

**Huron University College
Governance, Leadership and Ethics
Introduction to Leadership
GLE 2003G 550 W19**

CONTACT INFORMATION

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Office Hours: Mondays 1:00 pm to 4:00 pm or by appointment.

CLASS INFORMATION

| Day | Time | Location |
|------------|-----------------|-----------------|
| Thursday | 2:30pm – 5:30pm | V207 |

Course Calendar Description:

This course introduces students to principled leadership as a foundation for decision-making and evaluation. A theory-to-practice approach is applied providing a coherent framework for action, taking into account authority, power, influence, followership, competencies, personality, role, and citizenship. Students learn diagnostic tools for analysis, constituent responsibilities, and strategic action.

Prerequisite(s): Enrollment in the Governance, Leadership and Ethics major.

Antirequisite(s): Dimensions of Leadership 1000A/B, Dimensions of Leadership 1031

Course Description:

This course is created as an integral component of the proposed multi-disciplinary Major in Governance, Leadership, and Ethics at Huron University College. It is one of three new foundational courses covering each of the GLE Major's scholarly themes. It will offer a broad-based introduction to the concept leadership, combining theoretical inquiry and empirical investigation, and drawing on insights from business administration, political, organizational, and policy analyses. The course will prepare students who are proceeding in the GLE major, informing their subsequent module construction and launching their progression to the proposed 4000 level GLE capstone course that synthesizes and integrates the governance, leadership, ethics themes.

Course Objectives:

At the end of the Program students will be able to:

1. Identify, classify, compare, critically integrate, and generalize using theories, research methods, and core ideas related to the nature and styles of leadership.

2. Integrate knowledge and develop critical understanding of the connections and interplay between governance and leadership.
3. Demonstrate critical awareness of and commitment to the public good and ethical conduct in the private and third sectors, including transparency and accountability.
4. Develop personal responsibility in the conduct of decision making and leadership.
5. Identify, classify, compare, critically integrate, and generalize using theories, research methods, and core ideas related to the nature and styles of leadership.

Learning Outcomes:

1. Explain fundamental theories of leadership and recognize situations in which the theories are applied
2. Synthesize the competencies needed to be an effective leader and develop strategies for improving effective leadership potential.
3. Understand and critically analyze the new and emerging paradigm of leadership and practice

Evaluation:

| Assignment | Due Date | Value (%) |
|-------------------------|--------------------------|-----------|
| Participation | On-Going | 15 |
| Case Discussion Leaders | Weekly (starting Week 3) | 20 |
| Mid-Term Paper | Feb. 28 | 25 |
| Final Paper | April 11 | 40 |

Course Readings:

Collinge, C., & Gibney, J. (2010). Connecting place, policy and leadership. *Policy Studies*, 31(4), 379-391. doi:10.1080/01442871003723259

Dickson, M. W., Castaño, N., Magomaeva, A., & Den Hartog, D. N. (2012). Conceptualizing leadership across cultures. *Journal of World Business*, 47(4), 483-492. doi:10.1016/j.jwb.2012.01.002

Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *The Leadership Quarterly*, 25(1), 36-62. doi:10.1016/j.leaqua.2013.11.005

Fairhurst, G. T., & Connaughton, S. L. (2014). Leadership: A communicative perspective. *Leadership*, 10(1), 7-35. <https://doi.org/10.1177/1742715013509396>

Freeman, R., & Auster, E. (2011). Values, authenticity, and responsible leadership. *Journal of Business Ethics*, 98:15-23. DOI 10.1007/s10551-011-1022-7

Groves, K., & LaRocca, M. (2011). An empirical study of leader ethical values, transformational and transactional leadership, and follower attitudes toward corporate social responsibility. *Journal of Business Ethics*, 103(4), 511-528. Retrieved from <http://www.jstor.org/stable/41476041>

Harris, P. R., & Moran, R. T. (1996). European leadership in globalization. *European Business Review*, 96(2), 32-41. doi:10.1108/09555349610111848

Hamlin, A., & Jennings, C. (2007). Leadership and conflict. *Journal of Economic Behavior and Organization*, 64(1), 49-68. doi:10.1016/j.jebo.2006.02.003

Kramer, M. W., & Crespy, D. A. (2011). Communicating collaborative leadership. *The Leadership Quarterly*, 22(5), 1024-1037. doi:10.1016/j.leaqua.2011.07.021

Prime, J., Jonsen, K., Carter, N., Maznevski, M. L., Prime, J., Jonsen, K., . . . Maznevski, M. L. (2008). Managers' perceptions of women and men leaders: A cross cultural comparison. *International Journal of Cross Cultural Management*, 8(2), 171-210. doi:10.1177/1470595808091789

Van Wart, M. (2013). Lessons from leadership theory and the contemporary challenges of leaders. *Public Administration Review*, 73(4), 553-565. doi:10.1111/puar.12069

Class Schedule:

| Week | Topic | Purpose | Readings |
|---------|---|---|---|
| Jan. 10 | Introduction | <ul style="list-style-type: none"> • Overview of Organizational Leadership • Issues in Organizational Leadership • Defining an Organization • Defining Leadership Organizational • Leadership Differences between leadership and management in organizations | |
| Jan. 17 | Leadership Theories | <ul style="list-style-type: none"> • Introduction to Leadership • Theories of Leadership <ul style="list-style-type: none"> ○ Leadership Traits ○ Leadership Skills ○ Leadership Styles | "Lessons from leadership theory and the contemporary challenges of leaders" |
| Jan. 24 | Leadership and Diversity | <ul style="list-style-type: none"> • Effective Global Leadership • Leadership and Culture | "Conceptualizing leadership across cultures" |
| Jan. 31 | Value Conflict and Cultural Approaches to Canadian Leadership | <ul style="list-style-type: none"> • Indigenous Models of Leadership • Leading in a Multi-Cultural Organization | "European leadership in globalization" |
| Feb. 7 | Leadership and Gender | <ul style="list-style-type: none"> • The Canadian Experience | "Managers' perceptions of |

| | | | |
|----------------|---|--|--|
| | | <ul style="list-style-type: none"> • Feminist vs. Masculine Approaches • Ways of Knowing and the Gender Lens | women and men leaders" |
| Feb. 14 | Leading with Effective Communication | <ul style="list-style-type: none"> • Communication Process • Barriers to Effective Communication • Ethical Communication | "Leadership: A communicative perspective" |
| Feb. 21 | | Reading Week | |
| Feb. 28 | Resolving Conflict and Negotiation | <ul style="list-style-type: none"> • Levels of Conflict • Conflict Resolution • Stimulating Constructive intergroup conflict • Negotiations and Tactics | "Leadership and conflict" |
| March 7 | Becoming a Transformative Leader | <ul style="list-style-type: none"> • The Struggle for Group Harmony • Realigning Group Energy with Synergy • Facilitating Resonance through Group Synergy | "An empirical study of leader ethical values, transformational and transactional leadership" |
| March 14 | Authentic Leadership | <ul style="list-style-type: none"> • Making Ethical Choices • The Anti-Leader • Divide and Conquer? | "Values, authenticity, and responsible leadership" |
| March 21 | Collaborative Intelligence and How Leaders Can Facilitate It | <ul style="list-style-type: none"> • Collaborative Intelligence • Wisdom and Knowledge in Collaborative Groups • Institutional Alienation in a Competitive World • Wisdom, Shared Purpose and Motivation | "Communicating collaborative leadership" |
| March 28 | Governance Structures, How They Shape the Role & Expectations of Leadership | <ul style="list-style-type: none"> • The Intersectionality of Leadership across the Various Sectors • The Forces That Shape the Leader | "Connecting place, policy and leadership" |
| April 3 | Effective Leadership in 21st century | <ul style="list-style-type: none"> • Becoming an Effective Leader • The Future of Leadership | "Leadership theory and research in the new millennium" |
| April 11 | When Leaders Lose Their Soul | <ul style="list-style-type: none"> • Corruption of Authority • Standing all Alone | TBD |

Participation:

Participation is more than just attending class; it means entering fully into class discussions and exercises. Students are expected to share concepts, information, and experiences—and to listen and respond to the contributions of others.

Differing points of view are encouraged, and students are welcome to put forward positions they may not agree with. The goal throughout is a thorough, lively, and loving exploration of ideas.

During class, you should:

- be able to demonstrate knowledge of all the materials covered
- be ready to make thoughtful comments
- relate them to your work and personal experiences
- respond to the materials, the professor, and the ideas of fellow students.

While your voluntary participation is strongly encouraged, you should be prepared to respond when called upon to give your views. On the other hand, you should avoid continuously dominating class and group discussion. The most valuable element of participation is listening carefully and responding to what others have to say.

The following scale will be used to rate your class participation:

0. Absent

1. Attended class, but did not speak or participate. When invited to give an opinion, gave an answer such as "I'm not sure".

2. Made minor comments or contributed only when called on.

3. Made a reasonable contribution to the discussion and activities. Opinions related to theory and concepts covered in the course.

4. Made insightful and significant contributions to the discussion. Built on the contributions of others personal experience and examples provided were supported with theory and concepts.

In-Class Discussion Leaders

Each week during the 1 hour seminar period in class, a small group (3 to 4) will act as discussion leaders for an assigned topic paper. The Discussion Leaders will be responsible for:

1. Posting a series of questions about the case, 1 week prior to its discussion, to help focus the conversation.
2. Present a short overview (5 to 10 minutes) of the case prior to it being discussed in class. The group may wish to introduce additional material at this time.
3. Lead the class discussion, by use of: an exercise, a facilitation process, or what every other means they deem acceptable.
4. All students are required to read the posted papers before class to enable full-some participation. The case studies are posted on the class OWL site.

Term Papers:

Two term papers are required for this course. The ideal length of the first is approximately 2000-2500 words (approx. 8-10 double-spaced printed pages). The final paper should be approximately 3000 to 3500 words. In terms of focus; my preference will be that the focus for the first paper will relate to material

from the 1st half of the course and the focus for the final will come from the 2nd half of the course. I expect each student to discuss their topic with me prior to beginning to work on their paper(s).

Details on style, citation, design etc, will be covered in class, and a handout covering these issues will be provided within the first 2 weeks of class.



Appendix to Course Outlines

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons 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 prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Conduct* at:

<https://huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact

the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Statement on Academic 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 the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and

resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

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 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.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <https://huronuc.on.ca/about/accessibility> ("Cancellations and Closures").

Mental Health @ Western

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.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronuc.ca/student-life-campus/student-services/academic-advising>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <https://huronuc.ca/student-life-campus/art-social-science>