Course ID:	Course Title:	Winter 2022
BUS 341	**Leadership: Theory and Practice**	**Prerequisite: 30 credits**
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	**Instructor:**	Murray D. MacTavish, PhD	**First day of classes:**	Mon, Jan 10
Days:	Monday	**Email:**	murray.mactavish@ambrose.edu	**Last day to add/drop:**	Sun, Jan 23
Time:	1:00pm – 4:00pm	**Phone:**	(403) 410-2000 (x6937)		
Room:	L2100	**Office:**	L2055	**Last day to withdraw:**	Fri, Mar 18
Lab/ Tutorial:	N/A	**Office Hours:**	M 12:00 – 1:00 or by appointment	**Last day to apply for Extension:**	Mon, Mar 28
Final Exam:	Take-home exam			**Last day of classes:**	Thurs, Apr 14

Course Description

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

Leadership theory has made a significant transformation over time. This course will examine the evolution of leadership theory from the classical period through contemporary models. Students will analyze these theories and identify the major perspectives, strengths, and areas of weakness. The course will provide the students an opportunity to become more self-aware of their own personality characteristics, current leadership strengths, and areas of challenge. Students will develop a personal philosophy of leadership, prepare a development plan for enhancing leadership skills during their collegiate experience and beyond.

Expected Learning Outcomes

In order to enable students to better understand what leadership is, the manner in which they relate to and influence others, and the lessons learned from other leaders, students will walk through a journey of discovery regarding their own leadership. As a mid-program reflective examination, the course will look at where they've come from and where

they're going. In this context:

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 become more self-aware of their own leadership style, strengths, as well as opportunities for growth.

3. Students will explore and examine the practical, real-world challenges of exercising leadership.

4. Students will develop a mid-program action plan in which to act upon in developing their leadership.

5. Students will explore cultural and how leadership is deeply informed and influenced by it.

Textbooks

Kouzes, J. M., & Posner, B. Z. (2016). *Learning leadership: The five fundamentals of becoming an exemplary leader*. San Francisco, CA: Wiley.

Northouse, P. G. (2019). *Leadership: Theory and practice*, (8th ed.). Thousand Oaks, CA: Sage.

Rath, T., & Conchie, B. (2008). *Strengths based leadership* (2nd ed.). New York, NY: Gallup.

Shankman, M. L., Allen, S. J., & Miguel R. (2015). *Emotionally intelligent leadership for students: Inventory*. San Francisco, CA: Jossey-Bass.

Additional Resources:

Chaloff, I. (2009). *The courageous follower: Standing up to & for our leaders* (3rd. ed.). San Francisco, CA: Berrett-Koehler. Chapters 1-3 are available here: https://books.google.ca/books/about/The_Courageous_Follower.html?id=GQ1bAIvHT6cC&redir_esc=y And a brief summary: https://www.actionablebooks.com/en-ca/summaries/thecourageousfollower/#:~:text=Chaleff%20lists%20the%20following%20six,and%20responsibility%20for%20one's%20self

Earley, P. C., & Mosakowski, E. (2004, October) Cultural intelligence. Harvard Business Review. Pp. 139-146.

Fry, L. W., Egel, E. (2017). Spiritual Leadership: Embedding Sustainability in the Triple Bottom Line, *Graziado Business Review, 20*(3). Available at: https://gbr.pepperdine.edu/2017/12/spiritual-leadership/

Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind* (3rd ed.). San Francisco, CA: McGraw-Hill. [Available in the Ambrose Library and on Moodle]

Kellerman, B. (2007, December). What every leader needs to know about followers. *Harvard Business Review*, pp. 84-91.

Kelly, R. E. (1988, November-December). In praise of followers. *Harvard Business Review*. pp. 142-148.

Van Dierendonck, D., & Patterson, K. (2015). Compassionate Love as a Cornerstone of Servant Leadership: An Integration of Previous Theorizing and Research. *Journal of Business Ethics, 128* (1), pp.119-131.

Course Schedule

Date   **Reference**

Introduction to Leadership

1/10   Introduction to the Course
        Introduction to Leadership   Northouse Ch. 1
                Heifetz, R. A., & Laurie, D. L. (2001, December). The work of leadership. *HBR*, 131-140.
                Kotter, J. P. (1990, May-June). What leaders really do. *HBR,* 68(3), 103-111.

1/17   Trait Approach   Northouse Ch. 2
        Skills Approach   Northouse Ch. 3
        Behavioral Approach   Northouse Ch. 4
                Goleman, D. (2000, March-April). Leadership that gets results. *Harvard Business Review, 78*(2), 78-90.
        Emotional Intelligence (EQ)
                Goleman, D. (2004, January). What makes a leader? *Harvard Business Review, 82*(1), 82-91.
                Developing Emotionally Intelligent Leadership (Ch. 24, *EQ Leadership*, 237-241)

DUE 1/17:   - *Kolb LSI Assessment REFLECTION*

1/24   Situational Approach   Northouse Ch. 5
        Path–Goal Theory   Northouse Ch. 6

Overview of Culture

        What is Culture?
                Morris, M. W., Leung, K., Ames, D., Lickel, B. (1999). Views from inside and outside: Integrating emic
                        and etic insights about culture and justice judgment. *Academy of Management Review, 24*(4),
                        781-796.
        Dimensions of Culture   Northouse Ch. 16

1/24:   - *Emotionally Intelligent Leadership Inventory (Confirm its completion in Moodle; do not submit)*

1/24   Flourishing Profile Post-Assessment (in-class)
WEEK OF 1/24: Meetings with Dr. Wayne Hammond

1/31   Culture Scanning, Intercultural Interactions, Crossing Cultures

        Leader–Member Exchange Theory   Northouse Ch. 7
        Paternal Headship
        Authentic Leadership   Northouse Ch. 9

WEEK OF 1/31: Meeting #1 with your mentee

2/7   Transformational Leadership   Northouse Ch. 8

Collins, J. (2001, January). Level 5 leadership: The triumph of humility and fierce resolve. *Harvard Business Review, 79*(1), 66-76.

Servant Leadership   Northouse Ch. 10

Spears, L. C. (2004, Fall). Practicing servant-leadership. *Leader to Leader*, 34, 7-11.

Retrieved from: https://apscomunicacioenpublic.files.wordpress.com/2012/12/larry-spears-practicing-servant-leadership.pdf

Spears, L. C. (2010). Character and servant-leadership: Ten characteristics of effective, caring leaders. *The Journal of Virtues & Leadership*, *1*(1), 25-30.

Retrieved from: https://www.regent.edu/wp-content/uploads/2020/12/Spears_Final.pdf

DUE 2/7: - *Cultural Intelligence & Global Mindset REFLECTION*

WEEK OF 2/7: Meeting #2 with your mentee

2/14   Gender and Leadership   Northouse Ch. 15

Team Leadership   Northouse Ch. 14

DUE 2/14: Mentoring Journal #1

WEEK OF 2/14: Meeting #3 with your mentee

DUE 2/18: WEST and EAST, TRUTH Versus VIRTURE Short Research Paper

2/21   *READING BREAK*   *[No class]*

Cultures in Organizations

2/28   Organizational Structures & Cultures

Leadership and Organizational Culture

[from Schein, E. H. (2004). *Organizational culture and leadership* (3rd ed.). San Francisco: Jossey-Bass.]

Context Matters (Ch. 18, *Learning Leadership*, 181-189)

Leadership Ethics   Northouse Ch. 13

WEEK OF 2/28: Meeting #4 with your mentee

DUE 3/4: Leadership Development Plan PART I: Leadership and You

3/7   Followership   Northouse Ch. 12
          Consciousness of Context

DUE 3/7: Mentoring Journal #2
3/7   Leader Interview Summary DUE
3/7   Leader Interview Summary Presentations Begin (3 each per class)

3/14   Strengths Based Leadership   Rath & Conchie, 1-95
          Crucible Moments/Challenge Yourself/Get Curious
                    Know What is Important to You (Ch. 7, *Learning Leadership*, 65-75)
                    Challenge Yourself, and Get Curious (Chs. 10-11, *Learning Leadership*, 65-75)
                    Consciousness of Others; Displaying Empathy

3/14:   *Share a Crucible Moment (Informal oral sharing; no written submission)*
3/14   Leader Interview Summary Presentations (3 each per class)
3/14:   - *StrengthsFinder Assessment (Confirm its completion in Moodle; do not submit)*

WEEK OF 3/14: Meeting #5 with your mentee

3/21   Developing Relationships
                    Get Connected, Get Feedback (Chs. 15-16, *Learning Leadership*, 151-167)

DUE 3/21: Leadership Development Plan PART II: Strategic Analysis of Environment
3/21   Leader Interview Summary Presentations (3 each per class)

Leadership & Change
3/28   Leadership, Change, and Culture
          Adaptive Leadership   Northouse Ch. 11
                    Corporate Change Approach:
                    Kotter, J. P. (2007, January). Leading change: Why transformation efforts fail. *Harvard Business Review, 85*(1), 96-103.

                    Community Development Approach
                    Castelloe, P., Watson, T., & White, C (2002). Participatory change: An innovative approach to community practice. *Journal of Community Practice, 10*(4), 7-32.

                    Commit to Becoming the Best
                              It's Not How You Start; It's How You Finish (Ch. 20, *Learning Leadership*, 201-212)

3/28   Leader Interview Summary Presentations (3 each per class)

WEEK OF 3/28: Meeting #6 with your mentee (last week)

4/4   Group Leadership & Cultural Comparison Presentations

4/4   *Flourishing Profile Post-Assessment (in-class)*
WEEK OF 1/24: Meetings with Dr. Wayne Hammond

DUE 4/14: Complete Leadership Development Plan (Parts I, II, & III)

DUE 4/12: Take-Home FINAL EXAM DUE (4:00pm)

Attendance:

Students are expected to attend all classes. Please notify me <u>BEFORE</u> class (via e-mail is best) if you are going to be absent. Legitimate reasons for absences include illness or a personal emergency. You should consider if a boss would let you miss an important work project/meeting for the reason you are reporting. You are responsible for making arrangements with your peers to get notes, handouts, and assignments. Excessive tardiness may lower your participation grade, as will use of a phone or laptop computer for non-course-related purposes during class. Your final grade will be impacted negatively by 1% per unexcused absence and for phone or laptop use for non-course related activities during a class.

Requirements:

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

10 %	**Participation/Contribution to Class**
5 %	**Leader Interview & Class Presentation (Scheduled March 7, 14, 21, & 28)**
12 %	**Mentoring Journals (3) (February 14, March 7, April 4)**
8 %	**Short Research Paper (East v. West; Virtue v. Truth) (February 18)**
20 %	**Group Leadership & Cultural Comparison PPT/Presentation (April 4)**
25 %	**Personal Leadership Development Plan**
	Part I – Leadership & You (Due March 4)
	Part II – Strategic Environmental Analysis (Due March 21)
	Complete Document (Parts I, II, and III, Submitted by April 14)
20 %	**Take-home Final Exam (Short Answer plus Application Case Study) (Submit by 9:00pm, April 22)**
100 %	**TOTAL**

<u>Note</u>: The Instructor reserves the right to make adjustments in course coverage, sequence and grading.

<u>NOTE</u>: *Up to 20% of the grade for a written assignment may be given for grammar, spelling, and formatting. Usage of APA style formatting is required for all assignments unless noted otherwise.*

NOTE: All course requirements must be completed and submitted in order to pass the course.

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., reading responses and papers) must be **submitted in a WORD document** (**and NOT as PDF files**). Note: this doesn't apply to video submissions, if required. Late assignments may lose 10% per day late. The instructor has the discretion to not accept assignments that are more than 5 days late.

Participation and Contribution to Class (10 %)

As with attendance, contributing to class discussions is expected. This includes preparation for class by reading the text and any other assignments, and *coming to class with carefully considered thoughts and perspectives on the class' readings and theme(s). You may be called upon to raise an issue or concern, or to pose a question regarding the topic for that particular class session.*

Your active engagement and participation in the discussions will strengthen your learning experience, and is a great way to gain confidence and prepare yourself for the world of work. Grading participation will be based on the *quality*, not simply quantity, of your participation. Thus there is no need to dominate class discussions. Rather, I will be looking for comments from you that add to the understanding of the class, going beyond simple repetition of the facts to provide interesting analysis and conclusions. Silence in class may lead me to wonder if you are not prepared for class.
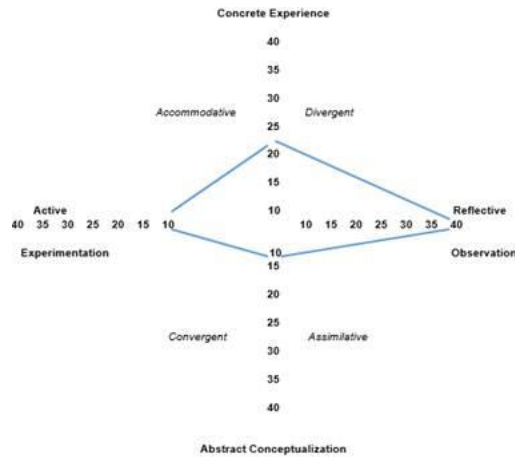
As part of the learning activities, you may periodically be required to submit a 1-2 page reflection papers on a specific topic, learning activity (e.g. teambuilding activity or a video clip). These are not research papers, but rather opportunities for you to reflect on and analyze a key insight or learning. You may find it helpful to imagine this exercise as a conversation about this topic/issue with a friend over coffee or tea.

Short Reflection Papers

1. ***Learning Style Inventory Reflection Paper* – DUE by 1:00pm, January 17.** Complete the self-scoring Kolb Learning Style Inventory (LSI) found in Moodle and submit your personal interpretation of the results, and include implications for your learning efforts in the Ambrose studies and in your leadership role(s). The length of your comments should be about 1-2 pages (double-spaced). **In addition to including short introductory and conclusion paragraphs, you MUST insert a copy of the self-assessment kite diagram (see image below) with your submission. Please cut and paste it into a single WORD document.**

   As part of the interpretation, please identify which quadrant has the triangle with the largest area (e.g., Accommodative). This is your preferred learning style (sometimes you have ~equal triangle areas suggesting you are balanced between these quadrants.

   The attached PPT file explains each of the quadrants. So, in your reflections refer to which quadrant learning style you tend to prefer. In the example below, it appears that the largest triangle area is in the "Divergent" learning style quadrant.

Concrete Experience

40
35
30
Accommodative   Divergent
25
20
15
Active   10   Reflective
40 35 30 25 20 15 10   10 15 20 25 30 35 40
Experimentation   10   Observation
15
20
25
Convergent   Assimilative
30
35
40

Abstract Conceptualization

Some possible questions to consider in your reflections:
-Do your learning profile scores seem valid to you?
-How do you characterize the way you learn?
-What do you think your greatest strength is as a learner?
-What do you think your greatest weakness is as a learner?

2. *Cultural Intelligence and Global Mindset Reflection Pape*r – **DUE, by 1:00pm on February 7**

There is a separate document with instructions for this reflection paper on Moodle. <mark>This work will be included in your Personal Leadership Development Plan.</mark> This type of assignment is perhaps unique if you have not had such an assignment like this before. This learning exercise it intended to have you look at YOURSELF and your PERSONAL EXPERIENCE. It is not a research paper, in that you will NOT get other information from any other source and you do not need to explain the theory or concept in your paper, or use or quote another source. It will be entirely YOUR thoughts and words. You are to talk about YOU. You still may choose to go to the internet or other resource to get more understanding about "cultural intelligence" or "global mindset".

So, the only resources you will need are the brief Cultural Intelligences assessment (in the article) and my PPT slides. I am simply asking you to take the brief Cultural Intelligence assessment in Earley and Mosakowski's (2004) Harvard Business Review article "Cultural Intelligence". Please review your personal result to see what is says about your level of cultural intelligence. It may show you are strong in some areas and not as strong in others. Admittedly, this is a very simple test. But, it can get you thinking. Please see in Moodle further instructions and the assessment tools and figures to be used.

Here is a good outline for the short paper:
1.   Introduction of your paper.
2.   Briefly explain a summary of your results from the Cultural Intelligence assessment found on page 143 in Earley & Mosakowski's (2004) HBR article, *Cultural Intelligence*,
3.   Briefly explain the main areas of strengths of your Global Mindset.
4.   **In your conclusion section, you will summarize your areas of strength and areas where you can grow (as informed by the 2 steps above). And then conclude with some ideas/plans you have for yourself to increase your ability to navigate cross-cultural experiences. There is no right or wrong answers. However, a general comment that "I will work harder" is not acceptable. You need to think through specific actionable steps to push yourself to grow.**

3. Teambuilding Exercise Reflection Paper *(1-2 pages)*

Briefly discuss how your team worked, or didn't work together during the teambuilding exercise. Then, reflect more specifically on your personal experience: How did you participate? Did you exercise leadership? Did you use your "voice" to speak into the project and processes? Finally, what are the key learnings for you from this teambuilding activity?

Leader Interview & Class Presentation (5%) (Written Summary DUE March 7; Presentations Scheduled March 7, 14, 21, & 28)

Each student is to interview a current leader and report their key findings and insights to the class later in the semester (5 – 7 minutes). **You can rank your 1st, 2nd, and 3rd choice of dates on Moodle.** A list of suggested questions is provided below. You likely will not have time to ask all of these questions. You may also add your own questions. This is an opportunity for you to learn from someone who has become a leader, how they achieved such a role, and what advice they might pass on to you. **A written summary of the key learnings from the interview is to be submitted to the instructor via a Moodle dropbox. APA formatting IS NOT REQUIRED for this assignment.**

Sample Leader Interview Questions:

➢ Tell me about how you became a leader.
➢ Were there any significant influences that inspired you or guided you in your journey to your current leadership role? Please explain.
➢ Describe for me what you think it means to be a leader.
➢ What do you think are the characteristics of an ideal leader?
➢ What are the current or future issues you face as a leader in your organizational context?
➢ What factors do you consider when making a decision as a leader?
➢ How do values influence such decisions, if at all?
➢ What insights have you learned about leadership from your experiences leading?
➢ What advice would you offer to someone aspiring to a leadership role?

Some Possible Additional Questions:

➢ Since we live in a multi-cultural environment (or you work across cultures), how does that influence your approach to leading?
➢ Are there different leadership perspectives in different cultures? Explain.
➢ How has your understanding of culture and leadership changed over the years?
➢ How has your faith influenced your development as a leader?
➢ How has your faith impacted your decisions?

Peer-Coaching Journals (3) (12%) (February 14, March 7, April 4)
Students are to reflect in journal entries (1.5 – 3 pages) on the prior two mentoring meetings considering:

1. How has the relationship moved forward?
2. Have you experienced growth?
   - Discovered your strengths?
   - Discovered areas for growth?
   - What are some of your next challenges?

West and East, Truth versus Virtue Short Research Paper (8%) (DUE: February 18)

This 3-5 page, double-spaced, <mark>**research paper**</mark> delves into an important global business reality of working across cultures. Briefly explain the differences in perspective on ways of thinking between Eastern and Western cultures **specifically** with regard to **(a)** <mark>how each views "truth" versus "virtue"</mark> and also **(b)** <mark>their analytical or synthetic approaches to thinking.</mark> <mark>Then postulate how **each** of these different perspectives of the East and West influence problem-solving in an</mark> <mark>organizational setting</mark>. This <mark>will require you to imagine how a problem or issue would be addressed</mark> (i.e., viewed or observed, and the process by which it is analyzed and then solved). <u>NOTE</u>: This book is available in the Ambrose Library and on Moodle. You will still need to do additional supportive research (**minimum of 2 additional sources from** **scholarly publications**).

<mark>**Please include an introduction and conclusion. You must find, use, and reference (using APA style formatting) <u>AT</u>**</mark> <mark><u>**LEAST 2 SCHOLARLY RESEARCH ARTICLES BEYOND THE COURSE READING MATERIALS**</u>.</mark>

LEADERSHIP AND CULTURAL COMPARISON PRESENTATION (20%) (PPT DUE 9:00am, April 4)

The purpose of this assignment is to give students practice researching another cultural context and to enhance their knowledge of other cultures. Project teams of 5-6 students will be formed by January 24. Each team of students will research in-depth TWO cultural groups/contexts through the lens of leadership, management, and organizational behavior (one country from each cultural cluster). This will include analysis of all pertinent cultural information of one country in each culture cluster as it relates to how leadership and organizational behaviour occur in that context. You will report on the broad cultural characteristics of each country cluster, but can speak about a specific country as an example in your explanations.

It is as if the CEO of one company (in their cultural cluster) has asked their team to do research to understand what the company needs to know and how to prepare to work with a company in the other country (in a different cultural cluster). The group will also need to consider what the CEO of the company in the other country also needs to know for his/her company to successfully conduct business in the first country.

You will examine the real/potential challenges of two cultural groups working together in the marketplace assisted by using Hofstede's cultural dimensions. Where the two countries' cultural dimension scores are similar, they will likely work better together. However, any large variation in a cultural dimension could lead to misunderstandings and difficulties. Using this data, your analysis should lead you to insight into how each group should best proceed in a business transaction with companies from the other culture.

The data gathered will typically be presented from the etic perspective, but you are encouraged to seek out data presented from an emic perspective. Groups will reference the findings of existing studies—and possibly interview a member from this cultural group—as they prepare and present a 50-minute class presentation of their discoveries followed by a short question and answer period. The first ~30-35 minutes will cover the cultural, leadership and organizational behavior characteristics of both cultural clusters (see outline below). The remaining 15-20 minutes will include a discussion of how these two cultural clusters can work together and where there may be challenges/difficulties doing so; plus the key points to be addressed when training expatriate managers in each cultural cluster as they prepare for an international assignment in the other region or country.

<mark>**You must include a reference list of sources at the end of the summary and PPT**</mark>**! APA formatting is not required for this assignment apart from the reference list format. Further details will be discussed in class.**

You will need to use the several GLOBE Research project resources and a few others provided (see Moodle).

Within the group, you will all need to decide how to divide up the workload. Some will likely work on research for one of the countries, and others will research the other country, before working together to analyze areas of harmony and discord. It is a good idea to have a "supra editor" to review the entire PPT file so that the backgrounds, format, font, etc., are consistent.

POWERPOINT FILE FORMAT AND CONTENT:

I. **Description of the Country Cluster Cultures: (See https://www.cia.gov/the-world-factbook/)**

    Presenting one section for each cluster, include the following:

    – **History**
    – **Geographical Setting (e.g., location, climate, topography)**
    – **Political & Legal System**
    – **Economic Situation: GDP, economic sectors, etc.**
    – **Demographic information**
    – **Religion and Other Belief Systems**
    – **Aesthetics (e.g., visual arts, performing arts, folklore and relevant symbols)**
    – **Living Conditions (e.g., diet & nutrition, housing, clothing (especially in business/professional/NGO settings), recreation/sports/other leisure activities)**
    – **Language (e.g., official, spoken vs. written, dialects)**

II. **Cultural Dimensions:**

    Prepare a chart comparing Hofstede's cultural dimensions for each country cluster (see https://www.hofstede-insights.com/country-comparison/):

    – **Power distance**   – **Masculinity and femininity**
    – **Uncertainty avoidance**   – **Long- versus short-term orientation**
    – **Individualism and collectivism**   – **Indulgence versus Restraint**

IV. **Implications for Leading and Managing in the Country Clusters (these can be combined into a table):**

    – **What approach(es) or style(s) of leadership are most commonly used, and which are most/least effective?**
    – **How are leaders developed in this context?**
    – **Provide any other leadership insights about leading in this country cluster**

V. **Recommended Approach For Conducting Business with the Other Cultural Context:**

    Student groups are to strategize and present an appropriate strategy with sufficient detail to explain how each country cluster should approach the other country cluster to conduct business. Identity key issues that need to be considered, for example, potential areas for disagreement or conflict. How might the two groups work together to best achieve success in cross-national business?

VI. **References [APA formatting is required]**

    You must include a reference list of sources at the end of the PPT!

PERSONAL LEADERSHIP DEVELOPMENT PLAN (25%) (DUE April 7)

Part I – Leadership & You (Due March 4)
Part II – Strategic Environmental Analysis (Due March 21)
Complete Document (Parts I, II, and III, Submitted by April 14)

You must identify your sources (e.g., author) if using course materials. Any additional sources must be cited and referenced correctly using APA formatting for this assignment.

Use the following guidelines to complete a personalized plan for growing into an effective organizational leader (or enhancing your existing skills and effectiveness). The aim of this project is to assist you in assessing your leadership style/approach, your leadership potential, as well as provide an opportunity for you to identify important growth goals—personal, spiritual, and professional—towards which you can take action beginning now.

You will be assessed on the level of authentic engagement with the course content and the assignment. As well, there needs to be a realistic, logical link between your current situation and your 5-year goal(s).

To guide you in your personal reflection and development of some anticipated action steps, I have included the section headings and questions to be addressed. You may also find inspiration from any of the course materials.

I.   **Introduction**

II.   **Part 1 Awareness of Self as Leader (DUE March 4)**

☐   How do you see yourself as a leader?
☐   **Is there a particular leadership trait(s) or leadership style/approach discussed in class and/or in the Northouse *Leadership* text which you use most effectively? Which would you like to develop further? Explain why.** You might also consider Daniel Goleman's work on emotional intelligence and his article from 2000, "Leadership That Gets Results" article).
☐   Include insights from your self-reflections on your **Kolb Learning Style Inventory** results.
☐   Discuss your results from the **Emotionally Intelligent Leadership Inventory** and the insights you take away from this about yourself.
☐   Include insights from the **Cultural Intelligence & Global Mindset reflection**.
☐   List your 5 - 6 personal core values and develop a **2-sentence** *personal mission statement* using the exercises provided on Moodle.
☐   What is your career goal.

III. Part 2 – Strategic Analysis (DUE March 21)

☐   Environmental Scan – list and describe the economic, legal/political, technological, global, and cultural aspects of the general environment and how those factors relate to you and your career for the next 5 – 10 years.

- Stakeholders – identify your 4 - 6 key stakeholders or individuals who "have a stake" in you, and explain how each has invested in your life and future.
- Life Lessons – list 4 – 6 lessons you have learned thus far in your life and describe why each is important to you now and into the future.
- Personal SWOT – conduct a SWOT analysis on yourself, identifying your strengths, weaknesses, opportunities, and threats.
- Include insights from your **StrengthsFinder Assessment**.
- Statement of Competitive Advantage – clearly and honestly state the competitive strength or contribution that you bring to an organization as an employee. This should be your **30 second "elevator speech".**

IV. Part 3 – Action Plan

- Incorporate insights gleaned from your Flourishing Life Mentor debrief meeting completed at the end of the term
- Based on the above self-assessment and reflections of your current situation, where do you go from here? Include an indication of where you would like to be in your personal leadership development in five years. **Projecting 5 years, you are to identify 5 – 7 goals for your personal and professional life (Note: "personal" goals should still be related to your growth and development as a leader, and not your vacation plans, for example. Yet, something like I want to improve my physical health does fit into this idea of a healthy leader.). Be sure to articulate specific details/steps designed to help you achieve them.**

V. Conclusion

Grade Summary:

The available letters for course grades are as follows:

Letter Grade	Description
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

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.

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. 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.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:
- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:
- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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