

**MOS 3350B
Leadership in Business
School of Behavioural and Social Science**

Contact	Office Hours In Person	Office Hours By Zoom	Class
Colleen Sharen csharen@uwo.ca	Thursdays 11:30-12:30 Room: UH 333	Tuesdays 3pm – 4pm Or by appointment	Thursdays 8:30 am – 11:30 am Room: UH-26

COURSE DESCRIPTION

This course explores the concept of leadership and different models of leadership typically employed in business. It also examines the skills of effective leaders, the importance of context for leaders, and case studies of successful leaders in business. Topics may include business leader as individual, team leadership, leading change, and creating vision and strategic direction.

COURSE STRUCTURE, CONTENT, AND LEARNING OUTCOMES

This course consists of three modules:

Week	Module	Course Learning Outcomes	Brescia Competencies Level 3
1-4	Leader Characteristics	1) Comprehend the importance of leadership in business. 2) Discuss the leader characteristics model of leadership. 3) Analyze and evaluate popular beliefs about leadership.	1) Communication 2) Critical Thinking 3a) Inquiry & Analysis 3b) Inquiry & Analysis: Information Literacy 5) Self-Awareness & Development
5- 8	Decision Making and Power	4) Comprehend the basis of ethical challenges facing corporate business leaders. 5) Describe the role and use of power. 6) Describe the role of followers. 7) Discuss the decision-making process.	1) Communication 2) Critical Thinking 3a) Inquiry & Analysis 5) Self-Awareness & Development 7) Valuing
9-12	Strategic Leadership	8) Describe and apply the six elements of strategic leadership.	1) Communication 2) Critical Thinking 3) Inquiry & Analysis 4) Problem Solving

See <http://brescia.uwo.ca/academics/brescia-competencies/> for a detailed description of each competency.

Student competency levels on these outcomes will vary. You can expect to achieve these outcomes if you honour course policies and complete all learning activities in good faith and on time, demonstrate comprehension of and ability to apply the course content, and meet all other course expectations of you as a student.

A weekly learning plan is available on OWL. Following the schedule is your responsibility. On average, you might spend approximately 8 hours per week on this course:

- 1.5 hour completing the readings
- 1.5 hours summarizing the readings, or posting your case/exercise analysis to OWL (Learning Task 1)
- 3.0 hours in class
- 2.0 hours preparing Learning Task 2 (varies during the semester)

These times will vary by individual and by the work assigned each week.

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

COURSE MATERIALS

Books (Used Weeks 2, 3, 4):

Crossan, M. M., Seijts, G. H., & Gandz, J. (2016). *Developing leadership character*. Routledge.

Pfeffer, J. (2015). *Leadership BS: Fixing workplaces and careers one truth at a time* (First edition.). Harper Business, an imprint of HarperCollins Publishers.

Hard copies of both books are available on reserve at the Beryl Ivey Library (Brescia). Crossan et al. (2016), is available as an eBook on the Western Libraries website. If you wish to purchase, both books are available on Amazon.ca.

Course Pack

To purchase via Ivey Publishing, link available on OWL on the Getting Started page.

Additional Cases and Readings

Any additional readings or cases are posted on OWL on the relevant weekly lesson page.

COURSE PREREQUISITES AND ANTIREQUISITES

Enrollment in Management & Organizational Studies, Foods and Nutrition, or Leadership Studies, or with permission of the instructor.

COURSE EVALUATION

Learning Task	Timing	Learning Outcomes	Brescia Competency	Weight
LT1: Contribution to Learning	Weekly	1,3,5	1,2,3a,4,5	36%
LT2: Two Views of Leadership	Week 12	2,3	1,2, 3a, 3b, 5	32%
LT3: Final Exam	TBA	2, 4, 5, 6, 7	1-4; 5, 7	32%

Evaluation Policies

You must complete all evaluation components to pass the course. I will not re-weight course components unless you have received an academic accommodation. I will not adjust grades based on need. Your mark in the course will be the mark that you earn based on your comprehension of course content. Extra credit assignments are not available, and evaluations cannot be rewritten to obtain a higher mark. Once you have completed an evaluation, you are committed to the mark earned.

Late assignments without an academic accommodation will receive a “0.” All assignments are subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All assignments submitted for such checking will be included as source documents in the reference database to detect plagiarism of assignments 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>).

Learning Tasks: Evaluation Component Descriptions

Learning Tasks are the graded assignments you complete to demonstrate that you have achieved the learning outcomes and Brescia Competencies required to successfully complete this course. Detailed instructions, templates, examples, and grading rubrics for all learning tasks are available on OWL.

Learning Task 1: Contribution to Learning (36%)

Contribution to learning assesses your communication, critical thinking, complex problem solving, and inquiry and analysis skills. Contribution may also be used to determine whether you have mastered the content of the course. Please read LT1 instructions and a detailed rubric available on OWL.

Posts: Contribution to Learning activities may consist of a case analysis or a learning exercise posted to OWL Forums and a class discussion of that case or exercise. For each case or exercise, you will post your learning activity (300 to 500 words) on OWL forums. We will then discuss the activity in the following class. Please make sure that you submit your weekly forum post before **noon on Wednesdays**. If you self-report an absence (SRA) for a post, **your post will be due 48 hours after the end of the SRA** (including weekends).

In Class Contribution: During class, we will discuss each learning activity. Your task during class is to give feedback, build on the ideas presented in the posts, add additional evidence, challenge the ideas presented, provide contradictory evidence, or provide insight into the problem. Your engagement in the learning activity, reflection on that activity, and interaction with other students will also be considered in the LT1 grade.

This is an in person active learning course that involves significant student engagement and discussion. Students will not be allowed to participate via zoom. If you receive an accommodation or SRA for a specific week attendance, **you will be asked to comment on three other students' forum posts within 48 hours of the end of the accommodation/SRA in lieu of class discussion.**

LT1 will be graded weekly. Each assigned contribution activity and class discussion counts equally toward your contribution grade. You may miss one class without an accommodation or academic penalty. The lowest weekly grade will be dropped (including the first missed class). Any further missed classes will result in a "0" for the week unless the student has received an academic accommodation. At the discretion of the instructor, any student who misses more than 3 classes without an accommodation will receive a "0" on LT1 for the term.

Learning Task 2: Two Views of Leadership (32%)

Experts estimate that the leadership development industry is a \$366 billion (USD) industry globally (Westfall, 2019); yet, by some estimates, most leadership development initiatives are not effective (Gurdjian et al., 2014). Jeffrey Pfeffer argues that this is because many commonly held beliefs about leadership are rooted in idealized assumptions about leadership or personal perception rather than in high quality evidence about effective leadership. Your task is to challenge your own perceptions of effective leadership by exploring the evidence that supports or refutes a popular leadership belief.

In this learning task (LT), you are asked to prepare an analysis of two points of view (POVs) about a popular leadership belief. This analysis is intended to persuade the executive team of a large corporation to adopt a specific POV about a leadership belief and to incorporate this viewpoint into the organization's culture. You will

1. Identify and describe a commonly held belief about business leadership (~1/2 p) *
2. Discuss whether you agree/disagree with this belief. Provide a rationale for your point of view. How has your agreement/disagreement influenced your leadership? (~1/2 p)
3. Identify and describe an alternative point of view to this belief (~1/2 p)
4. Find and evaluate evidence that supports each point of view. (~2 to 3 pp)
5. Reflect on your point of view after you have completed the research. Has your belief about leadership changed? Why or why not? What will you change in your leadership behaviour because of this analysis? (~1 p)

Please read instructions and rubric posted on OWL for more information.

References

Gurdjian, P., Halbiesen, T., & Lane, K. (2014, January 1). *Why leadership-development programs fail* | McKinsey. McKinsey and Company. <https://www.mckinsey.com/featured-insights/leadership/why-leadership-development-programs-fail>

Westfall, C. (2019, June 20). *Leadership Development Is A \$366 Billion Industry: Here's Why Most Programs Don't Work*. Forbes. <https://www.forbes.com/sites/chriswestfall/2019/06/20/leadership-development-why-most-programs-dont-work/>

Learning Task 3: Final Exam (32%)

The final exam will be three hours in length. It will involve a case study and may include multiple choice, short answer, or essay questions. It will cover material from Module 2: Decision Making and Power and Module 3: Strategic Leadership. We will discuss the final exam and approaches to study for the exam during W12, the course wrap and exam preparation class.

TEACHING METHODOLOGY AND EXPECTATIONS OF STUDENTS

Students are expected to complete the preparatory work *before* they attend class where it will be discussed. Each class session may include a combination of mini-lectures, case discussions, active learning activities (individual and team), and guest speakers.

Attendance

Attendance at all classes in this course is expected; however, circumstances may arise which make it impossible for you to attend. For this reason, students will be excused for one class. This absence will not negatively affect your LT1: Contribution to Learning grade. In the situation of an extended absence (see the final two pages of this outline), please discuss with your Academic Advisor. This is an in person active learning course that involves significant student engagement and discussion. Students will not be allowed to participate via zoom.

Under University regulations, your instructor can determine at which point absenteeism has become excessive and approach the Academic Dean who may stop your final test/paper from being marked, 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 LT1: Contribution to Learning grade of 0 for the course.

Student Use of Technology in Class

The nature of the classroom requires that electronic devices (laptops, tablets, and/or smart phones) be used to participate in class activities. There will be times where students will be asked to close or put devices away. Students are asked to fully cooperate with in-class instructions. Failure to cooperate and using devices for non-class activities (i.e., texting, checking email, checking social media pages, etc.) will result in an immediate "0" in LT1: Contribution to Learning for that class. Recording devices of any kind (camera, recorders, phones, etc.) may not be operated without my consent.

Learning Task Authoring

LT1 and LT2 must be researched and written by the individual student. While you may use the internet to conduct research, your analysis, conclusions, and recommendations must be your own.

Preferred Method of Contact

If you have questions about the course content or an activity or assignment, please check OWL Forums to see whether your question has been answered. If you cannot find the information you need, please post your question on OWL Forums, so other students can benefit from your question.

If you would like to discuss something personal, please contact me through email. You can also visit me during my office hours. If those times do not work for you, we can set up another meeting at a mutually convenient time. I check email and OWL daily Monday through Friday between the hours of 7:00 am and 3:00 pm. I generally do not check OWL or email in the evenings or during the weekend, so plan accordingly.

Finally, if you wish to discuss a grade, or how you might improve a grade, please read my feedback and the LT instructions and rubric carefully before contacting me for an appointment. These documents may provide you with the information that you need.

Privacy

To respect privacy laws and the privacy of individual students, all grades will be distributed on OWL only. I will discuss your grades only with you. Please do not share or compare your grades. I cannot share information about another student's grades, so discussions comparing 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" on the final pages of 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 me 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 me. If documentation is not required, I will make the final decision.

Dropping a Course

To drop a course without academic penalty, you must drop the course by the following dates:

Winter Term Half Credit Course

March 7, 2022

For further details, check the online academic calendar in the registrar's website. To book an appointment with one of Brescia's Academic Advisors, call 519.432.8353, extension 28266. If you are registered at another college or main campus, please make an appointment to see your academic advisor at your home campus.

2021-22 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12 .

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

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

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

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form** to clarify how they will fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

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

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to

complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

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

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

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

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

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

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

3. ABSENCES

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

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

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

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

frequent absence from the class or laboratory

(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.

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, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar 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/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

Mental Health and Wellness

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

Sexual Violence

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

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

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