

Course ID:	Course Title:	Fall 2020
LE 503 OL	Leadership and Leadership Formation	Prerequisite:
		Credits: 3

ONLINE CLASS

Class Information		Instructor Information		Important Dates	
Dates:	October 13, 2020 to December 4, 2020	Instructor:	Terry C. Young, PhD	Last day to add/drop, or change to audit:	End of first week of class
		Email:	teyoung@ambrose.edu	Last day to withdraw from course:	Fri 4pm, 6 th week of class
	Office: L7900	Phone:	403-410-2000 Ext 7900	Last day to apply for coursework extension:	Mon Nov 23

Course Description

An exploration of the identity, responsibility, and character of leaders so as to develop skills in defining current reality, pursuing a preferred future, navigating through strategic process, and exercising courage and wisdom in leading change. These dimensions of leadership will be placed around the core issue of character and heart development as a leader – how to lead in a healthy, sustainable, and integral manner. The subjects of personal leadership development and how to develop leaders using equipping and multiplication strategies will also be explored.

Expected Learning Outcomes

Cultivating a heart after God by → Deepening awareness and understanding of how we can best engage as leaders over a lifetime. What does it mean to practice adaptive, faithful and heroic leadership?

Fostering vocational clarity and effectiveness by → Grasping a particular point of view towards leadership that includes – defining current reality / clarifying preferred future/ shaping strategic process / facing the challenge of change and the required courage to make the journey

Nurturing theological depth and breadth by → Exploring with co-learners several case studies on leadership from history and the sacred text of scripture

Inspiring redemptive engagement by → An appreciation for and application of the head, hands, and heart dimensions for personal leadership development with the added focus on arms (connection making) and eyes and ears (sense-making).

Textbooks

Bolsinger, T. (2015). *Canoeing the mountains: Christian leadership in uncharted territory*. Downers Grove, IL: IVP.

Helfetz, R., Grashow, A. & Linsky, M. (2009). *The Practice of Adaptive Leadership*. Boston: Harvard Business Press.

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

Five Readers will also be provided on the five dimensions covered in this course plus a dedicated reader on Adaptive Leadership.

Course Schedule:

TPAL Text = The Practice of Adaptive Leadership

ZOOM Meeting Session - Tuesday – October 13th – 6:30 pm MST - Welcome to the World of Adaptive Leadership

October 13-16 - Week One – Navigating the Maze of Leadership & Navigating Current Reality

Read, reflect and provide your Considered Response on TPAL Text (pp. 5-46) – Chapters 1-3
Read Heroic Leadership – Chapter 1
Listen to the High Ground Audio

October 19-23 - Week Two – Navigating Current Reality

Read, reflect and provide your Considered Response on TPAL Text (pp. 47-87) – Chapters 4-5
Read Canoeing the Mountains – Chapters 2 & 3
Listen to the High Ground Audio

ZOOM Meeting Session – Tuesday – October 27th – 6:30 pm MST – Moving from Current Reality to A Preferred Future

October 26-30- Week Three – Picturing A Preferred Future

Read, reflect and provide your Considered Response on TPAL Text (pp. 231-262) – Chapters 19-20
Read Heroic Leadership – Chapter 9
Read Canoeing the Mountains – Chapter 10
Listen to the High Ground Audio

November 2-6 - Week Four – Self in The Midst

Read, reflect and provide your Considered Response on TPAL Text (pp. 177-230) – Chapters 13-18.
Read Heroic Leadership – Chapter 11
Read Canoeing the Mountains – Chapter 11
Listen to the High Ground Audio

ZOOM Meeting Session - Tuesday, November 3rd – 6:30 pm MST – What is the real work of Leadership?

Reading Week – November 9-13 – NO POSTINGS FOR THIS WEEK – Catch your breath . . .

November 16-20 - Week Five - Self in The Midst

Read, reflect and provide your Considered Response on TPAL Text (pp. 263-297) – Chapters 19-23
Read Heroic Leadership – Chapter 5 & 6
Listen to the High Ground Audio

Video - How can we survive and thrive in the midst of leading adaptively?

November 23-27 - Week Six - Taking Strategic Action

Read, reflect and provide your Considered Response on TPAL Text (pp. 109-148) – Chapters 8-10
Read Heroic Leadership – Chapter 7
Listen to the High Ground Audio

ZOOM Meeting Session - Tuesday, November 24th – 6:30 pm MST – The Adaptive Journey to Date

November 30 – December 4 - Week Seven – Courage & Change

Read, reflect and provide your Considered Response on TPAL Text (pp. 149-175) – Chapters 11-12
Read Heroic Leadership – Chapter 10
Listen to the High Ground Audio

December 7-11 - Week Eight - Courage & Change

Read, reflect and provide your Considered Response on TPAL Text (pp. 89-108) – Chapters 6-
Listen to the High Ground Audio

ZOOM Meeting Session – Tuesday, December 8th – 6:30 pm MST

Requirements:

Course Assignment Summary:

#1 – Weekly Postings and Group Interaction – 45% - Due Weekly

This aspect of our course together is one of the most important elements in our learning journey. In live classroom settings we are accustomed to asking questions and engaging from *time to time* with peers and professors about concepts, ideas, and issues. The on-line design raises this interaction to a different and, we believe, heightened level of dialogue. The weekly reflection and posting, called MY CONSIDERED RESPONSE, are designed to have us wrestle with and respond to an idea or set of concepts – like a first look at something we have not seen or thought of previously. This process is designed to take our thinking and feeling and acting to another level in these CONSIDERED RESPONSES based on our reading of *The Practice of Adaptive Leadership*. Taking time place these thoughts before others allows our reflections to be stretched and deepened through interaction and dialogue with peers. In addition to your group interaction I will also be adding my thoughts and ideas. Together, we want to begin to master the challenge of leading adaptively in a complex and uncertain world. The rubric for assessing your Postings is provided in the Overview section on Moodle.

#2 – Musing on Key Concepts Related to “Self in The Midst” – 10% - Due – November 27, 2020

The final segments of reading in TPAL in Weeks 7 & 8, plus a segment provided for you from “Leadership On The Line” focus on the critical element of “self in the midst” as it relates to leading adaptively. This reflection project is your opportunity to summarize and wrestle with those concepts that grabbed your attention as you think of your own leadership challenges these days. Encourage you to select at least four areas or concepts – define the area of focus, assess where you are at in each area, and then muse on how you would address and strengthen your grip or practice in these areas of self-leadership or self-awareness and practice. This will most likely be a 4 to 6 pages of reflection and is to be double space formatting.

#3 – Adaptive Leadership Images and Concepts – Applied to Sacred Text Leaders – 10% - Due December 4, 2020

Using the Template provided on Wise Adaptive Leadership Concepts and Images take time with each concept and pinpoint a sacred text leader who exemplifies this principle or concept. Provide a brief and concise sentence or two of how and where this characteristic is evidenced in their narrative. This assignment is a way of working with the adaptive leadership characteristics and their expression in biblical history.

#4 – Reflection Paper on Heroic Leadership OR Canoeing the Mountains – 25% - Due – January 11, 2021

Write a personal reflection paper on Heroic Leadership OR Canoeing the Mountains. Provide a concise summary of the work and then pay particular attention to your four greatest takeaways or impact points from your reading. This may be a reflection of your interest in these particular points or represent areas of your greatest development need. Reflect on why these characteristics are needed in your current/future leadership and how you would take practical steps in deepening these dimensions in your life.

Length – No more than 6 pages / appropriate formatting (See Style Guide in Overview Section of Moodle / references properly cited if references other than the book in focus are used.

#5– Reading Report – 10% - Due January 25, 2021

You will be provided a reading report on Moodle for the course and it is to be handed into the Assignment Folder provided. This will assess your reading from the three main texts.

ASSIGNMENT SUMMARY:

#1 – Weekly Postings and Interactions	45%	Due Weekly
#2 – Self in The Midst Musing	10%	Due November 27, 2020
#3 – Adaptive Leadership Concepts in Sacred Text	10%	Due December 4, 2020
#4 – Reflection Paper on Lowney OR Bolsinger	25%	Due January 11, 2021
#5 – Reading Report	10%	Due January 25, 2021

Attendance:

The nature of the class is such that attendance for ZOOM Sessions is mandatory. Students will interact with the instructor, the material, and with fellow classmates through this means - 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.

As an On-Line course it is also vital to the effectiveness of this experience that you “attend” weekly to your on -line interaction with your learning partners in this journey. Your level of interaction will be assessed as a crucial ingredient in this on-line design. A rubric is provided on how this aspect of our course will be evaluated.

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Comprehensive understanding of subject matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-developed understanding of subject matter.	3.30
B		3.00
B-		2.70
C+	Basic: Developing understanding of subject matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited understanding of subject matter	1.30
D		1.00
F	Failure: Failure to meet course requirements	0.00

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

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

Other:

ZOOM Meeting Sessions: This information is posted on Moodle

The Course Outline highlights THREE sessions for on-line interaction. NOTE these dates and times and set aside one hour for being on-line through the ZOOM portal. Please do not do this in a coffee shop or any other noisy environment. The Ambrose IT department can help you to make sure that your computer is compatible with ZOOM and that your audio and microphone functions will work properly. Please take care of this prior to **our first ZOOM session on TUESDAY, OCTOBER 13 @ 6:30 pm MST**. We will give you full instructions as to how to navigate into these sessions on Moodle before our LAUNCH Session.

Use your microphone and speakers (VOIP) for audio. You'll sound best with a headset. Log in a few minutes before the start time. Meetings will last less than one hour. They will be recorded so if you miss something or have technical difficulties you can log on to Moodle and listen to the audio file of the meeting.

Leadership and Leadership Formation References

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Allender, D. (2006). Leading with a limp: Turning your struggles into strengths. Colorado Springs: Waterbrook.

Amabile, T. & Kramer, S. ((2011). The progress principle: Using small wins to ignite joy, engagement, and creativity at work. Boston: Harvard Business Review Press.

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Belsky, S. (2010). Making ideas happen: Overcoming the obstacles between vision and reality. London: Penguin Group.

Belsky, S. (2018). The messy middle: Finding ways through the hardest and most crucial part of any bold venture. New York: Portfolio/Penguin.

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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. 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.