BUS 341 - 1
Leadership
Theory and Practice

Number of credits: 3

Prerequisite:

30 credits

Semester:	Winter 2015
Days:	Tuesday and Thursdays 1:00 – 2:15 p.m.
Room:	L2212

Instructor:	Randy Poon
Email:	rpoon@ambrose.edu
Phone:	403-410-2000 (ext. 6513)
Office:	L2055
Office hours:	• Wednesday and Friday 11:15—12:30
	• Wednesday 1:00—2:00
	• By appointment

Course Description:

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

Important Dates:

- First day of classes: January 7, 2015
- Registration revision period: January 18, 2015
- Last day to request revised examination: March 2, 2015
- Last day to withdraw from course: March 20, 2015
- Last day to apply for time extension for coursework: March 30, 2015
- Last day of classes: April 10, 2015

Final Exam:	**Monday, April 13**
Time:	**9:00 – 12:00**
Room:	**A2131**

Expected Learning Outcomes:

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 identify the pros and cons of the various theories and models of leadership.
3. Students will explore and examine the practical, real-world challenges of exercising leadership.
4. Students will become more self-aware of their own leadership style and strengths, as well as opportunities for growth.
5. Students will develop their own personal theory of leadership.
6. Students will develop their oral and written communication skills.

Textbook and Readings:

Required:
Northouse, P. G. (2012). *Leadership: Theory and practice,* (6th ed.). Thousand Oaks, CA: Sage.

Available mid-February 2015:
Shankman, M. L., Allen, S. J., & Haber-Curran, P. (2014). Emotionally intelligent leadership: A guide for students. San Francisco: Jossey-Bass.

Shankman, M. L., Allen, S. J., & Haber-Curran, P. (2014). Emotionally intelligent leadership: Inventory. San Francisco: Jossey-Bass.

Additional readings as required

Course Requirements and Evaluation:

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

Class Participation/Attendance	15%
New York Times in Leadership Group Case Study	15%
Leadership Literature Essay	15%
Leadership Reflection Project	
• Emotionally Intelligent Leadership Essay	10%
• Personal Leadership Theory Photo/Video Essay	15%
Midterm Exam	15%
Final Exam (non-cumulative)	15%

Note: To pass the course, students must achieve an overall grade of at least 50% and receive a passing grade on the average of all individual assignments.

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., briefing notes, case study write-ups and analysis) must be submitted in Word or Pages format (and **NOT** as PDF files). Note: this doesn't apply to presentations. Assignments submitted late may lose 10% per day late. The instructor has the discretion to not accept assignments that are more than 5 days late.

In the case of legitimate or approved absence, and at the instructor's discretion, the assigned date may be rescheduled to a later date, or if this is not practically possible, the marks may be reallocated to other components of the course grade.

Outline:

Participation and Attendance

I like a lively classroom. Most of our classes will, then, be a mix—first content delivered informally by me, then group discussions, some of which will be led by small groups of students (e.g., case study discussions), and all of which will be characterized by inclusive participation. The expectation is that students will learn from me, from the content of the course materials, and from each other.

As such, every student is expected to attend all classes and participate actively in class discussions. In general, to "participate" means to contribute, in class, to the collective conversation. This requires that all of the readings be completed in advance of all of the classes.

If external circumstances or illness prevent you from attending or adequately preparing for a class, please let me know so that this can be taken into account, as repeated absences from class will negatively impact a student's individual participation grade.

Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Attendance (50%) (Excludes certain excused absences such as medical appointments, Ambrose athletic teams practices and out-of-town games)	Misses no more than one class (100%); misses two or three classes (85%)	Misses four classes (75%).	Misses five classes (60%)	Misses six classes (40%); misses seven or more classes (0%)
Group Discussions and Contribution Quality (50%) Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality. Uses electronic devices for non-class related purposes or distracts others through use of electronic devices (0%).

New York Times in Leadership Group Case Study

There will be a group case study that will bring further depth to the lecture and reading material. The case studies will be drawn from New York Times articles that will highlight leadership situations and that will be paired with critical thinking situations. Each case study will involve a written analysis (following the structure and the formatting set out in the Case Study Method Outline which will be posted in Moodle) and a 12-minute, in-class presentation. The written reports should be between 6-8 pages, 12-point font, 1½ line spacing, 1-inch margins, plus a bibliography or works cited page, and demonstrate critical thinking and professionalism. That is, they should be thoughtful, clear, and free of grammatical mistakes. When citing your external sources, please use the APA or MLA writing styles. The written report is worth 7.5% of your final grade.

As for the presentations, not only will you summarize your analysis and recommendations for the case study, you will also facilitate a 15-20 minute discussion on the issues arising from the case study. Your goal is to make your presentation and the discussion time a learning experience for the class. As noted earlier, this is the opportunity to learn from each. Of course, the onus won't be only placed on the presenting group, but on the rest of the class to engage in the discussion. Remember, I like lively classes ☺. The presentation and discussion facilitation is also worth 7.5% of your final grade.

Leadership Literature Essay

Each student will also write a 1500-2000 word essay in response to a short leadership literature article/essay. You will identify and address a single question/issue raised by one of the articles that I will post in Moodle. Your paper must thoroughly address the question/issue and must demonstrate your engagement with the reading. You may also choose to reference other readings, lectures, and class discussions. It must follow correct APA or MLA style for documentation and citation of your sources.

The paper should be formatted as follows: double-spaced, 12-point font, and 1-inch margins. It is due in Moodle (by 11:59 p.m.) on Friday, March 6th, 2015. The essay is worth 10% of your final grade.

Leadership Reflection Project

The in-class presentations should summarize your analysis and recommendations for the case study. Please pay attention to the grading rubric as to what I am looking for when presenting. When making presentations, groups should also allow an additional few minutes to field questions, comments, or debate from the class. The presentation should be informative and interesting; try to make your presentation a learning experience for the class.

Part 1 – Emotionally Intelligent Leadership (EIL) Inventory

The course also requires that students complete the EIL Inventory (you must purchase this—it will be about $10). This 57-item assessment measures how often a person engages in behaviors that align with emotionally intelligent leadership. Then, the reflection portion walks students through the process of analyzing and understanding their results, giving them concrete suggestions for how to explore and improve their emotionally intelligent leadership. Students must have the EIL Inventory completed in order to receive a grade for the entire Leadership Reflection Project.

Part 2 – Emotionally Intelligent Leadership Essay (10%)

Building upon the EIL Inventory and the reflection exercises, students will write a five-page essay regarding the leadership journey they are on. They should address the leadership experiences they have had, and include a synopsis of their EIL Inventory), key observations and actions points, and finally a summary outlining possible future leadership opportunities and a plan how to become a better leader.

Part 3: Personal Leadership Theory Photo/Video Essay (15%)

This photo/video essay should reflect the culmination of your thoughts about leadership. This part involves either gathering photograph images that reflect your personal theory of leadership and creating a three-dimensional representation of these photographs OR creating a 4-6 minute video (that could be simply video or a blend of video and photographs).

The following links provide examples of photojournalism. Take a look at some of these samples, to get a sense of how photos can be used to tell a story or to move people.

Time LightBox:

http://time.com/photography/lightbox/

New York Times – The Year in Pictures:

http://www.nytimes.com/interactive/2014/12/28/sunday-review/2014-year-in-pictures.html

zReportage.com – Umbrella Central:

http://www.zreportage.com/zReportage.html?num=zrep548

Once you've gained a sense of what is involved in a photojournalism essay, please undertake the following:

1. Gather the photos: Using a digital camera or smartphone, shoot 24 photos relating to leadership. Half of these pictures may be ones previously taken by yourself or other photographers.

2. Present your images (along with supporting text that highlights your personal theory of leadership)

Once you have gathered your photos, think about the best format for presenting them. As a *creative* photo essay? As a sculpture? A mobile? Part of a video? Arrange your printed photos in the form of your choice (note: as a slide presentation such as PowerPoint) and bring it to class on the assigned date. Projects will be displayed throughout the classroom. Students will present their project to the class and explain their personal theory of leadership and how it is represented visually.

Assignment Rubrics:

Grading Rubric – Written Reports (includes Case Studies)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (30%)	The written document has a well-developed and supported thesis. The assignment demonstrates excellent development of subsequent ideas and focuses on relevant details. Clearly explained examples support the claims and topic is thoroughly researched.	The written document has a workable thesis. Arguments are mostly supported. The assignment contains adequate evidence to support its claims, and would benefit from more research and development of relevant points.	The written document has some elements of a thesis but it is largely undeveloped or unclear. Arguments are somewhat supported. The arguments are somewhat developed but lack sufficient evidence or contain irrelevant details.	The written document is lacking in elements required with many gaps in the information presented. Arguments are not supported. The assignment needs more details on every level (main ideas, specific ideas, and examples).
Critical Thinking (30%)	Goes above and beyond identifying the most obvious issues and arguments and raises intriguing issues that are well supported. Challenges existing assumptions. Thoughtfully and thoroughly analyzes and evaluates alternative (beyond the major) points of view	Raises all the key issues and identifies relevant arguments (largely the most obvious ones) and their pros and cons. Offers thorough analyses and evaluations of the major points of view.	Raises some of the key issues and Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not address the key issues and does not identify counter-arguments. Ignores or superficially evaluates alternative points of view.
Structure and Organization (20%)	Structure of the assignment is very clear and easy to follow. Transitions maintain an overall flow throughout the assignment. Conclusion is logical and flows from the rest of the argument.	Structure is mostly clear and easy to follow. Transitions largely maintain the flow throughout the assignment. Conclusion is logical, and for the most part, flows from the rest of the assignment.	Structure of the assignment is not easy to follow. Transitions need much improvement. Conclusion is missing, or if provided, does not flow from the rest of the assignment.	Organization and structure detract from the message of the assignment. Points are disjointed and lack transition of thoughts. Ideas are not organized around a central idea.

Mechanics (20%)	Paper demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style (i.e., APA or MLA). Language is clear and precise. All arguments are properly cited.	Paper displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability of the work. Most arguments are properly cited.	Paper shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, and writing style errors. Some arguments are properly cited.	Paper lacks basic control over mechanics and contains excessive proof-reading errors. Arguments are not properly cited.

Grading Rubric – Case Study Presentations

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Communication and Delivery (40%)	Oral presentation delivered with clear, confident, well-paced voice(s) so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and eye contact (rarely referring to notes or slides). Generate(s) significant enthusiasm about topic. Presenters show significant interest and enthusiasm in topic.	Oral presentation delivered with clear, mostly confident voice(s) so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and eye contact (occasionally referring to notes or slides). Generates some interest about topic. Presenters largely show interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing. Sense of audience wavers (e.g. presentation largely read from notes or slides with little eye contact). Generates little interest about topic. Presenters show some interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at back of class have difficulty hearing. Unfocused sense of audience (e.g. looks only at notes or away from audience). Generates little or no interest about topic. Presenters lack interest in topic.

Creativity, Graphics, Structure and Mechanics (30%)	Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared graphics used throughout the entire presentation. They also explain and reinforce the text and presentation. Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation. Presentation has no misspellings, grammatical errors, or formatting errors.	A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout presentation and relate to the text and presentation. Information presented in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation. Presentation has no more than three misspellings, grammatical errors, or formatting errors.	Little attempt to provide insight or creativity to the presentation. Graphics seldom used. They seldom support the text and presentation. Structure of the presentation is not easy to follow. Conclusion is missing, or if provided, does not flow from the rest of the presentation. Presentation has between four to five misspellings, grammatical errors, or formatting errors.	Little attempt to provide insight or creativity. Graphics not used or do support text and presentation. Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts. Presentation has more than six misspellings, grammatical errors, or formatting errors
Facilitation of Discussion (30%)	Group asks several probing questions of audience so as to ensure their comprehension of material, to elicit their opinions regarding the subject matter, or to offer additional insight or examples. Group thoroughly engages the audience.	Group asks a probing question of audience so as to ensure their comprehension of material, to elicit their opinions regarding the subject matter, or to offer additional insight or examples. Group somewhat engages the audience.	Group asks the type of questions that generally result in audience repeating what has already been said. Group does not really engage audience.	Group fails to ask questions following their presentation (0%).

Grading Rubric – Photo/Video Essay

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Photo Essay Content (60%)	The photo/video essay insightfully portrays and reflects the student's personal theory of leadership. The pictures and captions/video distinctly tell a story, capture one's emotions, and build toward a collective whole.	The photo/video essay generally portrays and reflects the student's personal theory of leadership. The pictures and captions/video, for the most part, tell a story, capture one's emotions, and build toward a collective whole.	The photo/video essay attempts to portray and reflect the student's personal theory of leadership. The pictures and captions/video loosely tell a story, capture one's emotions, and build toward a collective whole.	The photo/video essay generically portrays and reflects a theory of leadership. The pictures and captions/video are fragmented, do not capture one's emotions, and do not tell a story.
Creativity and Layout (40%)	Photo/video essay is innovatively or expertly crafted. A significant degree of creativity and skill is used to put together the project.	Photo/video essay is satisfactorily innovative or crafted. A moderate degree of creativity and skill is used to put together the project. .	Photo/video essay is passably innovative or crafted. An adequate degree of creativity and skill is used to put together the project.	Photo/video essay is not innovative and is poorly crafted. Little or no creativity or skill is used to put together the project.

Grade Summary:

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

Weekly Reading and Assignment Schedule:

Date	Class Topic/Chapter Title	Text chapters
Jan 8^{8h}	**Course Overview**	
Jan 13th	**Introduction to Leadership**	Northouse 1
Jan 15th	**Trait Approaches to Leadership**	Northouse 2
Jan 20th	**Style Approach to Leadership**	Northouse 4
Jan 22nd	**Situational Approach to Leadership**	Northouse 5
Jan 27th	**Leader-Member Exchange Theory**	Northouse 8
Jan 29th	**No Class: Program Day**	
Feb 3rd	**Leadership Literature** **Case Study Group 1 Presentation and Discussion**	Assigned Readings
Feb 5th	**Leadership Literature** **Case Study Group 2 Presentation and Discussion**	Assigned Readings
Feb 10th	**Midterm Exam**	
Feb 12th	**Transformational Leadership**	Northouse 9
Feb 16-20	**No Classes: Reading Break**	
Feb 24th	**Authentic Leadership**	Northouse 11
Feb 26th	**Servant Leadership** **Case Study Group 3 Presentation and Discussion**	Northouse 10
Mar 3rd	**Followership**	Assigned Readings
Mar 5th	**Followership** **Case Study Group 4 Presentation and Discussion**	Assigned Readings
Mar 6th	**Leadership Literature Essay due in Moodle by 11:59 p.m.**	
Mar 10th	**Introduction to Emotionally Intelligent Leadership (EIL)**	Shankman et al.

	and Inventory	Ch. 1
Mar 12th	**EIL: Consciousness of Self**	Shankman et al. Ch. 2-10
Mar 17th	**EIL: Consciousness of Self** **Case Study Group 5 Presentation and Discussion**	
Mar 19th	**EIL: Consciousness of Others**	Shankman et al. Ch. 11-20
Mar 24th	**EIL: Consciousness of Others** **Case Study Group 6 Presentation and Discussion**	
Mar 26th	**EIL: Consciousness of Context**	Shankman et al. Ch. 21-24
Mar 27th	**EIL Essay due in Moodle by 11:59 p.m.**	
Mar 31st	**EIL: Consciousness of Context** **Case Study Group 7 Presentation and Discussion**	
Apr 2nd	**No Class – Good Friday**	
Apr 7th	**Photo/Video Essay Presentations**	
Apr 9th	**Photo/Video Essay Presentations**	

Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.

Policies:

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, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to 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. These courses will not appear on the student's transcript. 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 by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. 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.

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) 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 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 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, 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.

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 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.

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 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.

Please note that all assignments submitted via Moodle (with the exception of journal-style assignments that disclose personal information) are subject for submission into Turnitin, an online service used to identify and prevent plagiarism. The service maintains a digital repository or database of submitted student papers, Internet pages, books, journals, and periodicals. Assignments are checked against this repository and in turn, become part of the database for an indefinite period, so that other submissions are also compared with it for originality. Assignments are stored both in an original form and in an "electronic fingerprint" form. The original form of the document is only available to the original author and the instructor of the course from which the document was submitted. Other documents submitted to Turnitin are compared to the electronic fingerprint. If a future document submitted to Turnitin matches a student's assignment, the student's privacy will be maintained and as such, his or her name will not be disclosed. Students also retain copyright to the works submitted into Turnitin.

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