

TRANSFORMATIONAL LEADERSHIP FOR ENGINEERS
ELI 9700

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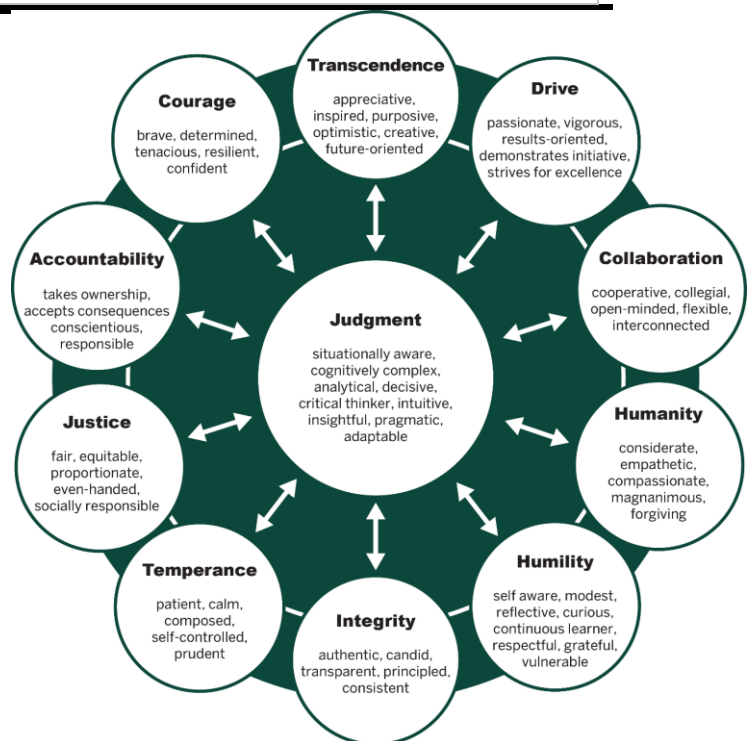
LAND ACKNOWLEDGEMENT

Western University is situated on the traditional lands of the Anishinaabek, Haudenosaunee, Lunaapewak, and Attawandaron peoples, who have long-standing relationships to the land and region of southwestern Ontario and the city of London. The local First Nations communities are the Chippewas of the Thames First Nation, the Oneida Nation of the Thames, and the Munsee Delaware Nation.

INTRODUCTION

Transformational Leadership (TL) provides a learning journey that takes a deep dive into understanding, activating, and developing your leader character.

The first part of the course aims to increase awareness and development of your leader character and prepare you to embark on a journey of self-discovery, assessment, and reflection. In the second part of this course, we will practice character-based leadership through case studies.



LEARNING OUTCOMES

1. Understand what leader character is and why it matters.
2. Understand and reflect on your leader character.
3. Develop your leader character.
4. Practice character-based leadership in decision-making.

COURSE MATERIALS

1. “Developing Leadership Character”. (2016). Crossan, Seijts, Gandz, Routledge. Available through Western Library. Use your UWO email/password for all library resources. Here is a link to the library in the catalogue - [Developing Leadership Character](#).
2. Case and Readings Package, which will be provided at the start of the course.

GRADING COMPONENT SCHEME

We strive to evaluate all available information in order to arrive at a final grade that fairly reflects the student’s demonstrated capability in dealing with and understanding the course content at the end of the school year. Evidence of this capability comes through classroom contribution, examinations, reports, and other vehicles that may be used throughout the course.

The grade in this course is a composite of class contribution, a group project, and self-reflection. I will assign your grades for written and non-written work based on the following:

1	Individual Class Contribution	15%
2	Group Character Project	25%
3	Individual Self Reflection	40%
4	Group Case / Topic Presentation	20%
	Total	100%

1. CONTRIBUTION

Transformational Leadership is an unusual course with respect to contribution. For the first part, the emphasis is less on knowledge and more on generated wisdom both individually and collectively as a class. The emphasis will be on working at modelling the character strengths we will be exploring. Practically speaking, for some there will be emphasis on having the courage to express ideas that may seem at odds with the rest of the class, or at times showing self-control (temperance) to allow others room to express their point of view, or possibly leaving your comfort zone around issues to explore what it means to have a sense of transcendence, or simply having an open mind to delve into thorny issues such as justice so that you deepen your individual and our collective capacity to learn. The course will challenge you to develop and understand important aspects of humility such as being self-aware, reflective, and vulnerable and also the authenticity that is central to integrity. For the second part, the emphasis will be on utilizing and applying our learnings from the first part to practice decision-making judgment for the situations and contexts described in the cases.

As a class, we will know we have succeeded on contribution when we create a culture of trust, encourage the plurality of voices and perspectives that are inherent in the class and feel that we have a safe environment in which to express views and develop the character strengths around Transformational Leadership.

It is expected that you will be present and prepared for every class and share your views in the classroom discussion. If you must miss class, it is your responsibility to let me know and discuss ways in which you might contribute and learn despite your absence. Although I do not anticipate invoking the following premise, you should be aware that failure to attend more than 25% of the class sessions will preclude the submission of the final individual report since the opportunity to “reflect” will have been seriously impaired.

Your interaction in teams and in discussions outside of the classroom can also contribute in major ways to the learning of your peers. You can identify up to four members of the class who made the greatest positive contribution to your learning in the course through classroom, out of class or team discussions. The frequency of mentions by your peers may cause your final contribution grade to be adjusted but only in an upward direction.

2. GROUP PROJECT

Objective: The project is focused on character development and its associated challenges and opportunities. The premise is that you can choose one dimension of character to develop as a focal point and it will also have implications for the development of the other character dimensions. As a group, you need to: 1) select a dimension of character to develop (note it can be different for each group member); 2) design your program to develop it; 3) encourage each other and hold one another accountable over the time frame of development; 4) provide valuable feedback to each other on character development; and 5) document your process and insights about character development and its associated challenges and opportunities.

Deliverable: Group report – maximum 5000 words including exhibits. The project will be evaluated on the following basis:

- 1) Coherence: Written as a collective submission rather than a set of individual submissions.
- 2) Clarity of the process you followed which goes beyond description of what you did, to explain why you chose to do it.
- 3) Evidence of what happened when you tried to develop character with key insights about what you learned. This is not intended to be “proof” that you developed character but rather documenting what occurred when you tried to develop character, whether that be your struggles or your successes. It also means that your individual experiences may be quite different and you will need to account for that.
- 4) Evidence of what happened when you tried to support each other in the process of character development. Consistent with point 3, it is expected that you will treat this with candour, transparency and self-awareness, to name a few character related behaviours, with insights into what happened, some of which may not have met your expectations.
- 5) Insights into whether you find connections between the development of one character dimension and the development of others.
- 6) Recommendations and insights you would share with others who are undertaking character development.

3. REFLECTION JOURNAL

Being reflective is one of several key elements of humility. Becoming more self-aware, curious and a continuous learner are also critical elements, hence your reflective journal helps to exercise the behaviours associated with this important dimension of character while also providing access to insight

and understanding of the other character dimensions.

There are four components to the reflective journal:

1. Your reflections from each class. This should not be a summary of what took place but rather key insights and in particular the implications for you as a person/leader. The class with the Leader Insight Character Assessment warrants additional focus but this may be included in the reflection on the class or other sections of your journal. Typically, you will have about one page of reflection for each class.
2. Your overall reflection on your learning journey through the course with particular focus on your takeaways for your leadership and your intended actions for development.
3. General insights and suggestions for improving the Transformational Leadership course.
4. A one-page letter defining your vision for the type of leader you want to become and how you will measure your success. I will email the letter in one year. Please submit this as a separate file/document.

Your journals will be treated with absolute confidentiality. However, please feel free to remove anything you consider to be too private to share. Please submit the journals electronically to me unless you have a strong preference to submit a paper version (e.g., some students prefer to use an actual book for their journal).

4. GROUP CASE / TOPIC PRESENTATION

You will work in groups of 4-5 to analyse a case or a topic relevant to the course, and present it to the class.

CLASS CONTRIBUTION

Your participation in class will provide the basis for my judgment of your normal level of day-to-day preparation. I expect you to be fully engaged in the entire learning process and you should be prepared in each class to participate voluntarily and when called upon. This means devoting time and energy to preparation before class, including learning team meetings, 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 a case is a clear violation of our norms.

Your class contribution grade will be based on a daily assessment of your performance. Both the quantity and quality of your class contribution will be assessed as indicated below. No credit will be given for missed classes, although you might be asked to provide evidence of your preparation in writing.

Asking questions can make high quality contributions to class when they advance general understanding by stimulating an in-depth analysis or explanation of a point. Remember, the main objective of your contribution is not evaluation, but learning and helping your colleagues to learn. The following list might be of some help.

Outstanding Contribution (90-100%)

- Contributes at the highest levels throughout the class;
- Contributions indicate thorough preparation;
- Contributions reflect careful attention to the ongoing discussion;
- Contributions include strong follow-up comments and questions;

- Helps integrate operations concepts with other subjects;
- Frequently explains difficult points or concepts;
- Provides sustained strong support to enrich classroom learning;
- Builds and develops outstanding arguments for a position.

Excellent Contribution (80-89%)

- Contributes frequently to discussions;
- Contributions indicate careful preparation;
- Contributions reflect attention to and consideration of the ongoing discussion;
- Explains difficult points and concepts;
- Helps guide class discussions;
- Regularly builds and develops strong arguments for a position.

Good Contribution (70-79%)

- Contributes fairly regularly to discussions, but primarily in the beginning of the class;
- Contributions indicate consistent preparation;
- Contributions reflect thoughtful responses to the ongoing discussions;
- Raises questions that help focus on difficult points or concepts;
- Occasionally builds reasonable arguments for a position.

Fair Contribution (60-69%)

- Contributes irregularly to class discussions;
- Gives occasional indication of preparation;
- Rarely builds on the ongoing discussion.

Poor Contribution (50-59%)

- Contributes rarely to discussions;
- Gives little indication of preparation and thought;
- Does not aid in providing a positive atmosphere for meaningful discussion.

Unsatisfactory Contribution (0-49%)

- Almost never contributes to discussions;
- Gives minimal indication of preparation or thought;
- Actively inhibits or impedes the course of class discussions;
- Misses a significant number of class sessions.

CLASSROOM NORMS

The classroom norm is no laptop or cell phone use during class sessions. Using your computer during class for personal activities such as reading/writing email, writing letters, surfing the internet, playing games, etc. is also distracting and counterproductive and violates our norms.

No student may record any classroom activity without express consent of the professor. If you have (or think you may have) a disability such that you need to record classroom activities, you should contact Accessible Education to request an appropriate accommodation.

CLASS EXPECTATIONS

At Western we are proud of the diversity in our students, faculty, staff, and alumni. You will work with people who differ in their gender, race, religion, nationality, and sexual orientation. You will benefit

from these differences in the school in the form of higher diversity in thought. With this benefit comes the responsibility to value and respect each other despite and for their differences. Any behaviour or language that is negative or harmful about someone's gender, race, religion, nationality, and sexual orientation health is against Ivey's values and will not be tolerated.

TEAM ASSIGNMENTS

Students completing team assignments will receive the same grade as their team members for the same group report. Students are expected to contribute substantially to group work. Every student understands that all group members are equally responsible for the entire project unless otherwise indicated by the professor. If an individual(s) has not contributed significantly to the group's work, the individual in question may be severed from the group and receive a grade independent from the group. The faculty reserve the right to assign a failing grade to any individual who has not meaningfully contributed to the group. The faculty may request each student to independently evaluate the contribution of other group members.

ATTENDANCE

Attendance at all sessions in this course are mandatory and it is your responsibility to advise me if you are unable to attend a class. Circumstances may arise which make it impossible for you to attend such as due to health-related reasons or a required isolation. If you are going to be absent, it is your responsibility to inform me prior to the start of the class.

Should you be missing class due to a COVID isolation, please email a pdf/screenshot of your COVID screen to me.

Students missing class, regardless of the reason, will not receive credit for class contribution, nor will class contribution grades be pro-rated to accommodate the number of missed classes. 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 Faculty Director (after due warning has been given). Specifically, any student missing more than 25 percent of the classes will not be permitted to receive credit for the course and will be debarred from taking the regular examination in the course.

See also Western's Policy on Accommodation for Illness at

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

In the event of an illness requiring medical documentation, please contact MBA Program Services for instructions.

MATERIALS

[Developing Leadership Character.](#)

ACADEMIC OFFENSES

Scholastic offenses are taken seriously, and students are expected to read the appropriate policies at:

- Scholastic Discipline for Graduate Students:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf
- Graduate Student Academic Appeals:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsgrad.pdf

CODE OF CONDUCT POLICIES

- Western Code of Student Conduct: <http://www.uwo.ca/univsec/pdf/board/code.pdf>
- Ivey Student Code of Professional Conduct located in the Student Handbook.
- Western Non-Discrimination/Harassment Policy: https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp135.pdf
- The Code of Behavior for Use of Computer Resources and Corporate Data: https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf

PLAGIARISM

Students must write their essays and assignments (at Ivey this includes case exams and reports) in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers (at Ivey this includes case exams and reports) 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 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 Western University and Turnitin.com (www.turnitin.com).

PROHIBITED INFORMATION

Unless explicit instructions are received from your instructor to the contrary, your preparation must be limited to the information provided by your instructor(s), plus your own experience and that of your class peers. Class contributions should be based exclusively on your preparation and discussions with members of your learning team or section classmates, and not augmented with information obtained anywhere else. Information related to cases that have been obtained from sources other than your instructor in paper, electronic or verbal form is not permitted to be used for class contribution purposes. Such prohibited information includes, but is not limited to, the following:

- Hand-outs, including follow-on ("B") cases
- Exam or report feedback (related to a particular case) for other students or provided in other sections or years
- Notes, spreadsheets, etc. specific to cases (obtained before the case has been taught) prepared by students in other sections or years
- Company information that is not provided in the case (and that is not derived from your own experience)
- Teaching notes

If it is determined that such prohibited information is used in class discussions, such an incident will be deemed to be a violation of Ivey's Student Code of Professional Conduct.

HEALTH AND WELLNESS SERVICES

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree.

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as a faculty member, the Faculty Program Director, or the MBA Program Services Director. Students who are in emotional and/or mental distress should also refer to Mental Health@Western http://uwo.ca/health/mental_wellbeing for a complete list of options about how to obtain help.

OFFICE HOURS/APPOINTMENTS

I am available to meet with you at a mutually convenient time. If you wish to meet, please see me after class or e-mail my assistant or myself for an appointment. Please do not hesitate to set up a meeting if you have any questions or issues you would like to discuss.