

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2021</b>
<b>BUS 341</b>	<b>Leadership: Theory and Practice</b>	<b>Prerequisite: 30 credits</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In Class	<b>Instructor:</b>	Murray D. MacTavish, PhD	<b>First day of classes:</b>	Mon, Jan 11
<b>Days:</b>	Monday	<b>Email:</b>	murray.mactavish@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun, Jan 24
<b>Time:</b>	1:00pm – 4:00pm	<b>Phone:</b>	(403) 410-2000 (x6937)	<b>Last day to request revised final exam:</b>	Mon, Mar 8
<b>Room:</b>	L2084	<b>Office:</b>	L2055	<b>Last day to withdraw from course:</b>	Fri, Mar 19
<b>Lab/Tutorial:</b>	N/A	<b>Office Hours:</b>	M 12:00 – 1:00 or by appointment	<b>Last day to apply for coursework extension:</b>	Mon, Mar 29
<b>Final Exam:</b>	Take-home exam			<b>Last day of classes:</b>	Fri, Apr 16

### Course Description

This course is innovatively designed to be experiential and theory-based. The diverse delivery approach includes: online, readings, written assignments, journaling, lectures, and leadership practice. The core areas of exploration include: leadership theory, functions of leadership, leadership practice, organizational approach to leadership, leadership assessment, and teamwork.

Leadership theory has made a significant transformation over time. This course will examine the evolution of leadership theory from the classical period through contemporary models. Students will analyze these theories and identify the major perspectives, strengths, and areas of weakness. The course will provide the students an opportunity to become more self-aware of their own personality characteristics, current leadership strengths, and areas of challenge. Students will develop a personal philosophy of leadership, prepare a development plan for enhancing leadership skills during their collegiate experience and beyond.

### Expected Learning Outcomes

In order to enable students to better understand what leadership is, the manner in which they relate to and influence others, and the lessons learned from other leaders, students will walk through a journey of discovery regarding their own leadership. As a mid-program reflective examination, the course will look at where they've come from and where

they're going. In this context:

1. Students will learn and identify the progression and evolution of leadership theory and practices from the classical period to contemporary times.
2. Students will become more self-aware of their own leadership style, strengths, as well as opportunities for growth.
3. Students will explore and examine the practical, real-world challenges of exercising leadership.
4. Students will develop a mid-program action plan in which to act upon in developing their leadership.

### **Textbooks**

- Kouzes, J. M., & Posner, B. Z. (2016). *Learning leadership: The five fundamentals of becoming an exemplary leader*. San Francisco, CA: Wiley.
- Northouse, P. G. (2019). *Leadership: Theory and practice*, (8th ed.). Thousand Oaks, CA: Sage.
- Shankman, M. L., Allen, S. J., & Haber-Curran, P. (2015). *Emotionally intelligent leadership: A guide for students*. San Francisco: Jossey-Bass.
- Shankman, M. L., Allen, S. J., & Miguel R. (2015). *Emotionally intelligent leadership for students: Inventory*. San Francisco: Jossey-Bass.

### **Additional Resources:**

- Chaloff, I. (2009). *The courageous follower: Standing up to & for our leaders* (3<sup>rd</sup>. ed.). San Francisco, CA: Berrett-Koehler. Chapters 1-3 are available here:  
[https://books.google.ca/books/about/The\\_Courageous\\_Follower.html?id=GQ1bAlvHT6cC&redir\\_esc=y](https://books.google.ca/books/about/The_Courageous_Follower.html?id=GQ1bAlvHT6cC&redir_esc=y)  
And a brief summary:  
<https://www.actionablebooks.com/en-ca/summaries/the-courageous-follower/#:~:text=Chaleff%20lists%20the%20following%20six,and%20responsibility%20for%20one's%20self.>
- Fry, L. W., Egel, E. (2017). *Spiritual Leadership: Embedding Sustainability in the Triple Bottom Line*, *Graziado Business Review*, 20(3). Available at: <https://gbr.pepperdine.edu/2017/12/spiritual-leadership/>
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind* (3rd ed.). San Francisco: McGraw-Hill.
- Kellerman, B. (2007, December). What every leader needs to know about followers. *Harvard Business Review*.
- Kelly, R. E. (1988, November-December). In praise of followers. *Harvard Business Review*.
- Van Dierendonck, D., & Patterson, K. (2015). Compassionate Love as a Cornerstone of Servant Leadership: An Integration of Previous Theorizing and Research. *Journal of Business Ethics*, 128 (1), pp.119-131.

## Course Schedule

Date		Reference
<b>Introduction to Leadership</b>		
1/11	Introduction to the Course Introduction to Leadership	Northouse Ch. 1 Heifetz, R. A., & Laurie, D. L. (2001, December). The work of leadership. <i>HBR</i> , 131-140. Kotter, J. P. (1990, May-June). What leaders really do. <i>HBR</i> , 68(3), 103-111.
1/18	Trait Approach Skills Approach Behavioral Approach Emotional Intelligence (EQ)	Northouse Ch. 2 Northouse Ch. 3 Northouse Ch. 4 <b>Goleman, D. (2000, March-April). Leadership that gets results. <i>Harvard Business Review</i>, 78(2), 78-90.</b> <b>Goleman, D. (2004, January). What makes a leader? <i>Harvard Business Review</i>, 82(1), 82-91.</b> Developing Emotionally Intelligent Leadership (Ch. 24, <i>EQ Leadership</i> , 237-241)
<b>DUE 1/18:</b>	<b>- Kolb LSI Assessment REFLECTION</b>	
1/25	Situational Approach Path–Goal Theory	Northouse Ch. 5 Northouse Ch. 6
<b>Overview of Culture</b>		
	What is Culture? Morris, M. W., Leung, K., Ames, D., Lickel, B. (1999). Views from inside and outside: Integrating emic and etic insights about culture and justice judgment. <i>Academy of Management Review</i> , 24(4), 781-796.	
	Dimensions of Culture	Northouse Ch. 16
2/1	Culture Scanning, Intercultural Interactions, Crossing Cultures Leader–Member Exchange Theory Paternal Headship Authentic Leadership	Northouse Ch. 7 Northouse Ch. 9
<b>DUE 2/1:</b>	<b>- Authenticity (Ch. 5, <i>EQ Leadership</i>, 51-60)</b> <b>- Global Mindset REFLECTION</b>	
2/8	Transformational Leadership Collins, J. (2001, January). Level 5 leadership: The triumph of humility and fierce resolve. <i>Harvard Business Review</i> , 79(1), 66-76. Servant Leadership Spears, L. C. (2004, Fall). Practicing servant-leadership. <i>Leader to Leader</i> , 34, 7-11. Retrieved from: <a href="https://apscomunicacioenpublic.files.wordpress.com/2012/12/larry-spears-practicing-servant-leadership.pdf">https://apscomunicacioenpublic.files.wordpress.com/2012/12/larry-spears-practicing-servant-leadership.pdf</a> Spears, L. C. (2010). Character and servant-leadership: Ten characteristics of effective, caring leaders. <i>The Journal of Virtues &amp; Leadership</i> , 1(1), 25-30. Retrieved from: <a href="https://www.regent.edu/wp-content/uploads/2020/12/Spears_Final.pdf">https://www.regent.edu/wp-content/uploads/2020/12/Spears_Final.pdf</a>	Northouse Ch. 8 Northouse Ch. 10
<b>DUE 2/8:</b>	<b>- 1911 Movie Question Responses (Authentic Leadership)</b>	

2/15 READING BREAK



[No class]

2/22 Gender and Leadership Northouse Ch. 15  
Team Leadership Northouse Ch. 14  
**Building Teams (Ch. 17, EQ Leadership, 169-178)**

**DUE 2/22:** - WEST and EAST, TRUTH Versus VIRTURE Short Research Paper  
- *Mother Teresa Movie Question Responses (Servant Leadership)*  
- *Women in Leadership RESPONSE*

**2/22 Leader Evaluation & Leader Interview Presentations Begin (2 each per class)**

**Cultures in Organizations**

3/1 Organizational Structures & Cultures  
Leadership and Organizational Culture  
[from Schein, E. H. (2004). *Organizational culture and leadership* (3rd ed.). San Francisco: Jossey-Bass.]  
**Context Matters (Ch. 18, Learning Leadership, 181-189)**

Leadership Ethics Northouse Ch. 13  
**DUE 3/1:** - *Teambuilding Learning Activity REFLECTION*

3/8 Followership Northouse Ch. 12  
**Consciousness of Context (Chs. 21-23, EQ Leadership, 207-236)**

**DUE 3/8:** - *Followership REFLECTION*

3/15 Crucible Moments/Challenge Yourself/Get Curious  
**Know What is Important to You (Ch. 7, Learning Leadership, 65-75)**  
**Challenge Yourself, and Get Curious (Chs. 10-11, Learning Leadership, 65-75)**  
**Consciousness of Others**  
**Displaying Empathy (Ch. 12, EQ Leadership, 119-128)**

**DUE 3/15:** - *Share a Crucible Moment (Informal oral sharing; no written submission)*

3/22 Developing Relationships  
**Get Connected, Get Feedback (Chs. 15-16, Learning Leadership, 151-167)**  
**Developing Relationships (Ch. 16, EQ Leadership, 159-168)**  
**Capitalizing on Difference (Ch. 15, EQ Leadership, 149-158)**

**Leadership & Change**

3/29 Leadership, Change, and Culture  
Adaptive Leadership Northouse Ch. 11  
**Corporate Change Approach:**

Kotter, J. P. (2007, January). Leading change: Why transformation efforts fail. *Harvard Business Review*, 85(1), 96-103.

*Community Development Approach*

Castelloe, P., Watson, T., & White, C (2002). Participatory change: An innovative approach to community practice. *Journal of Community Practice, 10*(4), 7-32.

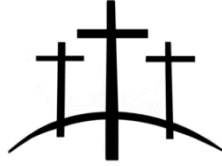
Managing Conflict & Facilitating Change (Chs. 19-20, *EQ Leadership, 187-205*)

Commit to Becoming the Best

It's Not How You Start; It's How You Finish (Ch. 20, *Learning Leadership, 201-212*)

DUE 3/29: *Leadership & Change REFLECTION*

4/5 **EASTER MONDAY**



*[No class]*

4/12 **Take-Home FINAL EXAM DUE (4:00pm)**

**Attendance:**

Students are expected to attend all classes. Please notify me **BEFORE** class (via e-mail is best) if you are going to be absent. Legitimate reasons for absences include illness or a personal emergency. You should consider if a boss would let you miss an important work project/meeting for the reason you are reporting. You are responsible for making arrangements with your peers to get notes, handouts, and assignments. Excessive tardiness may lower your participation grade, as will use of a phone or laptop computer for noncourse-related purposes during class. Your final grade will be impacted negatively by 1% per unexcused absence and for phone or laptop use for non-course related activities during a class.

**Requirements:**

Course grading and evaluation will be conducted according to the following:

- 30 %** Participation/Contribution to Class (includes periodic 1-2 page reflections)
- 5 %** Leader Interview & Class Presentation
- 5 %** Current Leader Evaluation
- 10 %** Short Research Paper (East v. West)
- 30 %** Personal Leadership Development Plan
  - 5% Leadership and You (Power v. Influence, Leadership Approaches, Personal Mission Statement, etc.)
  - 5% Emotionally Intelligent Leadership and You
  - 10% Strategic Analysis of Environment (Environmental Scan, Stakeholders, Life Lessons, SWOT, etc.)
  - 10% Personal Action Plan (5 year)
- 20 %** Take-home Final Exam (Short Answer plus Application Case Study)
- 100 %** TOTAL

**Note:** *The Instructor reserves the right to make adjustments in course coverage, sequence and grading.*

**NOTE:** *Up to 20% of the grade for a written assignment may be given for grammar, spelling, and formatting. Usage of APA style formatting is required for all assignments unless noted otherwise.*

## Submission of Assignments:

All assignments (unless otherwise notified) are to be submitted via Moodle by the time indicated in the Weekly Reading and Assignment schedule. All electronically submitted written assignments (i.e., reading responses and papers) must be submitted in a WORD document (**and NOT as PDF files**). Note: this doesn't apply to video submissions, if required. Late assignments may lose 10% per day late. The instructor has the discretion to not accept assignments that are more than 5 days late.

## Participation and Contribution to Class (30 %)

**As with attendance, contributing to class discussions is expected. This includes preparation for class by reading the text and any other assignments, and coming to class with carefully considered thoughts and perspectives on the class' readings and theme(s). You may be called upon to raise an issue or concern, or to pose a question regarding the topic for that particular class session.**

**Your active engagement and participation in the discussions will strengthen your learning experience, and is a great way to gain confidence and prepare yourself for the world of work.** Grading participation will be based on the *quality*, not simply quantity, of your participation. Thus there is no need to dominate class discussions. Rather, I will be looking for comments from you that add to the understanding of the class, going beyond simple repetition of the facts to provide interesting analysis and conclusions. Silence in class may lead me to wonder if you are not prepared for class.

As part of the learning activities, you may be required to submit a 1-2 page reflection paper on a specific topic, learning activity (e.g. teambuilding activity or video clip). These are not research papers, but rather opportunities for you to reflect on and analyze a key insight or learning. You may find it helpful to imagine this exercise as a conversation about this topic/issue with a friend over coffee or tea. It is anticipated that there will be about 8 of these brief reflection papers during the course; each work approximately 2%.

## Leader Interview & Class Presentation (5%)

Each student is to interview a current leader and report their key findings and insights to the class later in the semester (5 – 7 minutes). **A sign-up sheet with class presentation times will be provided in class.** A list of suggested questions will be provided by the professor via Moodle. You may also add your own questions. This is an opportunity for you to learn from someone who has become a leader, how they achieved such a role, and what advice they might pass on to you. **A written summary of the key learnings from the interview is to be submitted to the instructor via a Moodle dropbox. APA formatting IS NOT REQUIRED for this assignment.**

## Leader Observation, Evaluation and Class Presentation (5%)

Each student is to explore a leader, analyzing their leadership, and report their key findings and insights to the class later in the semester (5 – 7 minutes). You may choose a "current" leader or one from history. It is important that you choose a leader from whom we can learn useful lessons. It is expected that you will refer to the Northouse text or other course materials as you reflect on and examine the leader and their attributes. **A sign-up sheet with class presentation times will be provided in class. A written summary of the key learnings from this research and analysis is to be submitted to the instructor via a Moodle dropbox. While this is a less formal exercise, you will still need to list your sources at the end using APA formatting.**

## Content guidance:

### Background & Context:

- Provide some background and context about the leader (e.g, family, education, etc.)
- What was this individual's leadership journey?
- What were the leader's key accomplishments (briefly)?
- What were some of the major challenges or obstacles that he or she faced (briefly)?

### Leadership Traits, Contemporary Leadership Style, and Approach to Followers

- What leadership traits did/does the leader possess or demonstrate?
- Based on the **contemporary** leadership theories we've discussed, which ones seem to be most applicable to the leader? (Note: this **excludes** the initial theories we discussed such as trait theory, the Leadership Grid, and situational leadership. In other words, do **NOT** mention these theories in your paper.)
- In what way did/does he or she demonstrate the particular leadership theory(ies)? In this section, you can bring up some of the accomplishments/challenges that the leader achieved/experienced.

### Key Learnings

- Why does this particular leader serve as a role model to you?
- What about the leader personally stands out to you? Be specific.
- What might you do differently from this leader?
- Any other thoughts/comments you would like to offer

### West and East, Truth versus Virtue Short Research Paper (10%)

This 3-5 page, double-spaced, **research paper** delves into an important global business reality of working across cultures. Briefly explain the differences in perspective on ways of thinking between Eastern and Western cultures **specifically** with regard to **(a)** how each views "truth" versus "virtue" and also **(b)** their analytical or synthetic approaches to thinking. Then postulate how **each** of these different perspectives of the East and West influence problem-solving in an organizational setting. This will require you to imagine how a problem or issue would be addressed (i.e., viewed or observed, and the process by which it is analyzed and then solved). NOTE: The professor will provide relevant excerpts from *Cultures and organizations: Software of the mind* (3rd ed.) by Hofstede *et al.* (2010). You will still need to do additional supportive research (minimum of 2 additional sources from scholarly publications).

**Please include an introduction and conclusion. You must find, use, and reference (using APA style formatting) AT LEAST 2 SCHOLARLY RESEARCH ARTICLES BEYOND THE COURSE READING MATERIALS.**

### Personal Leadership Development Plan (30%)

The Personal Leadership Development Plan involves a variety of exercises and assignments that will enable you to better understand what leadership is and the manner in which you relate to and influence others. The project (and ultimately, this course) is a journey of discovery. For many of you, the course comes at around the middle of your degree program. In some ways, the course represents a mid-program examination of where you've come from and where you're going. What do you hope to get out of your degree? What are your goals?

This is a comprehensive project, broken into four sub-components (plus introduction and conclusion) for manageability. It may also prove helpful that the due dates are spread across the term to allow time to process and reflect.

Use the following sections to complete a personalized plan for growing into an effective organizational leader (or enhancing your existing skills and effectiveness). The aim of this project is to assist you in assessing your leadership



style/approach, your leadership potential, as well as provide an opportunity for you to identify important growth goals—personal, spiritual, and professional—towards which you can take action beginning now.

You may also find inspiration from any of the course materials. When using these you may simply identify the author (and title, if needed for clarity). However, you will need to research additional information for the Strategic Analysis of Environment section. **You must cite and reference all non-course material sources correctly using APA formatting.**

## 1. Introduction

## 2. Leadership and You (5%)

- How do you see yourself as a leader?
- Is there a particular leadership trait(s) or leadership style/approach discussed in class and/or in the Northouse *Leadership* text which you use most effectively? Which would you like to develop further? Explain why.
- What is your perspective on people versus task?
- How do you feel about influence and power (see Northouse text)? How do you use it (or not) effectively?
- List your **6 - 8 personal core values** and develop a **2-sentence personal mission statement** using the exercises provided on Moodle. Please **articulate your career goal(s)**.

## 3. Emotional Intelligent Leadership and You (5%)

The course also requires you complete the EIL Inventory (you must purchase this). This 57-item assessment measures how often a person engages in behaviors that align with emotionally intelligent leadership. Then, the reflection portion walks you through the process of analyzing and understanding your results, giving you concrete suggestions for how to explore and improve your emotionally intelligent leadership. You must have the EIL Inventory completed in order to complete the remainder of this plan.

Please reflect on your results of the EIL Inventory, offering key learnings and insights you gleaned and how they will inform your development plans.

## 4. Strategic Analysis of Environment (10%)

- Environmental Scan – list and describe the economic, legal/political, technological, global, and cultural aspects of the general environment and how those factors relate to you and your career for the next 5 – 10 years.
- Stakeholders – identify your 5 – 6 key stakeholders or individuals who “have a stake” in you, and explain how each has invested in your life and future.
- Life Lessons – list 5 – 6 lessons you have learned thus far in your life and describe why each is important to you now and into the future.
- Personal SWOT – conduct a SWOT analysis on yourself, identifying your strengths, weaknesses, opportunities, and threats. [SW are INTERNAL to you; OT are EXTERNAL to you]
- Statement of Competitive Advantage – clearly and honestly state the competitive strength or contribution that you bring to an organization as an employee. This should be your **30 second “elevator speech”**.



## 5. Five-Year Personal Action Plan (10%)

- Based on the above self-assessment and reflections of your current situation, where do you go from here? Include an indication of where you would like to be in your personal leadership development in five years. **By developing a five year year-by-year plan you are to lay out specific goals and incorporate activities designed to help you achieve them. Do your best to articulate specific details/steps designed to help you achieve them.**
- Please note, there is no right or wrong way to do this assignment as long as it is obvious that you have authentically engaged with the course content.
- You will be assessed on the level of authentic engagement with the course content and the assignment. As well, **there needs to be a realistic, logical link between your current situation and your 5-year goal(s). There should be no new ideas in this plan beyond your earlier self-reflections and goals.**

## 6. Conclusion

### Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Ambrose University Academic Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their 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.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### 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 use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. 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. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to 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.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required 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 deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

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 Registrar's Office in writing and providing the basis for appeal 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. If the appeal is sustained, the fee will be refunded.

### 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 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 acknowledge 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. Students are expected to be familiar with the policies in the current Academic Calendar 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.

## **Mental Health Support**

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

### On Campus:

- Counselling Services: [ambrose.edu/counselling](http://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](http://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisissupport](http://ambrose.edu/crisissupport) for a list of staff members.

### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

## **Sexual Violence Support**

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](http://ambrose.edu/sexual-violence-response-and-awareness).

### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

**Note:** Students are strongly advised to retain this syllabus for their records.