



## **IND 201 Leadership Development (3) Spring 2013**

### **Course Description:**

The 3 credit course, over two semesters, is a supervised practical student leadership experience at Ambrose with an on-line component. Only students participating in one of the following leadership positions would be eligible for participation: Residence Assistants, Athletic Leadership Council, Chapel Coordinator, Student Councils, Ambrose 101 Leaders, Commuter Life Leaders, Career Peer Counsellors and Missions Society. Readings, written assignments, journaling, seminars, lectures and retreats will help students reflect on and integrate theory with practical experience.

### **Instructor Information:**

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Leadership Team Advisors

### **Course Objectives:**

Upon completion of the course, the student should be able to:

- Articulate general leadership and servant leadership theory, as it relates to their leadership position
- Demonstrate a capacity to cast vision, take action, mobilize others and see meaningful change in their area of responsibility
- Demonstrate a deeper understanding of the professional skills, competencies, and challenges unique to the process of becoming a leader
- Articulate a biblical/Christian view of leadership
- Articulate a deeper understanding of self-attributes and characteristics that are influential in becoming an effective leader and a contributing member of society

## Required Readings

Dierendonck, D. and Patterson, K. (2010). *Servant Leadership: Developments in Theory and Practice*. Palgrave Macmillan. Chapters 1, 2, 3 and 7.

Nouwen, Henri J.M. (1989) *In the Name of Jesus: Reflections on Christian Leadership*. London, Darton, Longman and Todd.

De Pree, Max. (2004). *Leadership is an Art*. New York. Doubleday.

Laub, Jim. (2004). *Defining Servant Leadership: A Recommended Typology for Servant Leadership Studies*, available at:

[http://www.regent.edu/acad/sls/publications/conference\\_proceedings/servant\\_leadership\\_roundtable/2004/proceedings.htm](http://www.regent.edu/acad/sls/publications/conference_proceedings/servant_leadership_roundtable/2004/proceedings.htm)

## Attendance:

The general expectation is that students will attend all the retreats and complete all assignments.

## Course Requirements:

1. On-line original and responsive entries on Moodle(20%) **(due July 15, 2013 and August 23, 2012)**
2. Leadership Seminars and Winter Retreat (5%) - TBA
3. Participation in Fall Leadership Retreat (5%) **(August 27 – August 30, 2013)**
4. Journals (20%)**(due Sept 15, Oct 15, Nov 15, Jan 15, Feb 15 and March 15)**
5. Written Assignment (25%) **(due April 13, 2013)**
6. Leadership work experience of 8-12hrs/week is expected for all positions **(September 2013 – April 2014)**
7. Completed Evaluation of work experience by faculty/staff advisor (25%) **(due April 13, 2013)**

All requirements must be completed to receive a passing grade in this course.

## Online Responses:

Students will contribute 4 original and 4 responsive entries to an on-line discussion forum, related to the assigned readings. Original contributions are to be at least 400 words each, response entries are to be at least 100 words. The original contributions will include a brief summary with leadership implications, for each of the assigned readings (or one of its major points) and a thoughtful response to it. The response entries will be on-line responses to another student's original contribution. These responses will be an informed reaction to the original student's analysis.

### **Written Integrated Assignment:**

Students will write a seven (6) page maximum (double-spaced) paper that applies relevant leadership theory to their leadership experiences. The paper should integrate key theoretical concepts from required readings, a Christian worldview and salient personal and group leadership experiences over the academic year.

The paper will be graded as per the rubric below and should include the following sections (please title your paper using the sections below):

#### **1. Leadership Theory**

- a. Provide a brief description summary of one key leadership theory concepts **from each** of the required readings. You will have described eight concepts when you have finished this section.
  - i. Dierendonck/Patterson – one concept (10%)
  - ii. Nouwen – one concept (10%)
  - iii. DePree – one concept (10%)
  - iv. Laub – one concept (10%)
- b. Pick **any two** leadership concepts from above, and describe how these concepts were relevant to your student leadership experience over the past year. In other words, how were these theoretical concepts integrated into your experience? (30%)

#### **2. Leadership Development**

- a. Describe one major contribution you made to students, or your team, or Ambrose through your leadership over the past year. Please be specific. (10%)
- b. Describe one area in your own leadership that were challenging and where growth is needed. (10%)

#### **3. Reflection/Self-Care (Pick **only one** of the following questions to answer) (10%)**

- a. Briefly describe your experience at the retreat. Was this important for soul and/or self-care?
- b. Briefly describe how you attended to your inner life, or cared for yourself throughout the year.

### **Journals:**

Students will keep records of leadership activities and personal experiences through the year. The journal should be two (2) pages (double-spaced) and incorporate inter and intrapersonal experiences and self-care in a manner that is reflective, exploratory and thoughtful. In order to enhance student choice and motivation and to accommodate learning styles, one-on-one meeting (s) (1/2 hour) with Wally Rude can be used as a substitute for a journal entry (s). Students can choose a mixture of meetings and written journal submissions if so desired.

**Course Schedule:**

<b>Date</b>	<b>Activity</b>
May 20, 2013	Launch online Moodle component with assigned readings by Dierendonck/Patterson, De Pree and Nouwen and Laub
July 15, 2012	Four (4)original responses
August 23, 2012	Four (4)response to original responses of other submissions
August 27 – August 30, 2013	Leadership Retreat
September, 2013 – April, 2014	Leadership work experience in various positions with 8-12hrs/week expected excluding Christmas and reading break.
September 15, 2012	Journal Submission 1
October 15, 2012	Journal Submission 2
November 15, 2012	Journal Submission 3
TBA	Seminars and Winter Retreat
January 15, 2013	Journal Submission 4
February 15, 2013	Journal Submission 5
March 15, 2013	Journal Submission 6
April 13, 2013	Written Integrated Assignment
April 13, 2013	Evaluation Form by Advisor

**Electronic Etiquette**

Students are expected to treat their instructor, guest speakers and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class, during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players or headphones. Do not text, read or send personal emails, go on Facebook or other social networks, search the internet or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

**Important Notes/Dates:**

The last day to voluntarily withdrawal from this course without financial penalty (**drop**) is May 30<sup>th</sup>, 2012. *If dropped by May 30<sup>th</sup>, this course will not appear on the student's transcript.* Students cannot audit this course.

Withdrawal from this course after the Registration Revision (May 30<sup>th</sup>, 2013) period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (**withdraw**) – Thursday, June 30<sup>th</sup>, 2013. A grade of “W” will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal deadline, because of health or other reasons, may apply to the Registrar for special consideration.

**Grading:** The available letters for course grades are as follows:

% Grade Letter Grade Description

95% to 100% A+  
90% to 94% A Excellent  
85% to 89% A-  
80% to 84% B+  
76% to 79% B Good  
72% to 75% B-  
68% to 71% C+  
64% to 67% C Satisfactory  
60% to 63% C-  
55% to 59% D+  
50% to 54% D Minimal Pass  
0% to 49% F Failure

Please note that final grades will be available on your student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

A \$50 course fee will be added to help cover some of the retreat costs.

## **Academic Policies**

It is the responsibility of all students to become familiar with and adhere to academic policies, as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

## **Extensions**

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period, unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues which arise "due to circumstances beyond the student's control."

## **Academic Integrity**

We are committed to fostering personal integrity and will not overlook breaches of integrity, such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College, as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.