Developing future leaders extends beyond business schools. Today’s most influential leaders are in fields such as medicine, literature, technology, and politics. In today’s world leaders need to be global citizens whose education and leadership will “make a difference” and serve the public good. Leader character development can serve alongside the competencies learned in graduate studies. This course has been designed to introduce practical research and tools focused on leadership of self, in particular the development of leader character as depicted below. The development of leader character will enhance individual well-being and sustained excellence.
LEARNING OBJECTIVES

The Developing Leader Character course aims to increase awareness of the Leadership of Self and prepare you to embark on a journey of self-discovery, assessment and reflection. In highly dynamic and complex contexts, leaders’ decision making requires profound judgment that is anchored in strength of character.

1. Reveal how leader character supports leader competencies and commitment.
2. Deepen your understanding of leadership character and how it shapes decisions and actions.
3. Diagnose and develop your leader character.

CODE OF CONDUCT

The Western Code of Conduct applies. In addition, please note that this course requires a high degree of confidentiality. General concepts may be shared outside the classroom, however personal details of discussions are not to be shared. Under no circumstances will there be any taping of a class or pictures taken in the classroom without consent of the instructor. This is a course designed to develop character and breach of this code may result in academic sanctions.

COURSE MATERIALS

   This book will need to be purchased. It is $57.00 on Amazon.
2. Additional required readings will be distributed in class or posted on OWL

ADDITIONAL MATERIAL

1. Leader Character Insight Assessment. The LCIA is designed to enhance understanding of leadership character and provide you with insight regarding your own character. It is a survey that will take approximately 15 minutes to complete. Please use the following link to access your personal survey/report. The student rate is $20.00.

CANDIDATE ASSESSMENT

1. Attendance and individual and collective class contribution 30%
2. Group Project 30%
3. Final Individual Self-Reflection 40%
Contribution – Individual and Collective

Developing leader character is an unusual course with respect to contribution. The emphasis is less on knowledge and more on generated wisdom both individual 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 humility and 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.

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 Leadership. Thus, the collective contribution represents an assessment of how well we have engaged each other and have created an environment that enables strong individual contribution. Everyone in the class is responsible for this dimension and everyone will receive the same grade.

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. Please be aware that **failure to miss more than 2 of the class sessions** will preclude the submission of the final individual report since the opportunity to “reflect” will have been seriously impaired. Furthermore, this may affect whether you are qualified to pass the course.

Your interaction in teams and in discussions outside of the classroom can also contribute in major ways to the learning of your peers. The frequency of mentions by your peers may cause your final contribution grade to be adjusted but only in an upward direction.

The class norm is no open laptops during class sessions. Using your computer during class for personal activities such as reading/writing email, writing letters, surfing the Web, playing games, etc. is also distracting and counterproductive and violates our norms.

**Group Project:**

Choose an environment that you hope to introduce your new knowledge of the Leader Character Framework to. The environment of choice could be a work environment, your department lab, any organization you may work for or volunteer for, etc. Imagine you will be presenting at your chosen environment to introduce character into your environment, to embed a leader character culture. Create a presentation using what you have learned in this class about the Leader Character Framework.
The project has two components. The first component is to develop and deliver the presentation. Assume the class has no prior knowledge in this area and your role is to provide information and/or exercises to introduce character into your chosen environment. The presentation should be designed to enlighten your colleagues through whatever creative means you deem appropriate with a focus on approaches that engage their hearts and minds (a powerful learning combination). Please compile any readings, videos, or exercises you think would be helpful to your colleagues as they deepen their understanding and experience of character.

The second component requires preparing a document that captures your learning and approach to the presentation as a teaching guide for anyone who chooses to use it as a resource. Include a summary to provide context of your chosen environment and provide useful information for the class (e.g., background information, acronyms, etc.). This summary should not exceed 350 words and should be included at the beginning of the document. The context summary from each group will be distributed to the class prior to the presentation day.

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.

Group Project Deadlines:

Your group must submit a 1 page proposal via email to me no later than Thursday March 14th by 5:00pm. I will provide some input and assist with any questions.

The documentation of the presentation for all groups will be due Tuesday April 2nd by 5:00pm. Presentations will all be on Thursday April 4th during class.

Reflective Journal:

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 Character Insight Assessment (LCIA) warrants additional focus but this may be included in the reflection on the class or other sections of your journal.
2. Your overall reflection on the course with particular focus on your take-aways for leadership of self and your intended actions for development.
3. General insights and suggestions for what you liked and how you think the leadership course could be improved.
4. A one page letter (Letter to Future Self) defining your vision for the type of leader you want to become and how you will measure your success. I will email the letter to you in one year. Please submit this as a separate file/document via email to me along with your reflection journal.

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).

You may wonder what it means to “reflect”. Below is an excerpt from the late Gareth Coombes’ (former undergrad student) journal describing what it means to reflect. For him it was about his experience teaching in Africa. For you it will be about your journey through the course, which also should invoke memories from the past and your thoughts about the future.

So... I understand this is probably not what you had in mind when you said “reflection”. I am still not quite sure what you had in mind when you said reflection. To be honest I am still not quite sure what I just wrote. For me, I have taken the action of reflection seriously. This practice is actually intensely personal. I am reaching deep into the gut of my being and surgically manipulating and comprehending my experience and then sharing my product with someone half way across the world whom I have only recently met (although I have certainly grown fond of). This past month has thrown me through countless life altering experiences with each one leaving behind little knotted balls of confusion that accumulate inside of me. I enjoy these reflections because they are really just a practice of mentally examining each ball and unpicking them through written verse until they can be unwound and understood. They are also exhausting. .. This was the biggest knot in my chest, and I unpicked it. I haven’t exactly solved anything, but I have faced some philosophical questions that I have been asking for a while. You asked for deep reflection, and to me, that is what this is. It has resonated on the deepest chord of my being, and to step back and write something easier to mark instead seems fundamentally wrong.

Due: Thursday April 11th by 5:00pm – Please submit 2 electronic files – one containing the Journal and one containing your Letter to Future Self – to cellis@ivey.ca.
HEALTH AND WELLNESS SUPPORT SERVICES

The Developing Leader Character course is intended to be a very personal journey that may require some “deep excavation” around who you are, why you have become that person, what you value and who you hope to become. This kind of journey is not just an individual effort. There are several layers of support including your extended family/friends, your peers, myself, your GSA, and also the network of support provided by student services at Western University. It is important to note that Western Student Services does provide professional support which may be of assistance if you are dealing with particularly challenging issues.

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 or Faculty Program 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.

ACADEMIC OFFENSES

Scholastic offenses are taken seriously. Students are expected to read the appropriate policy 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

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 Discipline for Graduate Students 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 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 (hyperlink www.turnitin.com).
Course Schedule

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<th>Class #</th>
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<th>Topic</th>
<th>Readings</th>
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<td>1</td>
<td>January 10th</td>
<td>Introduction and Overview</td>
<td>Chapters 1-3 (1-42)</td>
<td>Assignment</td>
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<td>2</td>
<td>January 17th</td>
<td>Drive &amp; Courage</td>
<td>Chapters 4 &amp; 12 (43-54, 139-149)</td>
<td>LCIA</td>
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<td>3</td>
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<td>Collaboration (Improv)</td>
<td>Chapter 5 (55-66)</td>
<td>Improvise to Innovate</td>
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<tr>
<td>4</td>
<td>January 31st</td>
<td>Humanity</td>
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<td>6</td>
<td>February 14th</td>
<td>Humility</td>
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<td>Integrity</td>
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<td>8</td>
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<td>Temperance (Yoga &amp; Mindfulness)</td>
<td>Chapter 9 (104-114)</td>
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<td>Justice</td>
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<td>10</td>
<td>March 14th</td>
<td>Accountability</td>
<td>Chapter 11 (127-138)</td>
<td>Proposal due by 5pm</td>
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<td>11</td>
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<td>Transcendence &amp; Judgment</td>
<td>Chapters 13 &amp; 14 (150-174)</td>
<td>Assignment</td>
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<td>12</td>
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<td>Music Workshop</td>
<td>Chapters 15 &amp; 16 (175-191)</td>
<td>Music Book Chapter</td>
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<td>13</td>
<td>April 4th</td>
<td>PRESENTATIONS</td>
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<td>April 2nd Document &amp; presentation uploaded by 5pm</td>
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<td>14</td>
<td>April 11th</td>
<td>NO CLASS</td>
<td></td>
<td>Reflections due by 5pm</td>
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</tbody>
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Class #1 Assignment:

The following questions are just to get you started thinking about the subject. Please don’t be constrained by them. Please prepare and bring with you to the first class.

1. Introductions – Please bring something that symbolizes who you are (i.e., your essence). Typically, I find students have two things in mind – one that is really personal and another that is “safe”. This first class is an opportunity to learn a lot about yourself and the choice you make in this regard. My intention is that our introductions will launch us into more in-depth conversations and create an environment for learning and development that is very generative and non-judgmental.

2. How important is character in leadership?

3. What do you make of the challenges for leadership as portrayed by the “21st Century Enlightenment”? What is the philosophy that informs your leadership?

Class #2 Assignment (LCIA):

The Leader Character Insight Assessment is a survey that you will complete that will produce a report of your character strengths and weaknesses. The LCIA will help you gain a deeper understanding of leader character and importantly, your leader character.
Once you receive the report, please review it and prepare your key insights about the assessment. You should include these insights in your reflective journal. It may be that as the course progresses you leverage and develop these insights, however, be sure to include your preliminary insights in the journal.

Since the LCIA is a self-assessment, you may want to review your results with someone you trust to see whether they see you in the same way. This will provide you with a different perspective.

**Class #12 Assignment:**

1. Select two pieces of music that help you connect with 2 (or more) of the 11 dimensions of character. You will be placed in groups and asked to share your music and your thinking about how the music resonates with you so bring a device to share your music.
2. Draft the key points that will guide your “letter to your future self”. Be prepared to share what you can with your group.