

## Management and Organizational Studies MOS 3350B Leadership in Business

### CONTACT INFORMATION

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Office Hours: Thursday 11:30 - 1:30 pm, or by appointment

### CLASS INFORMATION

Time: Thursday 8:30 – 11:30  
Room: BR 304  
Website: <https://owl.uwo.ca/portal>

### COURSE DESCRIPTION

This course explores the concept of leadership and different models of leadership that can be employed in organizations. 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 leader as individual, team leadership, leading change, and creating vision and strategic direction.

### COURSE LEARNING OBJECTIVES

At the end of this course students will be able to:

- 1) Understand the importance of leadership
- 2) Understand and apply various leadership theories and concepts to business issues
- 3) Demonstrate effective written and oral communication skills
- 4) Demonstrate effective critical thinking and reasoning skills
- 5) Demonstrate effective research skills
- 6) Model the expectations of employers

Students may vary in their competency levels on these outcomes. They can expect to achieve these outcomes if they honour course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

### COURSE STRUCTURE AND CONTENT

The course has four modules:

- I. Theories of Leadership: Weeks 1 - 3
- II. Leading Self: Weeks 4 - 7
- III. Leading Others: Weeks 8 - 9

#### IV. Leading Organizations: Week 10 - 12

Course activities include: Guest speakers, lectures, case videos, extensive use of written cases, and exercises. Each class will include a seminar style discussion of assigned class readings. Students may be assigned to be discussion leaders in class discussions. As such, class attendance is essential and contribution is a significant part of course assessment.

A tentative course syllabus for this course will be uploaded on OWL. There may be departures from this syllabus as some topics take up more (or less) time than is scheduled. Readings may be expanded upon by way of online discussions, videos and/or class discussions. Following this syllabus is the responsibility of each student.

#### **COURSE MATERIALS**

Rowe, Glenn W., and Guerrero, Laura. *Cases in Leadership*, 3<sup>rd</sup> ed. Sage Publications, 2013.

#### **COURSE PREREQUISITES AND ANTIREQUISITES**

Enrollment in MOS, DOL or Food & Nutrition, or by special permission.

#### **TEACHING METHODOLOGY AND EXPECTATIONS OF STUDENTS**

A combination of lectures, simulations, guest speakers, case studies, videos, small group-work and student presentations will be used. Class content may either complement the reading assignment or it may cover material in addition to the assigned readings. This course uses active learning activities, which requires a much greater involvement of the student in class than does the traditional lecture method. In the classroom, the instructor will act as discussion leader, with emphasis on students' active participation. The very nature of the case discussion approach demands a high level of attendance, preparation and contribution in class.

Students are expected to be fully engaged in the entire learning process. This means devoting time and energy to preparation before class, listening to others during class discussions and engaging in class discussions. Collective reasoning and discovery are critical to the successful application of the case method. *Prior to any case discussion, engaging in discussions with (or examining notes from) others who may have already experienced the case class is a clear violation of our norms.*

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.

#### **Class Etiquette**

##### ***Attendance***

Attendance at all classes in this course is expected. Family medical issues, personal medical issues, family bereavement, participation in University sports teams are acceptable reasons for missing class, with appropriate documentation with your academic advisor. Under University regulations, your instructor can determine at which point absenteeism has become excessive and approach the Dean who may prevent you from writing the final exam, 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 class contribution grade of "0" for the course.**

### ***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 professor. Please ensure your phones are turned OFF prior to entering the classroom and placed 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. **Inappropriate use of a laptop in class may result in a “0” on class participation for that class.**

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 and 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 “0” on class participation for that class.**

Carrie B. Fried, “In-class Laptop Use and its effects on student learning.” Computers and Education 50 (2008) 906-914.

Ellis, Yvonne, Daniels, Bobbie and Jauregui, Andres. “The effect of multi-tasking on the grade performance of business students” Research in Higher Education. June 2010. Vol. 8. P 1 – 10.

### ***Email or Texting vs. Telephone or Meeting***

Email or texting are useful tools for sharing news, setting up meetings or for a simple assignment clarification. But for more complex questions or personal issues, a telephone call or face meeting is better. Telephone calls can usually be arranged for the evening or weekend. Students are welcome to meet with me during the designated weekly office hours or by arranging an appointment at a mutually convenient time. Make sure to be on time for your meeting, 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 OWL only. If a student wishes to discuss a grade, or review a test or paper, she must do so in person. To protect student privacy, a professor may only discuss grades with the student in question. Please do not share or compare your grades. A professor cannot share information about another student’s grades, so discussions about comparison of grades between students will not be entertained.

### **EVALUATION**

Students must complete **all elements of evaluation** in order to receive a passing grade in the course. There will be no re-weighting of components within the course unless a student has received an academic accommodation. 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.

| Component                               | Timing    | Learning Objective | Weight |
|---|-----------|--------------------|--------|
| Class Contribution                      | Wk 1 - 12 | 1,2,3,4, 6         | 20%    |
| Annotated Bibliography                  | Wk 6      | 3,4,5              | 20%    |
| Leadership Impact/Best Practices Report | Wk 8      | 1,2,3,5            | 25%    |
| Leadership Case Study                   | Wk 11     | 1,2,3,4            | 25%    |
| Self Assessment and Reflection Paper    | Wk 12     | 3,4,5              | 10%    |

This course will require the submission of written material both as a hard copy and as an electronic copy. The electronic copy is to be uploaded onto OWL for a plagiarism check. Late assignments without an academic accommodation will receive a “0”. It is expected that work will be your own. Writing, spelling and grammar are important and are taken into account when a grade is assigned. If you are particularly concerned about your written language skills, seek help from the Brescia Writing Instructor.

### **Evaluation Component Descriptions**

#### ***Major Assignment***

The major assignment consists of a number of related individual assignments, including a research plan, annotated bibliography, leadership impact/best practices report, discussion guide, leadership case study and self-assessment and reflection paper.

Students will select a topic in business leadership of personal interest and then develop a research question to explore in the major assignment. Each student will develop a research plan, which will be submitted to your professor, in order to provide you with feedback on your planned approach to your research question.

Once you have received feedback on your research plan, each student will develop an annotated bibliography, selecting, reviewing and evaluating a minimum of ten sources on your topic of interest.

Next, you will write a seven to ten page report, conducting an analysis of literature on your research topic, identifying either the impact that this topic has on leadership behaviour, or best practices in leadership related to this topic. Based on your understanding of the literature on your topic, you will develop a list of questions that you will use to interview a business leader for 30 to 60 minutes. You will submit your question list to the professor for feedback. Once you have received your feedback, you will interview the business leader you have selected. Based on your interview, you will write a five to seven page case study of the leader you interviewed, analyzing their responses about your topic of interest. Finally, you will complete a brief research skills self-evaluation and reflection assignment, reflecting on both your research and critical thinking skills.

*Each element of the major assignment has a separate assignment document outlining the objectives, expectations, due dates and evaluation scheme that is available on OWL. Each assignment will be discussed in detail in class.*

#### ***Research Workshops***

Throughout the semester you will attend a number of 60 to 90 minute in-class research workshops. These workshops are specifically designed to teach you the skills you will need to complete each element of the major assignment.

### **Major Assignment Assessment**

The major assignment represents 80% of the course, as follows:

|   |                                 |
|---|---------------------------------|
| Research Plan                           | Formative Evaluation (no grade) |
| Annotated Bibliography                  | 20%                             |
| Leadership Impact/Best Practices Report | 25%                             |
| Discussion Guide                        | Formative Evaluation (no grade) |
| Leadership Case Study                   | 25%                             |
| Self-assessment and reflection paper    | 10%                             |

Formative assignments are mandatory and are not graded. Their purpose is to provide students with feedback to improve the quality of their final assignments. ***If the formative assignments are not submitted, you will receive a “0” on the graded assignments.*** Late assignments will not be accepted unless a student has received an academic accommodation. See individual assignment descriptions for detailed grading rubrics and assignment expectations.

### **Contribution**

Contribution by each and every student is a cornerstone of any effective learning experience. Active class involvement augments the learning experience, increases assimilation of material and stimulates the level of class discussion. Students’ contribution to this course is initiated through thorough class preparation. Contribution is expected to be relevant to the current discussion and includes answering direct questions, volunteering answers, advancing the discussion to a new issue, developing one side of an argument, clarifying difficult concepts and asking questions pertinent to the topic. Class contribution may also include assignments, hand-ins, group evaluations and prompt attendance. It is just as important to listen attentively to your classmates and critique ideas constructively.

Contribution will be graded for each class. Attending class is important but minimal credit will be given for attendance alone. Students are encouraged to speak to the instructor if they have concerns about their performance or if they would like to discuss strategies to support regular contribution.

One of the objectives of this course is to model the expectations of employers. Employers expect that you will attend work, prepare in advance of meetings, actively participate in decision-making, and persuade others to support your point of view. Class contribution grade is the method used to assess whether or not you have met this course objective. It is difficult to assess the preparation and communication skills of a student who misses more than one-quarter of the class sessions. As a result, students who miss more than 25% of the total classes included in the contribution grading (classes where students do not have an opportunity to participate are not included in this calculation) **will receive a “0” for their contribution grade.** Although students are allowed to miss one class per term without penalty, this one class is still included in the number of total missed classes.

Contribution grade calculation information:

1. To assist in measurement of contribution, students are asked to **ALWAYS** use name cards.
2. Contribution is calculated out of a score of 16 for each class. All classes, **including the first class of the term**, are included in the calculation of contribution (see rubric on OWL).
3. Each class is weighted equally.
4. Each student is allowed to miss one class per term without an accommodation that does not count in the contribution calculation. Should a student attend all classes during a term, their lowest class contribution grade will be dropped from the calculation.

5. Missed classes due to travel plans, studying for other courses, tests for other courses during regularly scheduled class time, personal problems, friends, job interviews, and doctors' appointments will not receive accommodation.
6. Family medical issues, personal medical issues, family bereavement, participation in University sports teams may receive accommodation with appropriate documentation. Contact your academic advisor to determine whether your situation can receive accommodation.
7. Students will **not** be able to offset a poor contribution grade by completing additional assignments, substitute assignments or re-weighting of a contribution in the overall grade **unless** the student has received an academic accommodation.
8. Students are expected to track their own attendance.
9. Texting or use of a laptop for non-class related activities in class may result in an immediate "0" in contribution for that class.

## 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. To book an appointment with one of Brescia's Academic Advisors, call 519.432.8353, extension 28266. Contact your academic advisor at your home campus if you are not a Brescia student.

## 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 on medical grounds 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. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm>. If it is not possible to have an SMC completed by the attending physician/nurse practitioner, 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. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2012/pg117.html>

### 2. ACADEMIC CONCERNS

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

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, [www.registrar.uwo.ca](http://www.registrar.uwo.ca), for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

### 3. ABSENCES

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

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

### 4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

#### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

#### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

### 5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair.

If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

## **6. PREREQUISITES AND ANTIREQUISITES**

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

## **7. SUPPORT SERVICES**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at [http://www.brescia.uwo.ca/academics/registrar\\_services/index.html](http://www.brescia.uwo.ca/academics/registrar_services/index.html). The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm>. The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/>. 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.

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.