



Dimensions of Leadership 1035A Leadership for Foods and Nutrition Fall 2017

SECTION 530	Thursdays 2:30-5:30pm Room: BR-18	Sue Hillis, BSc, M.P.A. Email: shillis6@uwo.ca Office hours: TBD
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Course Description:

This course provides a broad overview of leadership theory and skills that students can use in their personal, academic, and professional worlds. In their critical exploration with introductory leadership concepts, students will engage in class discussion, experiential learning activities, course readings and case studies in leadership and foods and nutrition. Students have the opportunity to study different forms of leadership in several areas – personal, organizational, cultural, spiritual, and educational – while looking at concepts of power, followership, diversity, ethics, and values.

Required Textbook:

Peter Northouse, *Introduction to Leadership: Concepts & Practice, 4th ed* (London: Sage, 2017)

Course Objectives:

- C1. To present an introductory course in leadership that examines various theories and practices from an interdisciplinary perspective, with a focus on foods and nutrition.
- C2. To provide students with the opportunity to develop an understanding of leadership in general from philosophical, psychological, and theoretical perspectives.
- C3. To develop communication skills, both oral and written for students in foods and nutrition studies and future endeavours in myriad professional spaces.
- C4. To foster the development and understanding of the students' own leadership skills.

Student Learning Outcomes and Brescia University College's Competencies:

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

- 1 Describe, compare and critically evaluate a variety of Leadership theories and perspectives that have evolved over time [Inquiry and Analysis]
- 2 Examine situations to identify which leadership theories/skills/perspectives have been demonstrated and evaluate the effectiveness of that Leadership [Critical Thinking; Problem Solving]
- 3 Develop an understanding of past and present issues in Leadership within their field and in broader professional spaces [Social Awareness and Engagement; Valuing]
- 4 Apply the aforementioned knowledge to evaluate their own skill sets, strengths and weaknesses through self-reflection and assessment [Self-Awareness and Development]
- 5 Identify, communicate, and demonstrate their ability to both lead and follow [Communication; Problem Solving; Critical Thinking; Self-Awareness and Development; Social Awareness and Engagement]

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

STUDENT EVALUATION:

Students must complete all elements of evaluation 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.

Participation – 10%

Personal Reflection Paper – 20%

Midterm – 20%

Critical Analysis Paper – 20%

Final Exam – 30%

Participation: 10%

This course is designed to promote transformational learning, which occurs when students make course material meaningful to them on a personal level while maintaining an awareness of their intellectual growth. This process requires thoughtful participation. Speaking up in class to express your ideas, communicate your understanding, share your experiences, and ask questions is extremely welcomed, encouraged, and necessary for a productive instructor-student relationship. We also recognize that participation can take on other forms that are not as visible, but are equally as valuable, such as thinking, questioning, making connections between theory and practice, evaluating your own understanding, creating alternate interpretations of cases and/or research, creating a web of understanding between your personal life, the world around you, previous knowledge, and course content – all done in your head.

In order to gauge your thoughtful participation, each class will end with a brief,

written, personal response, which will be handed in before you leave. These responses allow us to get to know you on a deeper level, and the practice of making personal connections, along with the feedback you will receive, will promote your leadership development. Attendance is necessary to participate. In the case of an extended absence of 4 or more classes due to medical issue, students may, if accommodated, hand in responses based on assigned readings for the missed classes no later than one week after returning to class. Medical documentation must be submitted to an Academic Advisor – not the instructor. Late personal responses for non-medical absences will not be accepted.

Personal Reflection Paper: 20%

Due in-class on Oct 5 (Week 5). More information will be provided in class. This assignment will address the following Brescia Competencies: Communication, Problem Solving, Self-Awareness and Development, Social Awareness and Engagement, and Valuing.

Midterm: 20%

Oct 19 (Week 6). Multiple choice, short answer, longer answer. The midterm exam will be in-class and draw from the lectures, assigned readings, videos, and classroom discussion material covered up to and including the week prior to the midterm exam date.

Critical Analysis Paper: 20%

Due in class Nov 23 (Week 11). More information will be provided in class. This assignment will address the following Brescia Competencies: Critical Thinking, Inquiry and Analysis, Communication, Valuing.

Final Exam: 30%

Dec. exam period (Date TBD by Registrar's Office). Multiple choice, short answer, longer answer. This examination is cumulative and you are responsible for all the material from Week 1 of the course. See course website for announcement. More information will be provided during lecture in the weeks prior to the exam dates.

Professor's Responsibilities:

- Be organized and well prepared for class
- Create a supportive and learning environment
- Be available to provide additional explanation or feedback
- Actively seek students' input in class and take students' arguments seriously
- Return students' assignments within a reasonable time (in most cases, 2 weeks) and provide feedback to help
- Assist students with developing transdisciplinary skills – critical *and* creative thinking and analysis, writing, argument formation
- Use a variety of teaching methods and strategies to accommodate different learning styles

Student Responsibilities:

As a participant in this class, you should:

- Read and reflect upon the assigned chapter BEFORE each class
- Attend each class ready to engage with the course material
- Participate respectfully with class and/or group discussions
- Take seriously (and reflect upon) the opinions / arguments presented in your text, by your fellow students and your professor
- Submit your assignments on time and pick them up to receive feedback
- Thoughtfully examine everyday ('commonsense') ideas through a critical, "academic" lens

Attendance:

Regular attendance is critical as many classes will address material not found in the text and / or will involve participation. If you miss a class, please make arrangements with *another student* to obtain her / his notes. For logistical reasons, videos cannot be shown out of class.

Appointments:

Students are welcome to meet with the professor by arranging an appointment at a mutually convenient time. Students are asked to email the professor to determine a mutually agreeable time, and can expect an appointment time within a few days, not immediately. Please be sure to outline the reason for the appointment in the email.

Policy on Laptops in Class:

Brescia University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of laptop computers can contribute to student engagement and effective learning. However, the instructor may choose to limit the use of electronic devices. Therefore, the use of laptops in class is permitted during lectures and NOT during group discussion, active learning activities, videos, group activities, etc. unless there is a good reason for such and permission has been given. Students who require permission are to contact and meet with the professor, review and sign the 'Terms and Conditions of Laptop Use'.

If students are found using their laptops for anything other than taking notes during lecture (Facebook, TSN, Twitter, personal banking, Google, YouTube, etc.) they will be asked to leave IMMEDIATELY. If misuse of laptops occurs during class time, laptops may be banned for the remainder of the class for ALL students. If it becomes an ongoing disruptive and disrespectful issue, laptops may be banned for the remainder of the course for ALL students.

Cellphones and Electronic Devices:

Cellphones and similar devices must be turned OFF (not just vibrate) during classes unless specific permission is sought for emergency purposes in a given class. Text messaging / Twittering / Facebooking etc. are NOT permitted during class. If you MUST utilize your cell phone during class time for emergency situations, you need to

communicate this with the instructor BEFORE class begins. If a student is found using any of these devices in class, he or she may be asked to leave the class.

2017-18 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.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. 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://westerncalendar.uwo.ca/2017/pg117.html>

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, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html>). 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://westerncalendar.uwo.ca/2017/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.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

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 (<http://www.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://westerncalendar.uwo.ca/2017/pg112.html>).

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

(http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf and http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf).

6. PREREQUISITES

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).

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/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

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 learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Mental_Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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 <http://brescia.uwo.ca/life/sexual-violence/>.

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.

Weekly Topics and Readings

Week – Date	Topics	Readings – To be completed BEFORE class.	Competencies
Week 1 – Sept 7	<ul style="list-style-type: none"> • What is Leadership? • Philosophies and Styles • Traits 	<ul style="list-style-type: none"> • Chapter 1; • Chapter 2; • Chapter 4 	Critical Thinking
Week 2 – Sept 14	<ul style="list-style-type: none"> • The Student Leadership Challenge 	<ul style="list-style-type: none"> • Chapter 7; • Article – Developing Leadership in Dietetics 	Valuing; Self-Awareness and Development; Communication; Problem Solving
Week 3 – Sept 21	<ul style="list-style-type: none"> • MBTI • Engaging People’s Strengths 	<ul style="list-style-type: none"> • Chapter 3 • Article: New Students, New Learning Styles 	Self Awareness and Development
Week 4 – Sept 28	<ul style="list-style-type: none"> • Servant and Authentic Leadership 	<ul style="list-style-type: none"> • Article: Leaders Eat Last • Article: Authentic Leadership in <i>Leadership: Theory and Practice</i> 	Social Awareness and Engagement; Valuing; Self Awareness and Development; Communication; Problem Solving
Week 5 – Oct 5 Personal Reflection DUE	<ul style="list-style-type: none"> • Reflective Practice • Emotional Intelligence 	<ul style="list-style-type: none"> • Chapter 8 • Article – Balancing Competence and Warmth 	Social Awareness and Engagement; Self Awareness and Development; Communication
Oct 12	READING WEEK		
Week 6 – Oct 19	MIDTERM TEST		
Week 7 – Oct 26	<ul style="list-style-type: none"> • Influence and Power 	<ul style="list-style-type: none"> • Article: Influence: The Essence of Leadership 	Social Awareness and Engagement Communication Self Awareness

			and Development
Week 8 – Nov 2	<ul style="list-style-type: none"> • Team Leadership • Activities and Skill Development • SMART Goals 	<ul style="list-style-type: none"> • Chapter 5; • Chapter 6 • Article – Setting SMART Goals • Article – SMART Goal setting reference 	Social Awareness and Engagement\ Problem Solving Social Awareness and Engagement
Week 9 – Nov 9 <i>*NOV 12th is the last day to drop first-term half-courses without academic penalty</i>	<ul style="list-style-type: none"> • Conflict Overcoming Obstacles 	<ul style="list-style-type: none"> • Chapter 11; • Chapter 13 	Communication Problem Solving
Week 10 – Nov 16	<ul style="list-style-type: none"> • Culture and Diversity • Listening to Out-group Members 	<ul style="list-style-type: none"> • Chapter 9 • Article – Is Obesity Cultural? • Chapter 10 	Social Awareness and Engagement Self-Awareness and Development
Week 11 – Nov 23 Critical Analysis DUE	<ul style="list-style-type: none"> • Women and Leadership 	<ul style="list-style-type: none"> • Article – Rethink What You “Know” About High Achieving Women • Case Article – Should a Female Director “Tone It Down”? 	Social Awareness and Engagement Self-Awareness and Development
Week 12 – Nov 30	<ul style="list-style-type: none"> • Ethics and Leadership • Health Equity 	<ul style="list-style-type: none"> • Chapter 12 	Inquiry and Analysis Valuing Self-Awareness Development
Week 13 – Dec 7	<ul style="list-style-type: none"> • Personal Leadership Development Plan • Review for Final Exam 	<ul style="list-style-type: none"> • Article – Taking the Lead in 2014 	Self Awareness and Development

Additional dates of importance:

Dec 8 – Last day of classes

Dec 9 – Study day

Dec 10-21 – Exam period