



## **BUS 405 *Special Topics in Business Administration – “Experiential Leadership”* (3 credit hours) Spring/Summer 2010**

### **Class Schedule:**

This is an online class with no set class location and time. Students must attend a 4 day hike from Aug. 27 – Aug. 30, 2010 as well as an evening session on Aug 26.

### **Instructor Information:**

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### **Course Description:**

The topic for this course is Leadership. Through reading, dialogue, participation and reflection students will gain understanding of the leadership function, various contextual issues of leadership, and of themselves as leaders. Special emphasis will be placed on biblically sound models of leadership.

The course will balance methodologies and feature an intensive back-country experience designed to facilitate both content review and self-discovery. Primary form of content delivery is via downloadable lectures, article & text readings, on-line discussion, on-trail lecture and dialogue, self-reflection. Students must ensure they are physically capable of hiking 6-8 hours with a backpack carrying at least 14 kilograms. Students must provide their own personal hiking and camping gear. Group gear, food and first aid equipment will be provided. A complete gear list will be available.

### **Course Objectives:**

Students will be able to:

- articulate the principle concepts in leadership theory
- analyze leadership situations appropriately
- articulate a reasonable self-assessment regarding their own leadership
- evaluate the impact of a Christian worldview on their approach to leadership

## **Required Resources:**

Students are responsible for acquiring the following resources:

Required:

Adam, Richard *Watership Down*, New York, Avon 1972

Lencioni, Patrick, *The Five Dysfunctions of a Team*, Jossey-Boss, 2002

Wilkes, C. Gene *Jesus on Leadership*, Wheaton, Tyndale 1998

Other readings as assigned and available on the course website.

Course website (available May 1, 2010): [www.moodle.ambrose.edu](http://www.moodle.ambrose.edu) You will need to enroll yourself in BUS 405 the first time you go to this site. To do this you will need to use an enrollment key, which for this course is “leading”. Most of the software is straight forward, but if you wish to review support documentation go to [www.moodle.org](http://www.moodle.org) and look for student documentation.

## **Evaluation Methods:**

Evaluations will include reflective participation in on-line chats regarding assigned readings, a mid-term examination, an integrative paper, and a self-reflection paper.

*Reading Review & Response:* (20% of final grade)

Students will contribute 2 original and 4 responsive entries to an on-line discussion forum, related to the assigned readings. Original contributions are to be at least 500 words each, response entries are to be at least 100 words. The original contributions will include a brief summary of one 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. Original contributions must be completed by July 25. Response entries must be completed by August 15.

*Quizzes:* (2 @ 7.5% = 15% of final grade)

Based on material from the lectures, these online quizzes can be completed at anytime during the course.

*Integrative Paper:* (30% of final grade)

Students will review the leadership demonstrated in *Watership Down* and present how the various leadership styles are represented. Students will demonstrate an integration of theoretical readings/lectures in their review. Due August 26, to be submitted through the course Moodle site. (750 – 1200 words)

*On-trail Participation:* (15% of final grade)

Students will be expected to fulfill leadership roles on the hike, and to contribute positively to the on-trail discussions.

*Self Reflection:* (20% of final grade)

Using the self assessment tools, readings/lectures and on-trail experience students will assess their own dominant leadership styles and their strengths and weaknesses. The paper should include both short and long-term goal setting for leadership development. Due- Sept 7, to be submitted through the course Moodle site.

All assignments must be submitted on time. Late assignments will be assigned a grade of zero. A missed quiz will score zero.

**Grading Scale:**

The available letters for course grades are as follows:

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

**Other Information:**

It is the responsibility of all students to become familiar with and adhere to the academic policies as stated in the current Student Handbook and Academic Calendar. In particular, students are to note academic regulation #34 - Academic Dishonesty.

**Trail & Hiking Preparation:**

- Equipment:  
Students will need to provide their own personal gear for the hike portion of the course. Personal gear means anything that would not normally be shared with others, such as: clothing, sleeping pad and bag, backpack, eating utensils, plates/cups, etc. Group gear, anything that will be shared with others in the group, will be provided, however if you can provide some group gear this would be greatly appreciated. If you can provide group gear please respond to the equipment discussion forum on the course Moodle site. Group gear includes such things as tents, stoves, cooking gear. For information on appropriate gear for a five day mountain hike visit the Mountain Equipment Coop website at [www.mec.ca](http://www.mec.ca) and look under the Learn tab.

- Physical Preparation:  
Students will need to be physically prepared for the hike portion of the course. It is recommended that you engage in a fitness regime that includes both strength and endurance training. Here is a helpful website for ensuring you have adequate fitness for the hike.  
[http://www.realbuzz.com/travel/travel\\_fitness/index.php?pmid=559&gmid=164&mode=1&aid=1090&page=1](http://www.realbuzz.com/travel/travel_fitness/index.php?pmid=559&gmid=164&mode=1&aid=1090&page=1)

## Course Lecture Outline:

The bulk of content will be delivered through downloadable digital lectures, readings and on-trail activities.

- I. Introduction (lecture – Adams)
  - Course Overview
  - Definitions & Assumptions
  - Why study leadership?
  - Impacts of leadership
  - Reading A Review of Leadership Theory and Competency Framework Bolden et al, 2003 [http://www.leadership-studies.com/documents/mgmt\\_standards.pdf](http://www.leadership-studies.com/documents/mgmt_standards.pdf) sections 1, 4 and 8
  - Leadership sources - Positional power/Technical power/Social power/Divine designation
  
- II. Leadership Functions (lecture – Rude)
  - Administration/Management/Leadership – what’s the difference
  - Readings – An article that introduces Henry Mintzberg’s classic taxonomy of managerial work in a dramatic case study. **Managing Exceptionally.** By: ***Mintzberg***, Henry. Organization Science, Nov/Dec 2001, Vol. 12 Issue 6, p759, 13p, 1 diagram; (AN 5718026) Available on-line through library (use the database Business Source Premier)
  
- III. Leadership Models (lecture – Kneeshaw)
  - Natural World/Military/Political/Traditional Business/Emerging Business (New Science – chaos theory, physics)/Church: historical and contemporary/Christian Humanist
  - Readings – Hersey, P. & Blanchard, K. “So You Want To Know Your Leadership Style” Training and Development Journal June 1981 Available from the course file folder under Lecture 3 Leadership Models.
  
- IV. Christian Perspectives on Leadership (lecture – Kneeshaw)

- V. Servant Leadership (lecture – Rude)
- Readings - Dr. Jim Laub *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)
  - Readings – an excellent article that gives a broad overview of servant leadership, written by Larry Spears, current president and CEO of the Robert K. Greenleaf Center for Servant Leadership. <http://leadertoleader.org/leaderbooks/L2L/fall2004/spears.html>
  - Readings – One of the best researched studies on successful leadership. Collins, Jim Harvard Business Review “Level 5 Leadership: The Triumph of Humility and Fierce Resolve” January 01, 2001 available at U of C library or electronically for \$7 from Harvard Business Review online (product #5831)
- VI. Leadership Styles/Teamwork (Rude)
- MBTI assessment (pre-class activity: completed prior to May 1)
  - Students should familiarize themselves with Myers Briggs prior to doing the assessment by going to <http://www.myersbriggs.org/>
  - Self awareness and team awareness

## **Timeline:**

- May 1: Course website opened. Lectures 1 & 2 available online. (Students to begin readings, lectures & on-line assignments/quizzes)
- May 20: Lectures 3 & 4 available online.
- June 10: Lectures 5 & 6 available online.
- July 25: On-line original contributions due
- Aug 15: On-line response entries due
- Aug 26: Integrative paper due  
6:30PM Meet at campus for equipment check and trip orientation.  
While on the trip, students will work as teams and have assigned leadership roles. There will be on-going informal leadership discussion during the hike, as well as formal discussion sessions every evening on the trail.
- Aug 27 7:30 AM depart for Nordegg  
11:00 arrive at Nordegg  
11:00 – 5:00 First phase of hike to junction (9.5 km)
- Aug 28 10:00 hike to Lake of the Falls  
12:30 arrive at Lake of the Falls (6 km)
- Aug 29 2 hour solos at Lake of the falls (2 hours spent alone, reflecting upon course content)
- Aug 30 8:00 begin hike to trailhead  
12:00 arrive at trailhead, depart for Calgary  
4:00 arrive at Calgary
- Sept 7 Submission of reflective paper.