

**DIMENSIONS OF LEADERSHIP 3333A
Leadership Development**

**CONTACT
INFORMATION**

Instructor: Colleen Sharen, Associate Professor
Office: Room 175 St. James
Phone: 519-432-8353 ex 28229
E-mail: csharen@uwo.ca
Office Hours: Mon 11:30am – 12:30pm
Tues 11:30am – 12:30pm
Or by appointment

CLASS INFORMATION

Tuesdays
8:30 am - 11:30am
St. James Room 302

COURSE DESCRIPTION

This course considers the conditions, techniques, and activities that facilitate the development of leaders and leadership. The course emphasizes that leadership development includes not only the nurturing of individual skills but also competencies relating to interactions with other persons in the immediate environment and the larger organization.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to

1. Describe foundational leadership development theories and concepts for developing self, others, teams, and creating organizational leadership development capacity, orally and in writing.
2. Assess and reflect on leadership strengths and weaknesses for self, others, teams, and the organization, orally and in writing.
3. Align individual leadership development goals with the objectives of others and the organization orally and in writing.
4. Create a personal leadership development plan in writing.

Student competency levels on these outcomes will vary. You can expect to achieve these outcomes if you honour course policies, attend classes regularly, complete all assigned work in good faith and on time, demonstrate understanding of the course content, and meet all other course expectations of you as a student.

BRESCIA UNIVERSITY COLLEGE COMPETENCIES

Primary competencies developed in this course include:

Communication includes the articulation of one's ideas, developing informative and persuasive arguments in all forms of communication, understanding the communication context. Students will also develop interpersonal communication skills including working with others in groups, sharing opinions, resolving conflicts, offering ideas, listening to others, asking questions, and demonstrating effective nonverbal behaviours.

Inquiry and Analysis involves the methodical practice of exploring issues and posing questions to seek information, knowledge, or clarity in order to gain a more comprehensive understanding of what is true. Inquiry and analysis begins with the collecting of information, the examination of the knowledge, and then converting the material into valuable new knowns. Knowledge is therefore discovered over time because investigation is continual, as is the testing of new knowledge. Once the evidence has been organized and synthesized, conclusions about the question or problem are developed that logically follow from the inquiry process.

Social Awareness and Engagement involves the "the ability to understand and respond to the needs of others" (Daniel Goleman). To do so, students need to develop an understanding of the interrelationship between individual

and society. They come to see how their actions influence, and are influenced by, other people, social institutions, and social structure. They appreciate the diverse standpoints and cultural experiences of others, and attempt to see things from different perspectives. Socially aware and engaged students demonstrate knowledge of contemporary social problems, and propose solutions for dealing with these issues. They have the ability to reflect on the impact they have on others. They are able to work with a diverse group of people in intercultural contexts to develop and implement social justice initiatives and enact positive social change.

Self-Awareness and Development includes the ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their emotions and patterns of thinking, their impact on others, and make a commitment to personal growth.

Valuing is the ability to make decisions or choose actions based on the consistent application of principles expressing fundamental values accepted on account of reason or spiritual insight.

COURSE MATERIALS

Weiss, D. S., Molinaro, V., & Davey, L. M. (2007). *Leadership solutions: The pathway to bridge the leadership gap*. John Wiley & Sons Canada.

Course Pack, Ivey Publishing. (See OWL for link to order course pack. Available in hard copy or electronic format.)

COURSE PREREQUISITES AND ANTIREQUISITES

Prerequisite: Dimensions of Leadership DOL 2232A/B or former DOL 2231 or permission of the Chair of the School of Leadership and Social Change

COURSE STRUCTURE AND CONTENT

Module	Weeks	Topics
Self-Leadership	1-5	Implicit Theories of Leadership Self-development Process Reflection & Discovery Feedback & Context Learning & Development
Leadership Development of Individuals & Teams	6-9	Individual Coaching Building and Developing Teams
Organizational Leadership Development Capacity	10-13	Organizational Practices Leadership Culture Organizational Assessment Taking Action & Role Modeling

Class Schedule

A tentative schedule for this course is posted on OWL. There may be departures from this list as some topics take up more (or less) time than is scheduled. Following this schedule is the responsibility of each student. Please check OWL regularly for information, lecture notes, reading, and announcements regarding any changes to the class plan for the following week. Please bring your cases and readings to class for discussion. Students should anticipate spending a minimum of 3 to 5 hours per week preparing for classes, completing readings, preparing cases, as well as studying for tests.

EVALUATION

Component	Timing	Course Learning Outcomes	Brescia Competencies	Weight
Class Contribution	Wk. 1 - 13	1	Communication Inquiry & Analysis Social Awareness & Engagement	20%
Leadership Self-Evaluation	Wk. 6	2, 3	Communication Inquiry & Analysis Self-Awareness & Development Valuing	15%
Leadership Personal Development Plan	Wk. 8	3, 4	Communication Inquiry & Analysis Self-Awareness & Development Valuing	10%
Coaching Individuals & Teams Case Report	Wk. 11	1, 2, 3	Communication Inquiry & Analysis Social Awareness & Engagement Self-Awareness & Development	25%
Final Exam	December 10 -21st	1, 2, 3	Communication Inquiry & Analysis	30%

Students must complete all elements of evaluation 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 based on 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 without an academic accommodation will receive a “0”.

It is expected that work will be your own. All academic standards, including providing references where citing another author’s work, will be applied to assignments (see the attached Brescia Academic policies for information on plagiarism, cheating and other academic honesty behaviors). Writing, spelling, and grammar are important and are taken into account when a grade is assigned. If you are particularly concerned about your written language skills, seek help from the Brescia Writing Centre, a friend, a group member, student services or consult with your instructor.

Submission to Turnitin

All required assignments 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 (<http://www.turnitin.com>).

Evaluation Component Descriptions**Contribution**

Contribution by each student is a cornerstone of any effective learning experience. Active class involvement augments the learning experience, increases assimilation of material and stimulates the level of class discussion. Students’ contribution to this course is initiated through thorough class preparation. Contribution is expected to be relevant to the current discussion and includes answering direct questions, volunteering answers, advancing the discussion to a new issue, developing one side of an argument, clarifying difficult concepts and asking questions pertinent to the topic. Class contribution may also include assignments, hand-ins, group evaluations and prompt attendance. Just as important is listening attentively to your classmates and critiquing ideas constructively. Please note, each class will count equally toward a student’s contribution grade, with each missed class receiving a grade of “0” out of ten. Each student will have their lowest contribution grade for the semester dropped from the

contribution calculation. See the detailed contribution assessment guide provided on OWL for information about the grading process and expectations of your contribution.

Attendance at all classes in this course is expected. Family medical issues, personal medical issues, family bereavement, participation in University sports teams are acceptable reasons for missing class, with appropriate documentation (i.e. an academic accommodation). Under University regulations, your instructor can determine at which point absenteeism has become excessive and approach the Dean who may prevent you from writing the final exam, thus preventing you from passing the course. At the discretion of the instructor, any student who misses more than 25% of scheduled classes will receive a class contribution grade of "0" for the course.

Leadership Self-Evaluation

Using a number of widely available tools, along with peer feedback, students will evaluate their personal leadership traits, abilities and skills. They will identify both personal strengths and opportunities for development. Detailed instructions and a grading rubric will be provided on OWL, and will be discussed during week 3 class.

Leadership Development Plan

Based on their conclusions from the leadership self-evaluation, students will construct a personal leadership development plan. Detailed instructions and a grading rubric will be provided on OWL, and will be discussed during week 3 class.

Coaching Individuals and Teams Case Report

Each student will analyze a business case where either an individual or team needs leadership or coaching. Students will be required to indicate their plan of action to rectify a specific situation, and provide a rationale for why they believe that this plan of action will be effective.

Final Exam

The final exam will primarily cover the last module in the course (Organizational Leadership Development Capacity) but will have some aspects of the first two modules, and will consist of a case, and may include short answer, multiple choice, or essay style questions. The exam will be three hours in length. ***Please bring your UWO student card to the exam.***

Make-up exams

Please note that students are responsible for providing an academic accommodation if they are unable to write a test or exam for any reason. Tests and exams must be written on the scheduled dates unless you have a legitimate excuse recognized by your academic advisor. Valid reasons include medical or compassionate reasons, and must be substantiated by proper documentation (e.g., a medical certificate). A student who misses a regularly scheduled exam for any other reason, or who is unable to justify a claim, will be assigned a zero for that exam. All necessary supporting documentation must be submitted in a timely fashion, prior to writing the make-up test or exam. During the semester, make up exams will be held approximately one week after the regularly scheduled test. Students unable to write a make-up test on the planned dates for legitimate reasons (as noted above), will have their grades re-weighted. Please note that while attending another class is an acceptable reason for missing a makeup test date, a student's work schedule is not an acceptable reason to miss a scheduled make-up test. Brescia has a common final exam make up day, usually scheduled in early January or May. Any student having received an accommodation will be expected to write the make-up exam on the Brescia exam day.

CLASS ETIQUETTE

Student Use of Technology in Class

Talking privately with classmates or using your computer during class for non-class related activities is distracting for others, is not conducive to your own learning, and is disrespectful to the instructor. Please ensure your phones are turned OFF prior to entering the classroom and place them inside a bag.

I welcome the use of laptops in the classroom as long as they are used for class related purposes. Recent research has shown that laptop use in class (for non-education related purposes) is negatively related to academic performance. That is, grades decline when you use laptops in the classroom for non-educational tasks. Additionally, students find other students use of laptops in the classroom the number one source of interference with their ability

to learn (Fried, 2008). As a result, if I find a student using a laptop for non-class related activities, I will ask them to close the laptop for the remainder of the class or until a class exercise requires the use of the laptop.

Research also shows that texting substantially reduces academic performance. Researchers asked half the students in an accounting class to text their professor three times, while the other half was requested to refrain from texting. Students were then tested at the end of the lecture on the contents of the lecture. The students who texted scored 16% points lower than those who did not text. (Ellis, Daniels & Jauregui, 2010). As a result, if I find a student texting I will ask them to put their cell phone away. Texting in class may result in a “0” on class contribution for that class.

Fried, C. (2008). In-class laptop use and its effects on student learning. *Computers and Education* 50, 906-914.

Ellis, Y., Daniels, B.& Jauregui, A. (2010). The effect of multi-tasking on the grade performance of business students. *Research in Higher Education*. 8, 1-10.

A Note Regarding Email

Email is a useful tool for sharing news, setting up meetings or for a simple assignment clarification, but for more complex questions, a face to face meeting is best. Please make an appointment to discuss any personal, academic, group work or controversial issues in person, especially any concerns that you might have about your grades. I will check email Monday through Friday during office hours; you can expect a response within 24 hours during the workweek. Over weekends and holidays I will **not** be checking email, so plan accordingly.

Appointments

Students are welcome to meet with the professor during the designated weekly office hours or by arranging an appointment at a mutually convenient time. Make sure to be on time for your appointment, have an objective for the discussion, and bring a copy of your paper or exam you wish to discuss.

Privacy

To respect privacy laws, all grades will be distributed on OWL only. If a student wishes to discuss a grade, or review a test or paper, she must make an appointment with the professor to do so in person. To protect student privacy, the professor may only discuss grades with the student in question. Please do not share or compare your grades. The professor cannot share information about another student’s grades, so discussions about comparison of grades between students will not be entertained.

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 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.