

Western University
Faculty of Engineering
Thompson Centre for Engineering Leadership & Innovation
SUMMER SESSION 2: JUNE 16-JULY 25, 2025

ELI 9700 : TRANSFORMATIONAL LEADERSHIP FOR ENGINEERS

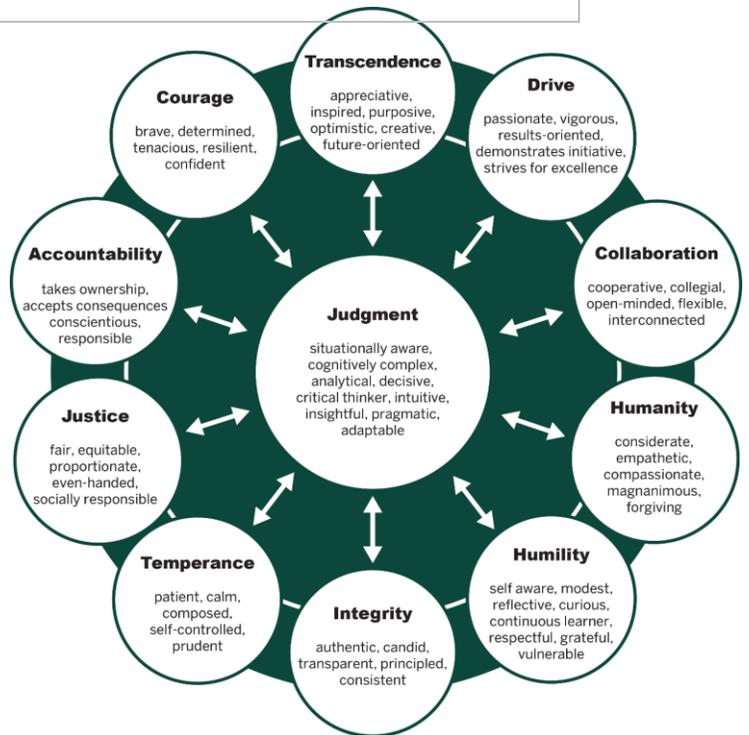
Professor:	TA:
Office:	
E-mail:	Email:
Phone:	Phone:

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 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, we will practice character-based leadership in an engineering context through case studies.



ENROLLMENT RESTRICTIONS

Enrollment in this course is restricted to graduate students in Engineering.

COURSE FORMAT

This is a face-to-face course. At the instructor's discretion, some class sessions may be converted to online.

TOPICS – schedule may be changed at instructor's discretion

Session	Date	Topic	Readings	Assignment
1		Introduction and Overview	DLC – Ch 1, 2	Bring Essence to class <i>In-class case analysis</i> Reflection Journal Entry after Class
2		Virtues & Character – Ivey Character Model	DLC – Ch 1, 2	Reflection Journal Entry after Class
3		Context, Character, & Choice	DLC – Ch 3, 4	<i>Leadership Life Story; submit Group;</i> complete LCIA by June 25 Reflection Journal Entry after Class
4		Character Development I	DLC – Ch 10, 11, 14 & MIT Sloan paper	Reflection Journal Entry after Class
5		Character Development II		<i>In-class Improv Exercise</i> Reflection Journal Entry after Class
6		Yoga & Mindfulness Workshop	DLC – Ch 6, 7, 8, 12	<i>In-class Yoga – Wear comfortable clothes; Bring Yoga Mat / Towel</i> Reflection Journal Entry after Class
7		Courage and Integrity	DLC – Ch 9	Reflection Journal Entry after Class
8		Transcendence Workshop, Music Workshop & Future Self	DLC – Ch 13, 15, 16	Song Choice & Letter to Self Submit Group Case / Topic Choice Due: Reflection Journal So Far (up to July 3)
9		Decision-Making Models	DLC – CH 8, 12	Reflection Journal Entry after Class
10		Limitations of Human Decision-Making/ in Engineering Practice + Leading Successful Organizational Change		Reflection Journal Entry after Class
11		Boeing Leadership Crisis; Critical Issues in Supply Chains	Additional Reading Material: Coursepack	Due: Group Reports with Character Development Experience and Plan
12		Group Presentations	Additional Reading Material: Coursepack	<i>In-class case analysis</i> Due: Reflection Journal (complete, till July 23)

LEARNING OBJECTIVES

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.

SPECIFIC LEARNING OUTCOMES

Degree Level Expectation	Weight	Assessment Tools	Outcomes
Depth and breadth of knowledge	25%	<ul style="list-style-type: none"> • Reflection Journal • Class Contribution • Project 	<ul style="list-style-type: none"> • Understanding of concepts and theories • Awareness of important current problems in the field of study • Understanding of methodologies to develop awareness, progress, and strengthen character dimensions and apply judgment
Application of knowledge	30%	<ul style="list-style-type: none"> • Project • Presentation • In-class case analyses 	<ul style="list-style-type: none"> • Ability to apply knowledge in a rational way to analyze one's own character • Ability to use coherent approach to analyze a problem and come up with solutions
Professional capacity / autonomy	20%	<ul style="list-style-type: none"> • Project • Reflection Journal • Presentation • In-class Case Analyses 	<ul style="list-style-type: none"> • Awareness of academic integrity • Ability to implement established procedures and practices in the coursework • Defends own ideas and conclusions • Integrates reflection into his/her learning process
Communication skills	15%	<ul style="list-style-type: none"> • Presentation • Reflection Journal 	<ul style="list-style-type: none"> • Ability to communicate (oral and/or written) ideas, issues, results and conclusions clearly and effectively
Awareness of limits of knowledge	10%	<ul style="list-style-type: none"> • Project • Presentation 	<ul style="list-style-type: none"> • Awareness of the need of assumptions in organizational analyses and their consequences • Understanding of the difference between theoretical and empirical approaches • Ability to acknowledge analytical limitation due to complexity of practical problems

ASSESSMENTS

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

	Assessment Type	Material Covered	Tentative Due Date	Weight
1	Individual Class Contribution	All class material	07/25/25	15%
2	Group Character Project	DLC book and class sessions on character model	07/23/25	25%
3	Individual Self Reflection	All class material	07/24/25	30%
4	Group Case / Topic Presentation	Sessions 9, 10, 11	07/24/25	20%
5	In-class Case Analyses	1st analysis: None 2nd analysis: All material	06/18/25 07/24/25	10%
	Total			100%

Activities in which collaboration is permitted:

- Group Character Project
- Group Case / Topic Presentation

Activities in which students must work alone (collaboration is not permitted):

- Individual Class Contribution
- Individual Self Reflection (Journal)
- In-class Case Analyses

1. CONTRIBUTION

Transformational Leadership is an unusual course with respect to contribution. For the *first part of the course*, we will learn about character virtues using the Ivey Character Model (pictured on page 1). Here, the emphasis is less on knowledge and more on generated wisdom both individually and collectively as a class. We will work on recognizing and 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 4-6 to analyse a case or a topic relevant to the course, and present it to the class.

5. IN-CLASS CASE ANALYSES & EVALUATION

On the first and last days of class, you will work on an individual case study in class. You will also turn in a short note about whether there was any difference in your reasoning and analysis, and if so, what the change was.

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.

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.

TEXTBOOK / 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 students will purchase from Ivey Publishing at the start of the course (I will provide information on this a week before the start of the course).

CHEATING, PLAGIARISM/ACADEMIC OFFENCES

Academic integrity is an essential component of learning activities. Students must have a clear understanding of the course activities in which they are expected to work alone (and what working alone implies) and the activities in which they can collaborate or seek help; see information above and ask instructor for clarification if needed. Any unauthorized forms of help-seeking or collaboration will be considered an academic offense. University policy states that cheating is an academic offence. If you are caught cheating, there will be no second warning. Students must write their essays and assignments in their own words. Whenever students take an idea or a passage of text 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. Academic offences are taken seriously and attended by academic penalties which may include expulsion from the program. Students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

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>).

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 Western University's Student Code of Professional Conduct.

CONDUCT

Students are expected to follow proper etiquette to maintain an appropriate and respectful academic environment. Any student who, in the opinion of the instructor, is not appropriately participating in course activities and/or is not following the rules and responsibilities associated with the course activities, will be reported to the Associate Dean (Graduate) (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Associate Dean (Graduate), the student could be debarred from completing the assessment activities in the course as appropriate.

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 Western University's values and will not be tolerated.

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.

HEALTH/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 health and wellness related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Faculty of Engineering has a Student Wellness Counsellor. To schedule an appointment with the counsellor, contact Kristen Edwards (khunt29@uwo.ca) via confidential email and you will be contacted by our intake office within 48 hours to schedule an appointment.

Students who are in emotional/mental distress should refer to Mental Health Support at <https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain help.

SICKNESS

Students should immediately consult with the Instructor (for a particular course) or Associate Chair (Graduate) (for a range of courses) if they have problems that could affect their performance. The student should seek advice from the Instructor or Associate Chair (Graduate) regarding how best to deal with the problem. Failure to notify the Instructor or the Associate Chair (Graduate) immediately (or as soon as possible thereafter) will have a negative effect on any appeal. Obtaining appropriate documentation (e.g., a note from the doctor) is valuable when asking for accommodation due to illness.

Students who are not able to meet certain academic responsibilities due to medical, compassionate or other legitimate reason(s), could request for academic consideration. The Graduate Academic Accommodation Policy and Procedure details are available at:

<https://www.eng.uwo.ca/graduate/current-students/academic-support-and-accommodations/index.html>

Please note that any academic considerations granted in this course will be determined by the instructor, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline.

ACCESSIBLE EDUCATION WESTERN (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW): http://academicsupport.uwo.ca/accessible_education/index.html

AEW is a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

STATEMENT ON GENDER-BASED AND SEXUAL VIOLENCE

Western is committed to [working to end gender-based and sexual violence on campus and in our community](#) and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced gender-based or sexual violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts, [here](#). To connect with a case manager or set up an appointment, please contact support@uwo.ca.

USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

Instructors must indicate whether the use of generative artificial intelligence (AI) tools/software/apps is acceptable, permitted in specific situations, or unacceptable in their course. Instructors may refer to the Centre for Teaching and Learning for resources on the use of generative Artificial Intelligence