



## Fall/Winter 2024/25 Course Syllabus

### **LS4431G Section – 001 Leadership in the 21<sup>st</sup> Century**

Instructor: Jim Dimitropoulos  
Office: SH-3315  
Office Hours: By Appointment  
Email: [jdimitro@uwo.ca](mailto:jdimitro@uwo.ca)

#### **1. Course Information:**

##### **1.1 Class Location and Time:**

In-Person: Monday 6:30pm to 9:30pm

##### **1.2 Course Description:**

A seminar which provides students with an opportunity to undertake a close study of a selected topic or issue concerning leadership. Students will select, refine and develop a research paper on a selected leadership topic as well as provide and receive commentary on their work and that of their colleagues.

**Prerequisite(s):** Leadership Studies 3331F/G and Leadership Studies 3333F/G or the former Dimensions of Leadership 3331F/G and the former Dimensions of Leadership 3333A/B.

#### **2. Course Materials**

##### *Required Textbook:*

Huff, A. S. (1999). *Writing for scholarly publications*. Thousand Oaks, CA: Sage Publications, Inc.  
[https://www.vitalsource.com/en-ca/products/writing-for-scholarly-publication-anne-sigismund-huff-v9781544302898?srsId=AfmBOoqphS\\_8OxB-zEuR6Pic1x7DKpnG0cSII2oqJTervyoNLCcvkYJv](https://www.vitalsource.com/en-ca/products/writing-for-scholarly-publication-anne-sigismund-huff-v9781544302898?srsId=AfmBOoqphS_8OxB-zEuR6Pic1x7DKpnG0cSII2oqJTervyoNLCcvkYJv)

##### *Supplemental Textbooks:*

Muller, J. (2015). *Writing in the social sciences (2nd ed)*. Don Mills, ON: Oxford University Press.

Northey, M., & McKibbin, J. (2015). *Making sense: A student's guide to research and writing (6th ed.)*. Don Mills, ON: Oxford University Press.

#### **3. Course Objectives and Format**

The DAN Department of Management and Organizational Studies as a whole draws upon an evidence-based management approach. Evidence-based management is the systematic process of gathering evidence from multiple sources, critically appraising the evidence, and using that evidence in making and evaluating management decisions to improve organizational performance.

##### **3.1 Course objectives**

By the end of this seminar, course participants will be able to:

**Synthesize and integrate** the cumulative interdisciplinary knowledge gained from prior courses in the Dimensions of Leadership program as well as other relevant courses that relate to leadership studies

**Further refine** their ability to think critically about scholarship dealing with theories and their application to leadership

**Demonstrate**, through traditional scholarly writing, an appreciation of the various assumptions and perspectives that inform the field of leadership studies

**Develop skills** associated with collegial interactions, including the ability to critique colleagues; work in a way that is constructive and encouraging and

**Contribute** actively to the production of new knowledge in the field of Leadership

### **3.2 Course format**

Students and the professor will meet weekly as a scholarly collective whose interest is in enhancing the research and writing skills of each course participant. Each week, in a round table format, students will present the current state of their research and provide others with constructive commentary. The course schedule has been designed to keep students on pace to complete a comprehensive essay at the end of the term. As such, the weekly topics will transition from initial conversations about research interests, to conversations about reading activities, and then into conversations about writing activities.

## **4. Evaluation**

Leader personal narrative – 5%

Participation in Learning – 15%

Research Paper:

- Introduction – 5%
- Literature Review – 10%
- Proposition(s) – 10%
- Draft Paper – 10%
- Peer Review of Draft Paper – 10%
- Final Paper – 25%
- Presentation – 10%

Students must complete **all elements of evaluation** 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.

### **Evaluation Component Descriptions**

#### ***Leader Personal Narratives – 5%***

Each student will submit their personal reflections on a different set of questions for each narrative. Students will discuss their reflections in class within personal comfort level. All discussions must remain confidential.

#### ***Research Paper***

The research paper will address a topic on leadership and be about 4000 words long (about 12 double-spaced pages) excluding any references and will be reviewed by two peers as well as presented to the class.

### **Introduction – 5%**

Each student will present their topic and research question as well as why this is an important area to study and broadly what we know about the topic. In addition, the student will include their motivation to study this area of interest.

The introductory paper will be about 2 pages, double spaced and presented in class.

Good introductions:

- Engage the reader - anecdote, statistic, personal reflection, etc.
- Include two constructs being studied - may need to define them
- Identify the thesis - how do these two constructs relate
- Explain the lens by which you are looking at the thesis
- Describe the contribution to which conversation (which discipline, which literature) you hope to make

### **Literature Review/ Statement of Fact – 10%**

Each student will present a statement of facts or background relating to their paper to the class. The background paper will be about 750 to 1000 words and presented during class

### **Propositions/ Arguments – 10%**

Each student will also present a paper containing the arguments which form the basis for the analysis section of the final paper. The arguments paper will be about 1000 words long. The propositions will also be presented in class.

### **Draft Paper -10%**

Inclusive of all elements of the full research paper

### **Peer Review of Draft Seminar Paper – 10%**

Each student will provide a commentary, both written and verbally in class, on the quality of two assigned draft papers. Students will submit a first draft of their report to be reviewed by a peer. The reports will then be discussed in class, providing group feedback before the student submits their final paper.

Each person will review two of their peer's papers and be responsible for providing feedback in class. Students will then have an opportunity to make revisions before submitting a final paper. The draft and final papers as well as the peer reviews MUST be submitted on the course site on OWL under "Assignments." The commentary will be about 1,000 words long (or three doubled spaced pages) and be presented to the class immediately after the presentation of seminar paper.

### **Full Research Paper – 25%**

Inclusive of all elements of the full research paper with evidence of incorporation of peer feedback where appropriate.

### **Final Presentation – 10%**

Presentation of the research paper during class time.

## Participation in Learning – 15%

The expectation is that you contribute not only for your own learning but to the learning of your classmates. In this course this includes weekly discussions about your own research as well as responding to others' research.

The class contribution portion of your grade will be determined by your contribution to the learning of the class. The evaluation will be based not only on how frequently you speak in class, but more importantly, by the quality of what you say and how well you listen and respond to others.

High-quality contributions include: starting a class discussion with sound analysis, synthesizing class discussions, summarizing and moving class discussions ahead, giving constructive criticisms or building on others' ideas, substantiating one's views persuasively and logically, responding to others' critiques with reasoned rebuttal, graceful acceptance of new ideas, presenting well thought-out recommendations, recalling and sharing relevant experiences, being respectful and non-judgmental towards your classmates' opinions. Respect for the course and each other are essential.

In order to achieve a strong participation grade you must come to each seminar meeting having read in advance any material to be discussed and being prepared to discuss it.

Unsatisfactory contributions include: being absent from class without excuse, being unprepared for class, offering poorly thought-out analysis, personally criticizing classmates, being close-minded, disrespectful, or otherwise disruptive. These behaviours will lead to an "unsatisfactory."

Under University regulations, your professor can determine at what point absenteeism has become excessive (generally 25% of scheduled class time) and may prevent you from writing the final paper, making it very difficult to pass the course.

## Course Schedule (Subject to Change)

Week	Dates	Description	Readings and/or Assignments Due
1	Jan 6	<ul style="list-style-type: none"><li>Welcome &amp; Course Overview</li></ul>	Course Outline Expectations Read: Chapter 1
2	Jan 13	<ul style="list-style-type: none"><li>Leader personal narrative</li></ul>	Read: Chapters 2, 3
3	Jan 20	<ul style="list-style-type: none"><li>Introduction and Conclusions</li></ul>	Read: Chapter 8 Due: Leader Personal Narrative
4	Jan 27	<ul style="list-style-type: none"><li>Literature Review</li></ul>	Read Chapters 4, 5 Due: Introduction
5	Feb 3	<ul style="list-style-type: none"><li>Review</li></ul>	Read Chapters 6, 7
6	Feb 10	<ul style="list-style-type: none"><li>Proposition</li></ul>	Due: Literature Review
<b>READING WEEK</b>			
7	Feb 24	<ul style="list-style-type: none"><li>Proposition</li></ul>	Read Chapter 10
8	March 3	<ul style="list-style-type: none"><li>Draft paper</li></ul>	Read: Chapter 14 Due: Proposition(s)

9	March 10	<ul style="list-style-type: none"> <li>Draft Paper</li> </ul>	Read Chapter 11 Due: Draft Paper
10	March 17	<ul style="list-style-type: none"> <li>Review</li> </ul>	
11	March 24	<ul style="list-style-type: none"> <li>Presentation Expectations</li> </ul>	Read: Chapter 9 Due: Peer Review of Draft Paper
12	March 31	<ul style="list-style-type: none"> <li>In-Class Presentations</li> </ul>	Due: Final Research Paper

## 5. University Policy on Cheating and Academic Misconduct

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Scholastic Offenses in the Academic Calendar.

Note that such offenses 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. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. A claim that "you didn't know it was wrong" will not be accepted as an excuse.

The use of AI and translation tools in written work beyond a dictionary is not permitted unless permission is granted by the instructor for specific circumstances. Any work submitted must be the work of the student in its entirety unless otherwise disclosed. When used, any such AI or translation tool should be used ethically and responsibly, and students must cite or credit the tools used in line with the expectation to use AI as a tool to learn, not only to produce content.