

### Dimensions of Leadership 3331G Advanced Leadership School of Leadership & Social Change

#### CONTACT INFORMATION

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Office Hours: Mondays 2:30 – 3:30 PM  
(in the mercato)

#### CLASS INFORMATION

When: Mondays 11:30 – 2:30 PM  
Where: UH 26  
Website: <https://owl.uwo.ca/portal>

#### COURSE DESCRIPTION

This seminar course provides an in-depth and advanced examination of key elements and issues which arise in the field of leadership studies. This year, the topics of Giving Voice to Values (GVV), Positive Organizational Scholarship (POS), and Spirituality in Leadership, build on the development of Leader Character.

#### BRESCIA UNIVERSITY COLLEGE 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 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

## COURSE OBJECTIVES, STRUCTURE AND CONTENT

By the end of the course, students will be able to do the following: ) Identify the key claims of topics considered in the course and how they relate to leaders, followers, and leadership. ) Assess the overall value of each topic in relation to their contribution to the study of leadership. ) Develop writing and thinking skills through an appreciation of challenges posed in the topics.

Module	Weeks	Theory	Application	Brescia Competency
Developing Leader Character	1 - 4	Reveal how leader character supports leader competencies and commitment. Deepen your understanding of leadership character and how it shapes decisions and actions.	Diagnose and develop your leader character. Develop your capacity to lead across all levels – self, others, organization and society.	1, Level 3 5, Level 3 6, Level 3 7, Level 3
Giving Voice to Values	5-7	Identify the ways that individuals can and do voice their values in the workplace	How to make what you know to be right happen	1, Level 3 4, Level 2 5, Level 3 6, Level 3 7, Level 3
Positive Organizational Scholarship	8-10	Compare and contrast leadership practices that enhance or detract from human flourishing	How to build positively deviant organizations that make a positive difference in the world	2, Level 3 3, Level 3 4, Level 2 6, Level 3
Spirituality in Leadership	11-12	. Examine components of spirituality in relation to leadership	Develop deeper understanding of own spirituality	5, Level 3 7, Level 3

## COURSE MATERIALS

Required Textbooks: Crossan, M., Seijts, G., & Gandz, J. (2016). Developing leadership character. New York, NY: Routledge. Also available as an e-book on-line. Additional required readings: posted on OWL course site. Additional cost (\$20.00) for completion of the Leadership Character Insight Assessment (LCIA) is required.

## COURSE PREREQUISITES AND ANTIREQUISITES

Dimensions of Leadership 2232A/B or the former Dimensions of Leadership 2231 or permission of the Coordinator of Leadership Studies.

## EVALUATION

Component	Timing	Weight	Learning Objective	Brescia Competency
Participation in Learning	weekly	20%	1-5	1 - 7
Module 1 Group Project Leader Character	Weeks 3-4	30%	1-2	1, 5, 6, 7

Module 2-4 Assignments	week 7 week 10 week 13	30%	3-4	1 - 7
Reflective Journal	weekly	20%	1-5	1-7

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. 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; they will receive a zero.

### Evaluation Component Descriptions

Students will be provided with detailed assignment descriptions and grading rubrics on the course site on OWL under "Assignments" as well as in class discussion of the assignments.

### Participation in Learning – Individual and Collective

Advanced Leadership is an unusual course with respect to contribution. The emphasis is less on knowledge and more on generated wisdom both individual and collectively as a class. The emphasis will be on working at modelling the character strengths we will be exploring. Practically speaking, for some there will be emphasis on having the courage to express ideas that may seem at odds with the rest of the class, or at times showing humility and self-control (temperance) to allow others room to express their point of view, or possibly leaving your comfort zone around issues to explore what it means to have a sense of transcendence, or simply having an open mind to delve into thorny issues such as justice so that you deepen your individual and our collective capacity to learn.

As a class, we will know we have succeeded on contribution when we create a culture of trust, encourage the plurality of voices and perspectives that are inherent in the class and feel that we have a safe environment in which to express views and develop the character strengths around Transformational Leadership. Thus, the collective contribution represents an assessment of how well we have engaged each other and have created an environment that enables strong individual contribution. Everyone in the class is responsible for this dimension and everyone will receive the same grade.

It is expected that you will be present and prepared for every class and share your views in the classroom discussion. If you must miss class it is your responsibility to let me know and discuss ways in which you might contribute and learn despite your absence. Although I do not anticipate invoking the following premise, you should be aware that failure to attend more than 30% of the class sessions will preclude the submission of the final individual report since the opportunity to "reflect" will have been seriously impaired. Your interaction in teams and in discussions outside of the classroom can also contribute in major ways to the learning of your peers. You can identify up to two members of the class who made the greatest positive contribution to your learning in the course through classroom, out of class or team discussions. The frequency of mentions by your peers may cause your final contribution grade to be adjusted but only in an upward direction.

### Group Project:

Build a 45 minute class workshop around one of the virtues as shown in the Leader Character Framework. The project has two components. The first component is to develop and deliver the workshop. The workshop should be designed to enlighten your colleagues through whatever creative means you deem appropriate with a focus on approaches that engage their hearts and minds (a powerful learning combination). Please compile any readings or exercises you think would be helpful to your classmates as they deepen their understanding and experience of the virtue. You may assign these in advance of the class. Please give your colleagues two days' notice for any readings or assignments.

The second component requires preparing overview documentation that captures your learning and approach to the workshop as a teaching guide for anyone who chooses to use it as a resource.

We will decide as a class which leader character dimensions we will focus on, taking into account Brescia's commitment to "prepare our graduates to lead with wisdom, justice and compassion in a changing world." A sign-up sheet for the workshop groups and virtues will be made available in the first class. There will be 2-3 members in each group with 3-4 groups in total depending on final enrollment.

### **Deadlines:**

There will be 2 workshops in Session 3 and 2 workshops in Session 4 depending on preferred group work. At least one week prior to the workshop meet with me to review your plans. I will provide some input, but importantly will ensure coordination of plans between the workshops. The overview documentation for all groups will be due at the same time.

### **Reflective Journal:**

There are four components to the reflective journal:

1. Your reflections from each class. This should not be a summary of what took place but rather key insights and in particular their implications for you as a person/leader. The class with the Leader Insight Character Assessment warrants additional focus but this may be included in the reflection on the class or other sections of your journal.
2. Your overall reflection on the course with particular focus on your take-aways for "leadership of self" and your intended actions for development.
3. General insights and suggestions for improving the Advanced Leadership course.
4. A one page letter defining your vision for the type of leader you want to become and how you will measure your success. I will email the letter in one year. Please submit this as a separate file/document.

Your journals will be treated with absolute confidentiality. However, please feel free to remove anything you consider to be too private to share. Please submit the journals electronically to me unless you have a strong preference to submit a paper version (e.g. some students prefer to use an actual book for their journal).

### **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 case memos to class for discussion. Students should anticipate spending a minimum of 3 -5 hours per week preparing for classes, completing readings, case and exercise memos, as well as group projects.

### **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 "-1" on class participation 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 using email 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 48 hours during the work week. Over weekends and holidays I will not be checking email, so plan accordingly.

### **Appointments**

Students are welcome to meet with me the designated weekly office hours or by arranging an appointment at a mutually convenient time through email or by setting up an appointment time during class. 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 the course site 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.

### **ACADEMIC ACCOMMODATION**

If, on medical or compassionate grounds, a student is unable to complete a course component worth **greater than 10 per cent** of the final course grade, it is the responsibility of the student to consult with an Academic Advisor and follow the procedures documented in the "**POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES**" found below within this outline.

For academic accommodation to be considered for any course component worth **less than 10 per cent** of the final course grade, it is the responsibility of the student to approach the course instructor(s) in a timely fashion (within two business days of the missed deadline). Documentation may be required to be submitted to the academic advisor. If documentation is required, the request for accommodation will be decided by the academic advisor in consultation with the instructor. If documentation is not required, the instructor will make the final decision.

## **2018-19 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.

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. 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. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for

classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

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](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.

The full policy on requesting accommodation due to illness can be viewed at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12)

## 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. 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 sessional dates in the Academic Calendar, see the Sessional Dates tab at

<http://www.westerncalendar.uwo.ca/index.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.

**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

([http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading\\_68](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68) ).

#### 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:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](http://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 (<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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the

Academic Calendar

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_14](http://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/> . 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 Health and Wellness at Western, [http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html), for information about how to obtain help for yourself or others.

### **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/>.

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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.