Course ID:	Course Title:		Spring 2017
BUS 441	**Advanced Leadership**	Prerequisite: BUS 341	
		Credits:	3

Class Information		Instructor Information		Important Dates	
Days:	Saturdays	**Instructor:**	Dr. Randy Poon, PhD	**First day of classes:**	Tue
Time:	9:30-12:30	**Email:**	RPoon@ambrose.edu	**Last day to add/drop, or change to audit:**	End of day, Saturday, May 27
Room:	A2141	**Phone:**	403-410-2000 (x6513)	**Last day to request revised exam:**	N/A
Lab/ Tutorial:	N/A	**Office:**	L2055	**Last day to withdraw from course:**	Friday, June 16
		Office Hours:	By appointment	**Last day to apply for coursework extension:**	Friday, July 14
Final Exam:	N/A			**Last day of classes (i.e., date last assignment is due):**	Friday, August 4

Course Description

Building upon the foundation of BUS 341 (Leadership Theory and Practice), this course examines in greater detail leadership theories (transformational, authentic, and spiritual leadership), as well as advanced leadership topics (e.g., team leadership, culture and leadership, leadership ethics, and leadership and social justice). It also explores organizational opportunities and challenges that have leader-follower interaction as a cause (such as implicit leadership, toxic leadership, among others).

Expected Learning Outcomes

1. Students will gain a greater understanding of the leader-follower dynamic through:
    a. Further exploring contemporary leadership theories addressed in BUS 341 (transformational, authentic, servant, and spiritual leadership), and
    b. Further exploring the notion of followership and its impact on the leader-follower exchange.
2. Students will explore and examine the practical, real-world challenges of exercising leadership through:
    a. Understanding the challenges of toxic leadership and the ethical issues leaders face,
    b. Understanding the opportunities available through collaborative leadership, and in particular its application to facilitating social change, and
    c. Understanding the importance of the motivational issues surrounding leadership.
3. Students will develop their oral and written communication skills, including their use of learned sources (e.g., academic journals) to support their arguments.

Textbooks and Readings:

Assigned readings (see Moodle)

Course Requirements and Evaluation:

Given the hybrid nature of this course (i.e., combination of both online and in-class seminars), course grading and evaluation will vary depending on whether students choose to attend all, some, or none of the Saturday in-class seminars. Note: the following provides a brief description of the assignment. Be sure to read the more detailed instructions on the pages below.

Dialogue Sessions   35%

- o   Initial dialogue session worth 2.5%
  - ▪   This initial dialogue session will consist of 1 original post and 1 response post
- o   Seminar follow-up dialogue sessions: 5 sessions worth 6.5% each for a total of 32.5%
  - ▪   Each dialogue session will consist of 1 original post and 3 response posts

Weekly Essay   15%

- o   350-word essay based on the seminar discussion or seminar follow-up dialogue posts
- o   This essay is **due 2 weeks following the seminar**
- o   5 essays worth 3% for a total of 15%

Weekly Seminar Participation OR Additional Essay   15%

- o   Students may attend all, some, or none of the Saturday in-class seminars
  - ▪   For each of the 5 seminar students attend, 3% will be allocated to their level of participation for a total of 15% (assessment criteria is outlined on the next page)
  - ▪   If students miss a seminar, they will be required to submit an additional 350-word essay, that is **due the Friday following the seminar (note: the difference in due dates from the regular weekly essay)**. This essay will also be worth 3%.
  - ▪   NOTE: If students miss a seminar, they will still be required to participate in the weekly seminar follow-up dialogue posts (based on the readings)
- o   To gain the most out of the course, it is recommended (where possible) that students attend the weekly seminar.

Major Paper   35%

- o   4000 to 4500-word essay based on any of the leadership topics covered in the course
- o   Your subject must be approved first, then you must develop a draft 1-2 thesis paragraphs (that clearly outline what you will discuss in the paper)

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. Late assignments will lose 10% per day late. Assignments will not be accepted 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.

Course Assignments:

Initial Dialogue Session

To start off this course, there will be an online discussion via Moodle regarding some of the leadership theories we discussed in BUS 341 Leadership Theory and Practice. The topic for this initial dialogue session is this:

Of the following leadership theories (transformational, authentic, servant, and spiritual leadership), which of these would you adopt as your personal leadership theory? Be sure to specifically address why you would choose this theory, what aspects of the theory stand out to you, and how you would practically apply it in an organizational setting (work, church, non-profit organization, etc.).

This dialogue session will begin Tuesday, May 23 and end on Friday, May 26, at 11:59 p.m.

Dialogue Post Content

For this introductory dialogue session, students are expected to craft a 250 to 300-word dialogue post that the aforementioned topic. The post, also referred to as the 'original post', is like a mini-essay that **normally** attempts to stimulate discussion within your group. Note: for purposes of this initial dialogue session, it will be an abbreviated discussion. **Rather than having a group discussion (which will be the case for the seminar follow-up dialogue sessions) you are only required to respond to a response post that I will write.**

Original post: This post should contain at least one external source from an academic journal or book (this could include the Northouse Leadership textbook, any of academic journal articles from BUS 341, or a new journal article) and one general source (e.g., online magazine, book, e-book, blog post). Please be sure to cite your posts and include your references after your post. The original post should be uploaded into Moodle no later than Wednesday at 11:59 p.m.

Response post: When you respond to my response to your original post, your response should be done in a learned fashion using one external academic source and one general source. This posts should be 100-150 words in length. This response post should be submitted by Friday at 11:59 p.m.

Be sure to make your posts (both original and response) succinct. Don't ramble on.

Weekly Seminars

The weekly seminars will take place every Saturday from May 27 to June 24, from 9:30 a.m. to 12:30 p.m. During these seminars, we will be covering the following topics:

May 27   –   Leadership Theories
June 3   –   Leadership and Motivation
June 10 –   Followership
June 17 –   Toxic Leadership
June 24 –   Collaborative Leadership

The seminar will be an opportunity to both learn and discuss the theories, issues, and implications relating to each of the topics. It must be noted that this is not simply a lecture. Students will be expected to have read the readings in advance of class and to be ready to engage in an informed conversation.

Seminar Participation Grade:
There will be a participation grade of 3% that will be assessed following each seminar. The focus will be on the number of insightful/learned comments you make during each seminar. Seminar participation will be worth a total of 15% over the five seminar sessions.

As noted above, attendance at a particular seminar is not required if you are out of town or have another commitment. However, you will be required to write an extra 350-word essay for each seminar missed (see further instructions below). In addition, you will still be required to participate in the seminar follow-up dialogue posts.

Grades for seminar participation will be awarded as follows:

4 insightful comments	–	100%
3 insightful comments	–	80%
2 insightful comments	–	65%
1 insightful comment	–	35%
0 insightful comments	–	0%

Note: If it is apparent that the readings haven't been read in advance, the participation grade for that particular seminar will be no higher than 65%.

Seminar Follow-Up Dialogue Posts:
Following each seminar, there will be an online discussion via Moodle regarding the seminar topic. Students will be given a particular question in which they will be able to collectively explore the seminar topic through a learned discussion.

There will be a dialogue session for each of the five seminars. These sessions will begin right after the seminar (Saturday at 12:30 p.m.) and continue through until the following Friday at 11:59 p.m.

Dialogue Post Content
For each dialogue session, students are expected to craft a 250 to 300-word dialogue post that addresses the question for that week. The post, also referred to as the 'original post', is like a mini-essay that attempts to stimulate discussion within your group. It should be drawn from the readings and for those who are able to attend, the seminar discussion. This original post should contain at least one external source from an academic journal and one general source (e.g., online magazine, book, e-book, blog post, or any of the readings, etc.). Please be sure to cite your posts and include your references after your post. The original post should be uploaded into Moodle no later than Tuesday at 11:59 p.m.

To facilitate an online discussion, students will also upload 'response posts' that respond and add to the conversation (again in a learned fashion using one external academic source and one general source) to someone else's original post or to someone who has responded to that student's original post. These posts should be 100-150 words in length. Be sure to make your posts (both original and response) succinct. Don't ramble on.

As a point of clarification, each original post and the accompanying responses will form what we'll call a discussion 'thread.'

Students will be required to upload three response posts per week. Note: besides the thread you create, you must participate in at least one other thread. In order to facilitate a discussion, response posts should be timely and not all made on the last day (i.e., the Friday). You will be assessed on the timing of your posts.

In writing your posts, it is important that you create threads and respond to others by adding to the base of what is known, not by reiterating what someone else wrote. Do not provide overviews of a particular topic (i.e., by listing several points). Focus on one specific topic and drill down deep. It is essential you use quality, external sources to support your arguments. Be sure to also utilize the library's collection or online databases to access these sources.

Fully support your statements. Remember that professionals are interested in supported conclusions, not personal opinions. Also, it is important to build on what others post. Thus, part of the evaluation will be a measure of how well you tie your contribution to that of other students.

Writing Style & Quality: APA or MLA, Critical Thinking & Supported

All sources cited in a dialogue message apart from other participants must be listed in a reference section at the end of the message utilizing the APA or MLA writing style. All references listed at the end of a message must be cited in the message. Credit your peers by name in the body of messages without formal citations.

Dialogue is a conversation between people who are learning together. Make sure you respond to all or part of the posed topic by citing concepts covered in the assigned course readings, seminar discussion (where possible), and related materials. Ask specific questions.

Demonstrate critical thinking and separate personal opinions from reasoned conclusions. Students are expected to contribute to dialogues in a critical and scholarly manner. This means that your posts (original or response) need to be well supported by your sources. Each post must include at least one quotation (with appropriate citation/reference). While words of encouragement (e.g., "I agree with you", "good post") may be offered in response to a peer's post, don't end there! Go much deeper and provide your supported arguments.

Ensure your posts are informative and include questions, expansions, and exchanges rather than assumptions and conclusions. Not all concepts are as useful or easy to understand and applied as others, and not everyone will see things as you do. Thus, everyone can benefit from your contributions. It is important to interrogate and probe the contributions of other participants.

Seek clarification, and when appropriate challenge the point of another student without being confrontational. In addition to learning about the forum topics, note how others respond to the messages. Observe the extent to which posted thoughts succeed or fail to increase understanding. Examine your own posted messages to determine how to compose increasingly clear and succinct messages. Your writing and presentation should improve as your appreciation increases of how others perceive your contributions.

Seminar Short Essay (also referred to as the 'regular' essay):
Following each seminar, students will also be required to write a short, 350-word essay (essentially, slightly longer than one page) in response a particular question (these questions will be posted in Moodle) that emerges from the seminar, readings, or dialogue post discussions. Similar to the dialogue posts, this will allow students further explore the seminar topic, albeit this time, on your own through a short essay. While you can build on a dialogue post discussion, the essay must still be original and not replicate what has already been stated. You must still support your arguments with external sources (at least one journal article and one general source, but don't limit yourself to only two sources). These sources can be one's already used in the dialogue discussion or new sources.

The short essay will be due two Fridays (in Moodle by 11:59 p.m.) following the particular seminar date. As such, the deadlines for these essays will be as follows:

June 9   – Leadership Theories
June 16 – Leadership and Motivation
June 23 – Followership
June 30 – Toxic Leadership
July 6   – Collaborative Leadership

Seminar Make-up Essay (make-up essay in lieu of seminar attendance):
If you are unable to attend a Saturday seminar, instead of assessing you on your participation in the seminar, you will be required to submit an additional short essay of 350 words. The essay will cover one issue that emerged from your read of that week's readings. The essay shouldn't try to summarize a particular reading, but rather focus on an issue you felt stood out. Please cite and reference the relevant reading. You can also relate it to current leadership-related issues. Your regular essay and make-up essay cannot be about the same topic. They must be substantially different.

Note: this particular essay is due the Friday following the seminar, NOT two Friday's following the seminar as with the regular essay. Due dates for the make-up essay are as follows:

June 2   –   Leadership Theories
June 9   –   Leadership and Motivation
June 16 –   Followership
June 23 –   Toxic Leadership
June 30 –   Collaborative Leadership

Major Paper

Each student will write a scholarly writing project that further develops any of the leadership topics that we have covered in the course.

Your paper must be thoroughly researched and must demonstrate your engagement with the scholarship on your subject. It must follow correct APA or MLA style for documentation and citation of your sources. You should have at least seven scholarly sources (e.g., from academic journals or books) in your paper. You are also free to cite from web-based sources provided that these are in addition to the seven scholarly sources.

The length of this paper is to be around 4000-4500 words (about 12 pages), double-spaced, 12-point font, 1-inch margins, and is due in Moodle (by 11:59 p.m.) on Friday, August 34. Late papers may not be accepted. The written portion of this assignment is worth 35% of your final grade.

Topics

Topics should be chosen by June 30. Feel free to talk with/email me (prior to the deadline date) to discuss the topic.

Thesis Paragraphs

As you begin to research your topic (you can draw from readings from the seminars, the dialogue sessions, and your essays, as well as others), you will start to build your paper. An important vehicle to writing a clear and purposeful paper is to have a clear thesis statement (1-2 paragraphs) that sets out what you will cover in your paper. You might want to think of it as an outline but written in a narrative form rather than with bullets or numbers. The thesis statement should be submitted no later than July 15.

Grading Rubric – Dialogue Posts

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (45%)	My dialogue posts focus on a single, well-developed single message. My arguments are well developed. I also utilize (where appropriate) clearly explained examples to support my overall message. My posts are original (i.e., don't restate readings) and carefully use quotes only to support my message.	My dialogue posts focus on a single, workable message. My posts would benefit from a better-developed argument or examples to support my overall message. My posts are mostly original (i.e., don't restate readings for most part) and carefully use quotes only to support my message.	My dialogue posts address multiple topics and as such, dilute my message. Alternatively, my posts have some elements of a message but are largely undeveloped or unclear. My posts tend to restate what is in the readings, add little original thought, and tend to overuse quotes.	My dialogue posts address multiple topics and as such, dilute the thesis. My posts need more detail on every level (developed argument and examples). My posts largely restate what is in the readings, add no original thought, or use quotes excessively.
Critical Thinking (30%) **Note**: High quality external sources are those found from academic journals or popular press usually via the library's electronic databases. This is in contrast with web-based articles that primarily offer opinion.	Provides at least one high quality external sources (beyond the readings) and at least one high quality general source. Blending input from these external sources and personal reflection, provides excellent new insight and well-supported arguments.	Provides one high quality external source (beyond the readings) and one high quality general source. Provides moderate new insight and partially supported arguments.	Provides only general sources or those from the readings. Provides little new insight or weakly supported arguments.	Provides no sources. Provides no new insight or support to arguments.
Participation (25%)	Actively participates by providing the original post early (by Monday) and the three response posts well before the Friday deadline.	Actively participates by providing the original post by the Tuesday deadline and the three response posts spread throughout the week with the last post by the Friday deadline.	Participates modestly in the sense that the original post is posted after the Tuesday deadline, posts the three response posts only on the Thursday or Friday, or has only two response posts for a particular dialogue session.	Does not actively participate in the sense that only two posts (original or response) are made for a particular dialogue session).

Grading Rubric – Essays/Paper

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (30%)	My essay/paper fully addresses the assignment's objectives. It is well-developed and supported by external sources (where required). I develop my ideas and focus on relevant details. There is a unified wholeness to the essay/paper.	My essay/paper largely addresses the assignment's objectives. It is mostly developed and supported by external sources. I generally develop my details, although I do get a little unfocussed. The essay/paper is mostly unified.	My essay/paper misses some of the assignment's objectives. The ideas are not well developed or lack clarity. The essay/paper is not very unified.	My essay/paper does not really get at the assignment's objectives. It does not have a sense of direction, the ideas are often unclear or are fragmented.
Critical Thinking (25%)	My essay/paper goes above and beyond identifying the most obvious issues and arguments, and raises intriguing issues that are well supported. I challenge existing assumptions.	My essay/paper addresses the most obvious issues and arguments, and raises issues that are moderately well supported.	My essay/paper some of the key issues and arguments, not all of which are relevant, nor are they well supported.	My essay/paper does not address key issues and arguments, and what is written is poorly supported.
Voice and tone (15%)	It sounds like I care about my essay/paper. That which I care about is embodied in the assignment. There is a sense of passion or enthusiasm in my writing.	My tone is OK, but my essay/paper could have been written by anyone. I need to tell how I think and feel. The passion or enthusiasm is somewhat lacking.	My writing is bland or pretentious. There is either no hint of a real person in it, or it sounds like I'm faking it.	My writing sounds as if I don't really care about the assignment. There is a sense that I'm simply trying to pump something out.
Organization (15%)	My essay/paper is well organized and structured. There is an excellent sense of flow throughout the document. Overall, there is a compelling opening, an informative middle, and a very satisfying conclusion (that strongly links the ideas together).	My essay/paper report is relatively well organized and structured. There is a good sense of flow throughout the document. Overall, there is an acceptable opening, middle, and conclusion (that links the ideas together).	My essay/paper is somewhat organized and structured. There isn't really a sense of flow within the document. Overall, my organization and cohesiveness are rough but workable.	My essay/paper is not very organized or structure. There are many breaks in flow in the document. Overall, my writing is aimless, disorganized, and lacking in cohesiveness.
Mechanics: Conventions and Sentence Fluency (15%)	My essay/paper uses correct grammar, punctuation, and spelling. My sentences are clear, complete, and of varying lengths. I follow the conventions of the APA or MLA writing style and use these for citations in the document and in my reference/works cited section.	I have a few errors to fix, but I generally use correct conventions. I have well-constructed sentences. My essay/paper 'marches along' but doesn't 'dance'. I generally follow APA or MLA writing style, but I'm inconsistent in its usage.	I have enough errors in my essay/paper to distract a reader. My sentences are often awkward, run-ons, or fragments. My case study suggests that I have an idea what APA or MLA is, but I am mostly guessing as to what is a writing style.	Numerous errors make my essay/paper hard to read. In addition, this is compounded by many run-on sentences and sentence fragments. My essay/paper suggests that I don't know what APA or MLA is or I don't cite my sources.

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

Because of the nature of the Alpha 4.00 system, there can be no uniform College-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 devises 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.

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 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.

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