

**Huron University College  
Governance, Leadership and Ethics  
Introduction to Leadership  
GLE 2003G 550, W23**

**CONTACT INFORMATION**

Instructor: Dr. Bill Irwin, MPA, PhD  
Office A2a  
Phone: 519-438-7224 x 614(Office) 519-520-8710(Cell)  
Email: birwin6@huron.uwo.ca  
Course Website: OWL Sakai  
Office Hours: Mondays 1:00 pm to 4:00 pm or by appointment.

**CLASS INFORMATION**

<b>Day</b>	<b>Time</b>	<b>Location</b>
Mondays	9:30am – 12:30pm	V214

**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.

**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
Reflection papers (3)	On-Going	25
Final Paper	April 8	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:**

<b>Week</b>	<b>Topic</b>	<b>Purpose</b>	<b>Readings</b>
Jan. 9	Introduction	<ul style="list-style-type: none"> <li>• Overview of Organizational Leadership</li> <li>• Issues in Organizational Leadership</li> <li>• Defining an Organization</li> <li>• Defining Leadership Organizational</li> <li>• Leadership Differences between leadership and management in organizations</li> </ul>	
Jan. 16	Leadership Theories	<ul style="list-style-type: none"> <li>• Introduction to Leadership</li> <li>• Theories of Leadership               <ul style="list-style-type: none"> <li>○ Leadership Traits</li> <li>○ Leadership Skills</li> <li>○ Leadership Styles</li> </ul> </li> </ul>	"Lessons from leadership theory and the contemporary challenges of leaders"
Jan. 23	Leadership and Diversity	<ul style="list-style-type: none"> <li>• Effective Global Leadership</li> <li>• Leadership and Culture</li> </ul>	"Conceptualizing leadership across cultures"
Jan. 30	Value Conflict and Cultural Approaches to	<ul style="list-style-type: none"> <li>• Indigenous Models of Leadership</li> <li>• Leading in a Multi-Cultural Organization</li> </ul>	"European leadership in globalization"

	Canadian Leadership		
Feb. 6	Leadership and Gender	<ul style="list-style-type: none"> <li>• The Canadian Experience</li> <li>• Feminist vs. Masculine Approaches</li> <li>• Ways of Knowing and the Gender Lens</li> </ul>	"Managers' perceptions of women and men leaders"
Feb. 13	Leading with Effective Communication	<ul style="list-style-type: none"> <li>• Communication Process</li> <li>• Barriers to Effective Communication</li> <li>• Ethical Communication</li> </ul>	"Leadership: A communicative perspective"
<b>Feb. 21</b>		<b>Reading Week</b>	
Feb. 27	Resolving Conflict and Negotiation	<ul style="list-style-type: none"> <li>• Levels of Conflict</li> <li>• Conflict Resolution</li> <li>• Stimulating Constructive intergroup conflict</li> <li>• Negotiations and Tactics</li> </ul>	"Leadership and conflict"
March 6	Becoming a Transformative Leader	<ul style="list-style-type: none"> <li>• The Struggle for Group Harmony</li> <li>• Realigning Group Energy with Synergy</li> <li>• Facilitating Resonance through Group Synergy</li> </ul>	"An empirical study of leader ethical values, transformational and transactional leadership"
March 13	Authentic Leadership	<ul style="list-style-type: none"> <li>• Making Ethical Choices</li> <li>• The Anti-Leader</li> <li>• Divide and Conquer?</li> </ul>	"Values, authenticity, and responsible leadership"
March 20	Collaborative Intelligence and How Leaders Can Facilitate It	<ul style="list-style-type: none"> <li>• Collaborative Intelligence</li> <li>• Wisdom and Knowledge in Collaborative Groups</li> <li>• Institutional Alienation in a Competitive World</li> <li>• Wisdom, Shared Purpose and Motivation</li> </ul>	"Communicating collaborative leadership"
March 27	Governance Structures, How They Shape the Role & Expectations of Leadership	<ul style="list-style-type: none"> <li>• The Intersectionality of Leadership across the Various Sectors</li> <li>• The Forces That Shape the Leader</li> </ul>	"Connecting place, policy and leadership"
April 2	Effective Leadership in 21st century	<ul style="list-style-type: none"> <li>• Becoming an Effective Leader</li> <li>• The Future of Leadership</li> </ul>	"Leadership theory and research in the new millennium"
April 9	When Leaders Lose Their Soul	<ul style="list-style-type: none"> <li>• Corruption of Authority</li> <li>• Standing all Alone</li> </ul>	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.

**Reflection Papers:**

There will be a series of speakers (three minimum) during the course, their talks relating to the class material. Three reflection papers (one per speaker) are expected focused on the speaker's talk, how the talk relates to the course material and personal insight. A detailed outline on Reflection paper design will be posted on the class website.

**Term Paper:**

A final term paper is required for this course. The final paper should be approximately 3000 to 3500 words. In terms of focus; my preference will be that the focus for the first come from the 2<sup>nd</sup> 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: Academic Policies & Regulations Fall/Winter 2022-2023**

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no disruptions to in-person instruction. This is subject to change.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University 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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **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 enroll in it, you may be removed from this 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 prerequisites.

### **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.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

### **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 website: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar) . The appeals process is also outlined in this policy as well as more generally at the following website: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

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>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and 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.

### **Statement on Use of Personal Response Systems (“Clickers”)**

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.

### **Academic Consideration for Missed Work**

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration 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. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). 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.

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

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) 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: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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.

**c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation\\_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

**Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at

[huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website

at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

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 and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>  
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/>  
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>  
Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Wellness and Health Supports at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services:

[huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca) Community

Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -  
[Academic Calendar - Western University \(uwo.ca\)](#)