



UNIVERSITY OF GHANA
UNIVERSITY OF GHANA BUSINESS SCHOOL (UGBS)

June 15, 2026-June 19, 2026

Inclusion and Leadership in Politics and Organisations: An African context

Course Description

This intensive five-day course explores how inclusive leadership principles operate across political and organisational contexts. It examines how leaders in the state and corporate sectors shape inclusive cultures, policies, and practices that promote equity, representation, and sustainable governance. Drawing from international and Ghanaian experiences, participants will investigate the nexus between political leadership, state institutions, and organisational management in advancing inclusion and social justice.

Through lectures, industry and parliamentary visits, and case-based practical sessions, participants will critically engage with theories, frameworks, and best practices that enable inclusive governance and leadership in diverse societies.

Course Lecturer: Dr. Millicent Wiafe-Kwagyan (miwiafe-kwagyan@ug.edu.gh)

Course Objectives:

By the end of this course, students should be able to:

By the end of the course, participants should be able to:

1. Explain key concepts and theories linking leadership, politics, and inclusion.
2. Analyse how inclusive leadership influences decision-making in political and organisational systems.
3. Evaluate inclusive practices and policies within Ghanaian and international institutions.
4. Apply inclusive leadership models to real-world governance and management challenges.
5. Reflect on personal leadership approaches and develop strategies to lead inclusively within their contexts.

Learning Outcomes:

At the end of the course, participants will be able to:

- Demonstrate an understanding of inclusive leadership principles and frameworks.
- Critically assess how inclusion operates within political and organisational systems.
- Integrate inclusive approaches into governance, policy formulation, and organisational practice.
- Present informed analyses of inclusion challenges observed during field visits.
- Develop actionable strategies to foster inclusive cultures in state and corporate environments.

Teaching Methodology

- Interactive lectures and guided discussions
- Field visits and reflective practice
- Group presentations and simulations
- Case study analysis (local and international)
- Guest lectures from political and industry leaders

Suggested Industry and Institutional Partners (Ghana)

- Parliament of Ghana – for governance and policy insights
- Ministry of Gender, Children and Social Protection – for inclusion and equality initiatives
- KPMG

Module Outline

Day	Key Content / Subtopics	Focus & Activities	Teaching & Learning Activities
1.	- Understanding Inclusion and Leadership: Concepts and Frameworks - Theories of Inclusive and Transformational	Classroom-based teaching and discussions	- Interactive lecture and group discussion - Concept mapping exercise - Case study: Inclusive leadership in political reform

	<p>Leadership</p> <ul style="list-style-type: none"> - Political Leadership, Power, and Representation - Organisational Leadership and Equity Models - Inclusion and Governance: Global and Ghanaian Perspectives 		
2. Inclusion in Political Leadership and Governance	<ul style="list-style-type: none"> - The role of Parliament in promoting inclusive governance - Representation and equity in political institutions - Leadership ethics and accountability - Barriers and enablers of inclusion in political systems 	Teaching and Field Visit to Ghana's Parliament House/ Ministry of Gender, Children and Social Protection	<ul style="list-style-type: none"> - Lecture and pre-visit briefing - Guided visit and discussion session at Parliament House - Reflection journal on inclusive governance practices
3. Inclusion in Organisational Leadership and Management	<ul style="list-style-type: none"> - Building inclusive organisational cultures - DEI (Diversity, Equity, Inclusion) as strategic advantage - Inclusive corporate governance and HR practices - Case studies: visited industry 	Industry visit to corporate	<ul style="list-style-type: none"> - Pre-visit lecture - Industry tour and interaction with executives - Group debrief and comparative discussion: Political vs Organisational inclusion
4. Applied Learning and Case Analysis	<ul style="list-style-type: none"> - Integrating lessons from field visits - Comparative case presentations: Parliament & Corporate Visits - Designing inclusion 	Student-led analysis and practical sessions	<ul style="list-style-type: none"> - Group presentations - Panel discussion with invited practitioners - Simulation exercise:

	frameworks for governance and management - Peer feedback and reflective dialogue		Inclusive decision-making
5. Synthesis, Reflection and Future Directions	- Revisiting key concepts - Policy and organisational recommendations for inclusive leadership - Reflections on personal leadership journeys - Course evaluation and closing session	Course wrap-up and assessment	- Plenary discussion - Individual reflection paper - Certificate presentation

Assessment and Grading

Attendance	30 %
Field Trip Participation	30%
Group Assignment	40 %

Plagiarism Policy

The University of Ghana in line with one of its core values of integrity expects students to uphold academic integrity in all their academic endeavors. Do note that all assignment submissions will be passed through the University's plagiarism software. A plagiarized work will be awarded a failure grade.

Plagiarism is defined as using and passing off as one's own idea or product work of another without expressly giving credit to another.

Borrowing someone else's answers, unauthorized possession of tests or answers to tests, or possession of material designed in answering exam questions, are also subject to university policy regarding instructional offenses.

The photocopying of substantial portions of a textbook (without the publisher's permission is another misuse of intellectual property and is also a violation of copyright law.

Reference Material

- Abubakari, M. A. (2025). *Gender-inclusive governance in rural water management in Ghana*. *Discover Water*, 5, 55.
- Adamson, M., Kelan, E., Lewis, P., Śliwa, M., & Rumens, N. (2021). Introduction: Critically interrogating inclusion in organisations. *Organization*, 28(2), 211-227.
- Atiku, S. O., Itembu-Naunyango, K. A., & Oladejo, O. M. (2024). *Inclusive Leadership and Employee Engagement as Critical Drivers of Sustainability in Telecommunication Companies*. *Administrative Sciences*, 14(6), 126.
- Bienkowski, P., & McGowan, H. (2024). *Leadership of Inclusive and Sustainable Cultural Organisations: A Practical Guide*. Routledge.
- Kirton, G., & Greene, A. M. (2021). *The dynamics of managing diversity and inclusion: A critical approach*. Routledge.
- Ottesen, E. (2013). Leadership and inclusion: The power of dialogue. In *Leadership for inclusive education: Values, vision and voices* (pp. 121-129). Rotterdam: SensePublishers.
- Sun, P., Zuo, X., Liu, X., Huang, H., & Wen, M. (2024). "Inclusive Leadership: Beyond Diversity to True Equity." *International Journal of Science and Business*, Vol. 33(1), 34-43