

General Course Information

Instructor:	Thomas Sasso, MA, PhD Candidate
Email	tsasso@uoguelph.ca
Office Location	Macdonald Hall 217
Office Hours	Tuesdays 10:00am – 11:30am
Department/School	Management
Class Schedule:	Tuesdays and Thursdays 8:30am – 9:50am RICH 2529
Pre-requisites:	
Restrictions:	UNIV 2000

Course Description

Using an integrated approach to studying leadership, this foundation course covers history, evolving theories, models, and research both from a theoretical point of view and practical application. This course will use a seminar style with applied workshops, class discussions, guest speakers, and student participation. Students will prepare elements of a skills portfolio and a research paper. This is a required course for the Certificate in Leadership.

Leadership is key to the future of individuals, organizations, communities, and nations. Many organizations in the public, private, and not-for-profit sectors are moving away from traditional management functions toward models of people/participant/employee empowerment based on various leadership models. HROB*2010: Foundations of Leadership is intended to support you in further understanding and preparing for leadership roles, situations, experiences, and/or research. Using an integrated approach to studying leadership, this foundation course explores leadership theories, the application to leadership and current issues, as well as critical and self-reflection on one's own leadership qualities. The course utilizes a wide range of learning methodologies to provide an opportunity for students to further enhance and apply their knowledge of leadership, while practicing the skills necessary for effective leadership engaging in the subject of leadership with others.

Course Learning Outcomes

Upon successfully completing this course, you will:

Knowledge and Understanding:

1. Demonstrate an understanding of current and historical leadership theories and concepts (content quizzes, final exam).

Discipline/Professional and Transferable Skills:

2. Apply leadership theories and concepts to real-life and simulated situations and/or persons (in class exercises, final exam, group presentation).

Attitudes and Values

3. Analyze and critically reflect on your own leadership experiences and expectations (personal leadership portfolio)
4. Critically reflect upon and assess your leadership development to date, enabling you to discover opportunities for future development (personal leadership portfolio)

Summary of Course Content and Materials

Leadership means many things to many people. While everyone seems to have their own view of what leadership is and why it is important, ideas about leadership have been the subject of great debate by philosophers throughout the ages and, more recently, the focus of inquiry by scholars in the management and organization literature. This course, however, isn't only about managerial leadership – it's about leadership in all aspects of life. While we use much literature from the management field, we apply these ideas to a variety of settings and people. My goal is that you will find here ideas and tools that will help you understand, reflect on and develop your own leadership.

Course Schedule and Key Dates: The following schedule is subject to modification by the professor with notice in the previous class. If you miss a class, please make sure that you contact me or a fellow student to stay up to date with any potential changes.

Date	Lecture	Topic/ Assessment	Readings
Sept 5	1	Course Overview/ Assignment Explanations	Course Syllabus Northouse, Chapter 1
Sept 10	2	Power and Trait Approach	Northouse, Chapter 2
Sept 12	3	Skills Approach	Northouse, Chapter 3
Sept 17	4	Behavioural Theories of Leadership	Northouse, Chapter 4
Sept 19	5	Situational Theories of Leadership	Northouse, Chapter 5
Sept 24	6	Workshop on Personal Leadership Portfolio	
Sept 26	7	Path-Goal Theory	Northouse, Chapter 6
Oct 1	8	Followers	Northouse, Chapter 12
Oct 3	9	Transactional vs. Transformational Leadership	Northouse, Chapter 8
Oct 8	10	Team Leadership	Northouse, Chapter 14
Oct 10	11	Workshop on Group Presentation	
Oct 15	12	Thanksgiving Break – No Class	

Oct 17	13	Authentic Leadership	Northouse, Chapter 9
Oct 22	14	Servant Leadership	Northouse, Chapter 10
Oct 24	15	Leadership Ethics	Northouse, Chapter 13
Oct 29	16	Gender and Leadership	Northouse, Chapter 15
Oct 31	17	Culture and Leadership	Northouse, Chapter 16
Nov 5	18	<i>Group Presentations:</i> Team 1 Team 2 Team 3	
Nov 7	19	<i>Group Presentations:</i> Team 4 Team 5 Team 6	
Nov 12	20	<i>Group Presentations:</i> Team 7 Team 8 Team 9	
Nov 14	21	<i>Group Presentations:</i> Team 10 Team 11 Team 12	
Nov 19	22	<i>Group Presentations:</i> Team 13 Team 14 Team 15	
Nov 21	23	<i>Group Presentations:</i> Team 16 Team 17 Team 18	
Nov 26	24	<i>Group Presentations:</i> Team 19 Team 20 Team 21	
Nov 28	25	Course wrap-up and final exam review	

Instructor lectures will be coordinated with the readings. To genuinely benefit from this course, you need to do the readings prior to attending lectures. Otherwise your experience will be mixed. Additionally, students should consider reviewing content from the readings after lectures to note content that has received additional attention and expansion during the lecture. Due to the extensive content in the textbook, and within the literature, my goal is to review some of the more complex concepts and bridge them with applied purpose.

Not all assigned material will be covered in class. Students are nonetheless expected to understand all of the assigned materials and come to class prepared to ask questions about anything they do not understand fully. Please note that casually reading the textbook will not be sufficient for you to earn a good grade. You should plan to go through the relevant chapters in your textbook several times for a deep understanding and integration of the content.

Students may benefit from self-designed study groups or other learning structures to support their understanding of lecture content and assigned readings.

Course Assessment

			Associated Learning Outcomes	Due Date/ location
Assessment 1:	10%	Content quizzes	LO 1, 2	As detailed in schedule
Assessment 2:	15%	Weekly Discussion and Activities	LO 2	Weekly
Assessment 3:	25%	Personal Leadership Portfolio	LO 3, 4	Nov 18th by 11:59pm on Courselink
Assessment 4:	20%	Group Assignment	LO 2	As detailed in schedule
Assessment 5:	30%	Final Exam	LO 1,2	TBD
Total	100%			

Online Content Quizzes

Content quizzes are short multiple-choice quizzes intended to evaluate your knowledge of the terms, vocabulary, and concepts that are part of the field of leadership studies. Each quiz is completed online the night before the topic is addressed in class, as detailed in the schedule. Quizzes close at 11:59pm on the night before class. There are 10 quizzes that contribute towards your grade (thus each one is 1% of your final grade).

Quiz 1 (Traits) – Due September 9th at 11:59pm on CourseLink.

Quiz 2 (Skills) – Due September 11th at 11:59pm on CourseLink.

Quiz 3 (Behavioural) – Due September 16th at 11:59pm on CourseLink.

Quiz 4 (Situational) – Due September 19th at 11:59pm on CourseLink.

Quiz 5 (Path-Goal) – Due September 25th at 11:59pm on CourseLink.

Quiz 6 (Transformational) – Due October 2nd at 11:59pm on CourseLink.

Quiz 7 (Team) – Due October 7th at 11:59pm on CourseLink.

Quiz 8 (Servant) – Due October 21st at 11:59pm on CourseLink.
Quiz 9 (Ethics) – Due October 23rd at 11:59pm on CourseLink.
Quiz 10 (Gender) – Due October 28th at 11:59pm on CourseLink.

Weekly Discussions and Activities

Participation in class consists primarily of taking an active part in class discussions, individual and group exercises, individual and group discussion questions, and presentations. In-class contribution is considered to be an integral component of this course. Every student brings a different combination of expertise and experience to bear on each discussion, so students are expected not only to learn from the experience of taking the course, but to contribute to the learning experience of others in the class as well. Through such contribution, their own learning is enhanced. Throughout the course, students will be asked to participate not only in class discussions, but also in in-class individual and group exercises, discussion questions, etc. Thus, whenever we have in-class exercises and discussions, I will ask team members to hand in a summary sheet at the end of that class (or submit to dropbox on CourseLink) indicating the names of participating team members and a brief, one paragraph summary of the team's learning for that class. Other participation activities, both individual and group-based, will be announced in class. You are also expected to participate in all group presentations by coming to class when others present. Further details on how this aspect of participation is allotted marks will be provided closer to the presentations.

Personal Leadership Portfolio

The purpose of the 'Personal Leadership Portfolio' (PLP) is to provide an opportunity and framework for self-assessment and critical reflection, as well as serving as a record of your leadership skill development to date. The PLP has been adapted from "The Bases of Competence: Skills for Lifelong Learning and Employability" (Evers, Frederick T., Rush, James, C., and Berdow, Iris, 1998). The PLP is divided into smaller assignment components that will be developed and electronically submitted in draft form as listed on the schedule indicated above. At the end of the course, each of the individual assignment components will be finalized, assembled into the total Personal Leadership Portfolio, and submitted via the course website dropbox. The grade for this component of class evaluation will be for the overall submission. There is no penalty on late submissions of individual weekly draft submissions, however, it is highly recommended to submit these on time to make your work more manageable. Particulars of the assignment will be discussed in class and posted on the course website.

Group Assignment

In groups you will be asked to apply a particular leadership theory and an additional one chosen by the group to analyze a specific leader indicated in the assignment. You will be asked to use the leadership constructs in that particular theory as a lens to provide insight into the leader under consideration. You will also be expected to critically evaluate the inherent limitations and strengths of the particular theory you have been assigned in light of your analysis. You will then use the other theory that your group has chosen to supplement your analysis and describe how this lens provides insight into features that were not fully understood by the initial analysis. The choice of leaders will be discussed in class. Groups will present during their designated date on the course syllabus.

Final Exam

The final exam will also present an opportunity to assess your knowledge of theories, models, and concepts, and your ability to apply your knowledge to various organizational contexts. The final exam will cover all course material (e.g., textbook, class notes, and learning activities). It is not a requirement in this course that you need to pass the final exam to pass the course. The final exam will contain some questions in which you will need to integrate and apply information from the entire course. The format of the exam will be a mix of applied and conceptual multiple-choice questions. The final exam is cumulative.

Teaching and Learning Practices

Role of Instructor

The role of the instructor is to stimulate and guide discussions to achieve learning objectives. This may involve asking questions that probe the depth of your understanding of issues, reviewing a theoretical concept that is difficult to understand, and encouraging students to present different points of view. In my course, students should expect the following from me:

Grading and Feedback: Grades will be posted on the course website for all work completed within a maximum of two weeks after the assignment due date. I am happy to discuss your assignments and/or exam results if required during office hours. I will also aim to provide you with valuable developmental feedback that will be useful to you in improving future work.

Communication: While I endeavour to check my email daily, students can reasonably expect a response from me within 48/72 hours (not including weekends or holidays). Also, I will be communicating with you via your University of Guelph central email account <@uoguelph.ca> from time to time. You are required to check this account on a regular basis. Please be advised that I will not edit my mailing list to your Hotmail/Gmail/Yahoo etc. account, nor will messages from those accounts be answered.

Role of Students

Because learning occurs best when involvement is high, the best courses are ones in which there is a lot of interaction among students and the professor. To create this type of learning environment, I have the following expectations from students:

Attendance: Because interaction is central, and also because your fellow group members will be relying on you for ideas, I expect you to attend every class possible. If you do not attend class, you will miss out on important material (e.g., content on the exam) and learning opportunities. **It is your responsibility to keep informed of changes, new materials, and missed content. If you miss class, for whatever reason, it is your responsibility to obtain the missed material from classmates. I am happy to answer clarifying questions about the material during my office hours.

Preparation: You are expected to read assigned material and to be fully prepared for discussions every week. Adequate preparation is key to

meaningfully engage in the learning process. As you are likely aware of by now, it is very easy to fall behind on your readings. Learning is most successful when done over time and with practice. Therefore, to do your best in this course you must keep up with the weekly readings and learning activities.

Participation: Class participation affords you the opportunity to develop skills in oral communication, presenting a point of view, listening, as well as helping your peers learn and learning from them. Therefore, your participation in this class is integral to the learning experience—both your own and that of your classmates. We will be engaging in several active learning classroom techniques that require occasional participation in pairs, small groups, and large discussion.

Teamwork: The vast majority of companies use some form of teamwork in their environments. To prepare you for your careers, group work is a component of this course. Group work enables you to share ideas and to improve communication skills. Through interaction, you will discover for yourself the meaning of concepts, the subtleties inherent in everyday business situations, and the rationales for various solutions to managerial problems. In this course, the teams will be self-managed, meaning that issues with time, effort, and planning of your group meetings will be the responsibility of team members.

Course Resources

Required Text:

Leadership Theory and Practice 8th Edition. Northouse P., 2018. Thousand Oaks: Sage.

The purpose of the course textbook is to provide you with a variety of information and materials to support you in the development of your understanding of Leadership, from the perspective of both theory and application. “Leadership Theory and Practice” analyzes the important Leadership theories, giving specific attention to how each theoretical approach can be applied in real-world organizations (and those specifically in a North American and/or European context). The text is a useful resource for exploring how Leadership theory can inform and direct the way Leadership is practiced.

The text is available at the Bookstore and Co-op Bookstore and is also on reserve at the library.

Recommended Text: None

Other Resources:

This course uses a variety of materials and resources. One of your primary resources will be the CourseLink website (<https://courselink.uoguelph.ca>). Course announcements and updates will be posted here. You will also be able to access any handouts you may have missed through this site. You are expected to check this site on a regular basis.

Course Policies

Grading Policies

The time and date for assessments are indicated in this course outline.

The procedure for grading, along with other important grading information for the research experience, is available in the instructions posted on the course website.

The time and date for submitting assessments are listed in this course outline. The procedure to submit assessments is indicated in the instructions that will be posted on CourseLink. Late submissions for the PLP report will be penalized 10% of the marking grade per day (e.g., if the report is out of 70, that is 7 marks deducted per day late regardless of the grade earned). Please note that technology issues (e.g., hard drive crashing--make sure to have backups) and leisure travel are not valid reasons for extensions.

Please also note that work submitted for grades may be **screened electronically for academic misconduct**, including breaches of academic integrity and plagiarism. In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

The last date to submit any materials for evaluation for this course is the last day before the final exam period starts, *November 29th 2019 at 5pm*, with the exception of the final exam, which will be conducted during the final exam period.

Please note that there will be no supplemental evaluation/examination for this course.

Course Policy on Group Work:

You are responsible for fulfilling your duties to your group. At a minimum, this includes: accurately completing and handing in your Student Information sheet; checking and responding to your email/texts from them daily; promptly attending all group meetings, including those with the TA and professor; conducting your work diligently; having open conversations about group dynamics and individual performance; honestly, fairly, and promptly completing any peer evaluation (if applicable). In cases where a group member fails to participate in the assignments, their group may fire this individual after consulting with the instructor. This will result in the individual receiving a penalty on group assignments and being required to complete an additional assignment in place of the group work. Further explanation of this process will be provided in supplementary documentation.

Policy on missed classes and exams

All of the information related to the logistical and administrative components of this course will be communicated during class time. If you miss a class, it is your responsibility to make contact with a fellow student and catch up on what you missed, regardless of whether the absence was justified or not.

If you miss an evaluation (e.g., exam, due date for an assignment) you may wish to seek academic consideration for your absence (e.g., if you believe your absence qualifies for medical or compassionate reasons). Please contact the course instructor as soon as possible if you miss an exam or a due date or if you have an ongoing personal or health issue that will affect your ability to meet any due date or deadline.

Any documentation provided (e.g., doctor's notes) may be verified by different means, including calling the doctor's office for confirmation. See the undergraduate calendar for detailed information on regulations and procedures for Academic Consideration.

Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

Policy regarding materials provided by instructor and their designates

The material shared by the course instructor or by his designate (e.g., TA) as part of this course, including copies of the lecture slides, are solely for the personal use of the authorized student and may NOT be reproduced, or transmitted to others, whether it is in their original format or a modified version, without the express written consent of the course instructor.

Policy on emails

Only questions that can be answered simply, for example by yes or no or with a short sentence, will be answered by email. For longer answers you will most likely receive an email asking you to come and see me.

Emails will usually be answered within 24 to 48 hours during weekdays. It is possible that some emails that are not from a university address (e.g., @hotmail.com) may be treated as spam. So do not hesitate to come and see your instructor or TA if your email was not answered. The university expects you to check your U of Guelph email account regularly, and us to use it to communicate with you.

Policy regarding exam copies

Copies of the exam are loaned to registered students for the duration of the examination only. They remain the property of the course instructor at all times. All copies must be returned to the instructor or their designate at the end of the examination time. They cannot be removed from the examination room under any circumstances. All material contained in the exams is copyrighted, and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for [Academic Consideration](#):

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Undergraduate Calendar](#):

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the [website](#): <https://wellness.uoguelph.ca/accessibility/>

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#)

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Drop date

The last date to drop one-semester courses, without academic penalty is November 29, 2019. For regulations and procedures for Dropping Courses, please see the Undergraduate Calendar for Policies and Procedures.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Date Submitted to Chair:	
Chair Signature (Approval):	Sandra Scott
Date Approved by Chair:	26 August 2019