

Course ID:	Course Title:	Fall 2017
LE 503	Leadership and Leadership Formation	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Tuesday	Instructor:	Terry C. Young, PhD	First day of classes:	Wed., Sept. 6
Time:	2:30 – 5:15 pm	Email:	teyoung@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sept 17
Room:	L2100	Phone:	403-410-2000 Ext 7900	Last day to request revised exam:	Mon, Oct. 23
Lab/ Tutorial:	NA	Office:	L2079	Last day to withdraw from course:	Mon, Nov 13
		Office Hours:	By Appointment	Last day to apply for coursework extension:	Mon, Nov 20
Final Exam:	Concept Exam will be scheduled for the last class session			Last day of classes:	Mon, Dec 11

Course Description

An exploration, analysis, and application of the field of leadership and personal leadership formation as it relates to ministry and marketplace environments. The goal is the shaping of skills in adaptive leadership placed around the core issue of character development.

Expected Learning Outcomes

Cultivating a heart after God by:

- Shaping a heart posture of leadership that is marked by clarity, calmness, and confidence.
- Deepening awareness and understanding of how we grow and develop as leaders over a lifetime – principles and practices for leadership formation and training.

Fostering vocational clarity and effectiveness by developing:

- An understanding of leadership theories, fields, and dominant movements
- A particular point of view towards leadership that includes – defining current reality / clarifying preferred future / shaping strategic process / facing the challenges of change and courage

Nurturing theological depth and breadth by:

- Exploring with co-learners several case studies on leadership from the history and/or the sacred text of scripture
- Shaping a point of view on leadership informed and inspired by the sacred text of scripture

Inspiring redemptive engagement by

- An appreciation for the head, hands, and heart essentials for personal leadership development with the added dimensions of arms (connection making) and eyes and ears (sense-making)
- Developing a higher degree of literacy for adaptive leadership

Textbooks

Barton, R. H. (2008). Strengthening the soul of your leadership: Seeking God in the crucible of ministry. Downers Grove, IL: Inter-varsity Press.

Heifetz, R. & Linsky, M. (2017). Leadership on the line: Staying alive through the dangers of leading. Boston, MA: Harvard Business Review Press.

Lowney, C. (2004). Heroic Leadership: Best practice from a 450 year-old company that changed the world. Chicago: Loyola Press.

Course Schedule

Sept 12	Getting Started / Intro to the Journey / Old Story → New Story / Navigating the Maze
Sept 19	Unpacking What It Means to Lead – Leadership Point of View - Defining Current Reality
Sept 26	Defining Current Reality – Part 2
Oct 03	Determining and Declaring a Preferred Future -
Oct 10	Doing the Real Work of Strategic Process – Lowney Reflection Paper Due
Oct 17	Facing the Real Risks / Change and Courage
Oct 24	Developing Your Leadership / Tending to Leadership Density
Oct 31	The Art of Calm Leadership / Servant Leadership and the New Story
Nov 7	No CLASS Due to Module Week
Nov 14	Team Work – Use this class session to meet in your teams to prepare for your Team Presentations on the 21 st or 28 th - Barton Paper Due by Midnight
Nov 21	Team Presentations – Case Studies
Nov 28	Team Presentations – Case Studies
Dec 05	Final Class Session – 10 Ideals Due (Processed in groups in class) / Reading & Participation Report Due by Midnight on December 12th Personal Sustainability / Self Care as a Leader Adaptive Leadership Concepts Exam

Requirements:

#1 - Personal Reflection Paper on - Heroic Leadership – 20%

Due – October 10th

Write a personal reflection paper on this book with particular attention to and application of one of the four characteristics of heroic leadership. This may be a reflection of your interest in this particular characteristic or represent an area of your greatest development need. Reflect on why this characteristic is needed in your future leadership and how you would take practical steps in deepening this dimension in your own life.

Length – No more than 5 pages / appropriate formatting / references properly cited if references other than the book in focus are used. Assessment Rubric Provided on Page 5

#2 - Personal Reflection Paper - Strengthening the Soul of Your Leadership – 20%

Due – November 14th

Write a critical reflection paper on this book interacting with the content and principles of the author. Select at least three chapters and critically reflect on their application to your own life and how you see these principles affecting your present or future leadership. In the final one page or so of your paper – what represents your greatest takeaway from Barton’s work and what change or changes are needed to strengthen the soul of your leadership?

Length – No more than 5 pages / appropriate formatting / references properly cited if references other than the book in focus are used. Assessment Rubric Provided on Page 5

#3 - Team Presentation and Case Study Contribution – 25%

Due –November 21st / November 28th

In teams of 3-4 you will develop a Leadership Case Study on one leader (biblical, historical, or contemporary) of your choosing. You will be required to develop and deliver (in 30-35 minutes) an overview of this historical leader – outlining the current reality he or she faced / the preferred future or vision they pursued / the strategic process and pathway they engaged / the real risks encountered and the courage required to prevail in their leadership. With the four characteristics of Heroic Leadership profiled by Chris Lowney, declare the characteristic most and least dominant in this leader’s story. There will be 10-15 minutes for class interaction. You are also responsible to provide a two-page summary of your case study for all class participants. This can be formatted in a creative format and can be single spaced. Assessment Rubric Provided on Pages 6-7

#4 – Adaptive Leadership Concepts Exam – 15%

Due – December 5th

On Dec 5th – Last Class – We will have an half hour exam during class that will test your grasp of the 28 metaphors that summarize adaptive leadership. This will be done in groups of two so you can combine your knowledge and recall with another classmate.

#5 – Ten Leadership Ideals Overview – 10%

Due – December 5th

This paper is to be a simple declaration of the top ten leadership ideals that you have gleaned from this course. There may be many more things you learn from this journey but I want you to capture your top ten. This can be in a single-spaced format and can follow a simple numbered sequence with one paragraph dedicated to each ideal. Two questions to address: Why is this vital to you and your future leadership? What would be a scriptural example or text that would foundation this ideal for you? Assessment Rubric Provided on Pages 7-8

A reading report will be handed in detailing your reading of the required texts and the weekly articles to be distributed throughout the course of the class. The report form is provided with all texts and articles referenced. Your full value for credit will be based on a thorough reading of all assigned materials. The weekly articles will be handed out during class time and serve as the basis for the opening segment of the session noted.

Attendance:

The nature of the class is such that attendance is mandatory at all classes. Students will interact with the instructor, the material, and with fellow class-mates regularly – and this interaction is crucial to the design of this course. If a student is absent for any other reason than health or emergency related reasons a 2% grade reduction will be made. Please inform the instructor if you are going to be absent.

Grade Summary:

#1 - Personal Reflection Paper on Lowney	20%	October 10
#2 – Personal Reflection Paper on Barton	20%	November 14
#3 - Team Presentations – To be scheduled	25%	November 21 / 28
#4 – Adaptive Leadership Concepts Exam	15%	December 5
#5 – Ten Leadership Ideals	10%	December 5
#6 - Course Readings / Class Participation	10%	December 12

The available letters for course grades are as follows → Percentage Equivalent Table:

<u>Letter Grade</u>	<u>Description</u>	<u>% Equivalent</u>
A+		97-100
A	Excellent	94-96
A-		90-93
B+	Good	87-89
B		84-86
B-		80-83
C+	Satisfactory	77-79
C		74-76
C-		70-73
D+	Poor	67-69
D	Minimal Pass	60-66
F	Failure	0-59

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.

Other:

RUBRIC for Reflection Papers

Criteria	Excellent	Good	Adequate	Unsatisfactory
The reflector's voice is appropriately present. Writer notes his or her personal response to the book and its effect on him or her. (25%)	Voice present and clear.	Voice present throughout.	Timid or periodic presence.	Reviewer's voice not apparent.
The writer treats the book and its book author responsibly and fairly, engaging the author in conversation and allowing the author to speak. (25%)	Reflection is an engaging conversation between author and reader.	Interactive tone through the reflection.	Some interaction with author.	Cherry picks flaws/strengths. Rants about flaws or gives uncritical praise.
The writer includes an appropriate amount of summary of the book's contents and an appropriate mix of quotation, paraphrase, summary and mention. (15%)	The mix makes clear to the reader the style and direction of the book.	Appropriate mix of quotation, paraphrase, summary and mention. Enough information re contents.	Some summary but reader of this reflection remains unsure about book's contents. Too much quotation.	Rote repetition of contents. Too much quotation or summation at cost of other reflection functions.
The writer appropriately assesses the author's success at addressing & reaching her or his intended audience in view of the book's purpose. (15%)	Writer makes clear the book's audience and purpose, and author's effectiveness.	Writer assesses books' audience and purpose, and author's success.	Little assessment or timid, incomplete assessment.	Assessment absent from reflection or overwhelms the review.
Writer follows the relevant punctuation, syntax, sentence & paragraph conventions, creating readable prose. (10%)	Writing has grace and style beyond conventions.	One or two lapses.	Five or more lapses in the review.	Lapses throughout.

The writer employs vocabulary appropriate to the book being reflected upon. (10%)	Vocabulary use contributes to readable and enjoyable review.	Vocabulary level contributes to good style & readability of review.	Vocabulary level periodically appropriate for audience.	Vocabulary level markedly inappropriate for audience.
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Team Presentation – Your choice of a biblical, historical, or contemporary leader.

- 4 Pieces: What was the current reality being faced by this leader?
 What was the preferred future being pursued?
 What was the strategic process or map being followed?
 What kind of courage, risks, and change challenges were involved?

Then using the Lowney portrayal of the four pillars of the Jesuits (Self-Awareness / Ingenuity / Love / Heroism) determine with your team which of these four pillars is strongest in your leader and which one would you consider to be the weakest?

In a 30-35 minute presentation, you will need to be precise and hit the key points under each question.

Be creative / feel free to use power point / visuals / party hats / food.

Provide a two-page handout with the key points of your presentation and at least three of the best bibliographic resources on this leader's life.

Rubric for Assessing Team Presentations

Criteria	Excellent	Good	Satisfactory	Unsatisfactory
Evidence of careful and thorough research into the life of the leader in focus (20%)	Robust demonstration of careful and thorough research	Thorough evidence throughout	Some evidence of careful research on the life of this leader	Little or no evidence of careful reading and research.
Demonstrate passion for this case study and leader (20%)	Clearly this is not just a course assignment.	Healthy evidence of passion for classroom presentation	Some signs of passion	No demonstration that creativity or passion is a heart-felt concern.
Clear, creative, and specific focus on the four aspects of leadership point of view PLUS a strong case made for the evidence of heroic leadership. (50%)	Compelling and inviting descriptions and explanations of the Point of View and Heroic Leadership characteristics	Good case made for the Point of View and Heroic Leadership characteristics.	Possible to imagine how this leader manifest the Point of View and Heroic Leadership characteristics.	Muddled and unclear as to how the Point of View and Heroic Leadership characteristics are found in this leader's story.

Well formatted summary pages for class participants (10%)	Well designed with clear and compelling writing. No errors.	A good summary of this case. No errors.	A few errors.	Writing hobbled by frequent errors & lapses.
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Rubric for Ten Ideals Project

My purpose in this assignment is to have you articulate some of what you envision for your own future leadership. In this assignment, I want you to focus on the core qualities you would hope to display in your leadership environment. These ideals are the qualities you will aim toward and never fully reach, but they are why you will go to work each morning. Of course, you could list more than ten, but restrict yourself to ten here.

For each one, please check at least one dictionary definition and note where your understanding of each ideal overlaps and differs from what the dictionary that you used reports. I ask you to use a dictionary because I want you to set your ideal in its historic lexical context, not because I think you don't know what words like *respect* and *equity* mean.

Here is an example from my own list of ideals (that you should probably not use unless you improve upon it):

Creativity: The dictionary definition frames creativity as 'Mental characteristic that allows a person or group to think outside of the box, which results in innovative or different approaches to a particular task.' (Oxford Dictionary of Current English) In the setting where I serve I want to foster an outside the box attitude and bias for action – people should look at our ways of doing and being as open to constant improvement. This is the mark of the four men who brought their sick friend to Jesus – if you can't get in the front door then go through the roof! (Mark 2:1-12). What will we do when we face an obstacle or barrier or constraint that prompts us to say – it can't be done? We will move away from "We can't because" language to "What if?" language and action.

The format for these ideals can be single spaced and numbered 1-10. No need to use a standard paper format of double spacing and expository style. If you use the ideas or concepts of another author simply cite the author and work in the body of your text.

Criteria	Excellent	Good	Satisfactory	Unsatisfactory
Lists ten different ideals (10%)	Ten well framed ideals listed.	Ten ideals.	Fewer than 10.	7 or fewer.
Uses and interacts with dictionary as per instructions (15%)	Interacts well with dictionary definitions.	Interacts with dictionary definitions.	Seems aware of dictionary definitions.	Fails to work with dictionary.
Clear explanations of ideals and commentary on them (50%)	Compelling and inviting descriptions and explanations of the ideals.	Reader can easily imagine what realizing that ideal would look like to observer.	Observer would struggle to know what realizing these ideals would look like.	Muddled and unclear.
Writer/leader's voice (15%)	Clearly and passionately present.	Present.	Struggles to write in his or her own voice.	Voice absent. Writing sounds mechanical.

Formatted for readability. Grammar, spelling, format conventions. Respects word limits. (10%)	Graceful writing. No errors.	Good writing. No errors.	A few errors.	Writing hobbled by frequent errors & lapses.
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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.

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.