weekly. The course ends with a class discussion of the placement experiences, sharing of teaching case studies and their relevance for an integrated understanding of leadership.

BRESCIA UNIVERSITY COLLEGE INSTITUTION-LEVEL COMPETENCIES

Brescia’s overarching goals are to foster the development of leadership among our students and to provide an academically superior university education. The competencies articulated as central to a Brescia education provide to our students the tools they need to lead with wisdom, justice and compassion. As a university college we value academic excellence and the mastery of the scholarly knowledge in students’ chosen areas of study.

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 communicate, 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.

COURSE LEARNING OBJECTIVES

By the end of the course, course participants will be able to:

- ✓ Articulate the importance of experiential learning to the understanding of dimensions of leadership and connect leadership theory and skill development with application.
- ✓ Develop new appreciation of key aspects of leadership, especially those aspects relating to leadership styles, issues, and development as well as change management.
- ✓ Identify both basic on-the-job skills and appropriate conduct necessary to the successful completion of employment responsibilities.
- ✓ Formulate crisp, concise reports and teaching case and develop confidence in undergoing oral examinations

COURSE MATERIALS

COURSE PREREQUISITES AND ANTIREQUISITES

Dimensions of Leadership 3331F/G and 3333A/B or permission of Coordinator of Leadership Studies are the prerequisites.

EVALUATION

Components	Timing	Weighting	Learning Objective	Brescia Competency
Weekly Meetings	ongoing	10%	1, 2, 3, 4	1, 5, 6, 7
Bi-weekly Reports	Jan 25, Feb 6 & 27, Mar 13 & 27	20%	1, 3, 4	1, 2, 5, 7
Organizational Deliverables	As per individual Learning Contract	25%	2	1, 2, 4, 6
Teaching Case	April 3	25%	2, 4	1, 2, 3, 4, 7
Oral Evaluation	Week of Mar 27	20%	1, 2, 3, 4	1, 5, 6, 7

Students must complete **all elements of evaluation** (including items that are not graded in of itself, i.e. draft gap report and peer feedback) in order to receive a passing grade in the course. There will be no re-weighting of components within the course unless a student has received an academic accommodation. Please note that **grades cannot be adjusted on the basis of need**. Your mark in the course will be the mark that you earn based on your demonstrated understanding of the course content. Extra credit assignments are not available and tests and exams cannot be rewritten to obtain a higher

mark. Once a student has written a test or examination she is committed to the mark earned. Late assignments will not be accepted without an academic accommodation.

Weekly Outline

Week 1

January 9 Introduction

In-class introduction to the course with focus on the course outline – the purpose and structure of course, course requirements, Learning Contract (including learning objectives and organizational deliverables), Letter of Agreement (liability, conduct, ethics, behaviour supervision, confidentiality, schedule of duties, reporting), weekly schedule, and course participant log.

Weeks 2 - 12

January 16 - March 27 Placements (excluding Reading Week – February 20)

Weekly commitment of six hours (on average) at the organization working towards the organizational deliverables; actual time and day negotiated between the course participant and the organization, bi-weekly reports on progress and weekly meeting with the course professor.

Week 13

April 3 Wrap Up

In-class briefings on the placement experience by course participants – learning objectives, teaching case and organizational deliverables. Usually, the oral examination will take place this week, but adjustments may be required to fit the schedule of placement supervisors.

Explanation of Evaluation Methods

- ✓ Weekly meetings will involve the course instructor and course participant getting together to briefly review the placement activities of the preceding week as well as the development of the teaching case. The course participant will submit a log sheet at each meeting (log sheets to be handed out during class).
- ✓ The bi-weekly reports will be approximately two-to-three pages in length. They will provide a short description of the activities undertaken in the preceding two-week period and an assessment of how these activities contributed to meeting the learning objectives outlined in the learning contract. *The assessment part will constitute the greater portion of each report.* The due dates for the reports are as follows: January 23, February 6 & 27, March 13 & 27 (all Mondays). The following criteria are used to evaluate the quality of the reports: well-organized, competently written, and analytically sound in the sense of revealing the contribution of placement activities towards satisfying learning objectives.
- ✓ Organizational deliverables are related to the specific practicum project and identified in the individual Learning Contracts. These deliverables are developed by the organization, negotiated with the course participant and approved by the course professor. Any adjustments needed during the practicum require faculty approval. Evaluation is done jointly by the placement supervisor and the course professor. Due dates are specified in the individual Learning Contracts.
- ✓ At the end of the placement, each course participant will undergo an oral evaluation to demonstrate how well the learning objectives have been met. In most cases, both the instructor of the course and the placement supervisor will participate in the evaluation.

- ✓ Each participant will also write a teaching case on an agreed upon organizational problem or issue at the placement organization. Due date is April 3, 2017.
- ✓ Each course participant will be assessed in relation to their ability to carry out the duties of the placement and to respect specified norms of conduct. This part of the course evaluation recognizes that the intent of the placement is not only to gain a better appreciation of leadership but also to provide a service to the community.

2016-17 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

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 her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation 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. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that 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.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: <http://www.westerncalendar.uwo.ca/2016/pg117.html> The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem 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 may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses,

this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). 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.*

The 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 (<http://www.westerncalendar.uwo.ca/2016/pg130.html>)

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.

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.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.westerncalendar.uwo.ca/2016/pg113.html>

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. 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 Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, 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 (see Scholastic Offence Policy in the Western Academic Calendar).

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 signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. 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, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar

(<http://www.westerncalendar.uwo.ca/2016/pg112.html>)

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your 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).

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western http://uwo.ca/health/mental_wellbeing/ for information including a complete list of options about how to obtain help.

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.