



**BUS 301 Leadership Theory and Practice
(3 credit hours)
Winter 2012**

Class Schedule

Time: Wednesdays & Fridays, 9:45 – 11:00 a.m.
Location: Room A2210

Instructor Information

Instructor: Professor Randy Poon, MBA, PhD (Cand.)

Phone: 410-2000 (ext. 6513)

Email: RPoon@ambrose.edu

Office: Room #2055

Office hours:

- Wednesday and Fridays 11:15 a.m. - 12:30 p.m.
- Tuesday and Thursdays 12:30 - 2:00 p.m.
- By appointment

Course Description & Objectives

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 begin a portfolio to record their leadership growth.

Course Objectives:

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 identify the pros and cons of the various theories and models of leadership.
3. Students will become more self-aware of their own leadership style, personality characteristics, leadership strengths, and areas of challenge.
4. Students will develop their own personal theory of leadership.
5. Students will develop their oral and written communication skills.

Course Text & Materials

Textbooks (required):

Daft, R. E. (2011). *The leadership experience* (5th ed.). Mason, OH: South-Western.

Northouse, P. G. (2010). *Leadership: Theory and practice*, (5th ed.). Thousand Oaks, CA: Sage.

Course Requirements & Evaluation

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

Moodle Dialogue Posts (6.67% per posting period)	20%
Leadership Reflection Project	30%
Midterm Exam	15%
Final Exam	15%
Class Participation and Attendance	20%

Note: All assignments (with the exception of exams) are due in Moodle by the time indicated in the Weekly Reading and Assignment Schedule. Late assignments will lose 5% per day late. Assignments will not be accepted more than 7 days late.

Dialogue Posts:

In order to facilitate the review and discussion of issues related to course material, students will participate in online dialogue discussions through Moodle posts.

The topic, pertinent chapters, and posting periods are as follows:

<u>Period</u>	<u>Topic</u>	<u>Chapters</u>	<u>Posting Period</u>
1	Transformational and Authentic Leadership	Northouse 9-10 External sources	Jan 30 – Feb 11
2	Followership	Daft 7 External sources	Feb 27 – Mar 10
3	Leader as Social Architect	Daft 13-15 External sources	Mar 17 – Mar 10

Post Length: 150 - 250 words

Each post should be between 150 and 250 words (not including references). Develop skill at posting complete thoughts succinctly. The word limits are purposeful. Speakers receive limited amounts of time to address their audiences, and editors expect writers to adhere to author's guidelines.

Posting Frequency: 4 posts

During 3 two-week periods (see below), each student will be required to submit one original post and four posts in response to other students or your professor. In writing your posts, it is important that you add threads and respond to others by adding to the base of what is known, not by reiterating what someone else wrote.

Posting Regularity: Evenly Distributed Posts

Posts must be evenly distributed throughout the posting period. This means students should aim at posting at least once every week the period is open. Those who participate during the whole time will receive higher grades than those who exit soon after the discussion begins or those who enter at the end of the posting period to add a few late comments. In addition, no messages posted after the closing date (11:59 p.m. of the last day of the posting period) will be considered in the grade for any reason. It is important to enter the dialogue early and engage with each other and your professor on an in-going basis. 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 references 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 and related materials. Ask specific questions. Support a position based on the course concepts.

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 thread or responses) need to be well supported by research or literature. Each post must include at least one authoritative quotation (with appropriate citation/reference). Simple statements of personal opinions and 'one-liners', such as "I agree with you", "This is cool", "Nice work" are NOT acceptable and do not reflect scholarly work. While such words of encouragement may be offered in response to a peer's post, don't end there! Go deeper and provide your supported arguments.

Comment with informative posts - questions, expansions, and exchanges - over 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.

Grading Rubric – Dialogue Posts

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (1.5 - 2 - 2.5 pts.)
Content (30%)	Demonstrates command of readings and incorporates information from external sources. Utilizes clearly explained examples to support the claims.	Demonstrates understanding of core concepts from readings and makes limited reference to information from external sources. The post contains adequate evidence to support its claims, and would benefit from a better developed argument.	Demonstrates basic understanding of material covered and makes no reference to external sources. The posts' argument is somewhat developed but lacks sufficient evidence or contains irrelevant details.	Demonstrates inadequate understanding of material covered. The post needs more details on every level (main argument and examples).
Critical Thinking (25%)	Identifies the most important arguments pro and con. Thoughtfully analyzes and evaluates major alternative points of view.	Identifies relevant arguments pro and con. Offers analyses and evaluations of obvious alternative points of view.	Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not identify counter-arguments. Ignores or superficially evaluates alternative points of view.

Participation (25%)	Actively participates by posting original post early and provides the required four well-spaced (time-wise) response posts (i.e., 2 posts per week).	Actively participates although provides the required four response posts in an uneven manner (e.g., does not provide at least two posts per week).	Participates modestly with the original post and only two of the required three response posts OR participates late in the process by contributing all four posts in the last week.	Does not actively participate, provides two or fewer posts.
Interactivity (10%)	Individuals build upon posts and observations of two classmates.	Individuals build upon posts and observations of one classmate.	Individuals make passing but limited reference to posts of classmates or do not respond or refer to posts of classmates.	Individuals provide two or fewer posts (in total).
Spiritual Formation (10%) <i>In applying a spiritual formation lens to your analysis and critical thinking, explore the manner in which our faith in Christ impacts the topics in question.</i>	Individual consistently applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual occasionally applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes some reference to spiritual formation but does not apply a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes no reference to spiritual formation.

Leadership Reflection Project

Part 1 – Personal Leadership Assessment Journal (10%)

Throughout the course you will undertake several leadership exercises and assessments pertaining to your views toward leadership in general and to your own leadership style. Rather than record your responses in your textbook (although you may still choose to do so), you are encouraged to keep a journal of your responses to these numerous exercises and assessments.

Based on this journal, you will be asked to submit 8 journal entries (about one per week, see Assignment Schedule) that reflect your views about leadership, your personal leadership, and the Bible. Each of the entries should be about 2-3 paragraphs and include one verse/passage from the Bible.

(Note: I will give you feedback on the first few journal entries, but you will only receive a grade once all the entries have been submitted. Each entry will be worth 1.25% and late penalties will apply as per the syllabus.)

Collectively, these entries will provide you with some input on the remaining elements of the Leadership Reflection Project.

Part 2 – What I Believe About Leadership Essay (10%)

This essay should reflect the culmination of your thoughts about leadership. While your journal notes (pertaining to the exercises and assessments) and submitted journal entries will provide you with a solid foundation from which to write the essay, don't feel limited to them.

The What I Believe About Leadership Essay is based on the NPR series "This I Believe", but with a twist. Rather than crafting a statement about your beliefs in general, you are asked to write a concise summary of your beliefs about leadership, using this quotation from Warren Bennis as the starting point:

"The point is not to become a leader. The point is to become yourself, and to use yourself completely – all your gifts, skills and energies – to make your vision manifest. You must withhold nothing. You must, in sum, become the person you started out to be, and to enjoy the process of becoming." (Warren Bennis, *On Becoming a Leader*).

What is your vision? How are you making it manifest? How are you becoming yourself? Are you enjoying the process of becoming?

In preparation, you are asked to read at least 12 "This I Believe" columns online (<http://thisibelieve.org/>, under the "explore" tab) to see the range of people and ideas represented. Here are some of their guidelines (<http://thisibelieve.org/guidelines/>). Your essay should be 500 words or less (1 ½ – 2 pages double-spaced). You will submit a first draft (which will not be graded) for suggestions for revision.

To receive credit for the assignment:

- a) the final essay should be submitted online to <http://thisibelieve.org/submission/>
- b) turn in a confirmation receipt to me along with
- c) submitting it in Moodle

Note: All of these steps must be completed prior to the due date listed in the Assignment Schedule

Part 3: What I Believe About Leadership Photo Essay (10%)

Building on your essay about your beliefs in general, you are also asked to photograph images that reflect your beliefs about leadership.

The following links provide examples of photojournalism. Take a look at some of these samples, to get a sense of how photos can be used to tell a story or to move people.

Time LightBox: <http://lightbox.time.com/category/365/>

New York Times – The Year in Pictures:

<http://www.nytimes.com/interactive/2011/12/25/sunday-review/2011-pictures-of-the-year.html>

Ryan Spencer Reed – Sudan – The Cost of Silence:

<http://sudanproject.ryanspencerreed.com/main.html>

zReportage.com – Driven to Succeed:

<http://www.zreportage.com/zReportage.html?num=zrep391>

zReportage.com – Fight to Recover:

<http://www.zreportage.com/zReportage.html?num=zrep400>

Once you've gained a sense of what is involved in a photojournalism essay, please undertake the following:

1. Gather the photos

Using a digital camera or smartphone, shoot 24 photos relating to leadership.

2. Present your images

Once you have gathered your photos, think about the best format for presenting them - on a poster board? As a collage? As a sculpture? A mobile? Arrange your printed photos in the form of your choice (note: not in an electronic form such as a PowerPoint or Keynote presentation) and bring to class on April 11th. Projects will be displayed throughout the classroom. Each student will present their project to the class and explain his/her philosophy of leadership and how it is represented visually.

Grading Rubric – Leadership Journal Entries

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (1.5 - 2 - 2.5 pts.)
Purpose and Content (50%)	Journal entries reflect student's views about	Journal entries generally reflect student's views	Journal entries occasionally reflect student's	Journal entries seldom reflect student's views

	leadership, their personal leadership, along with a verse or passage from Scripture. All eight journal entries are submitted.	about leadership, their personal leadership, along with a verse or passage from Scripture. All eight journal entries are submitted.	views about leadership, their personal leadership, along with a verse or passage from Scripture. Only six to seven of the journal entries are submitted.	about leadership, their personal leadership, along with a verse or passage from Scripture. Five or fewer journal entries are submitted.
Critical Thinking (25%)	Thoughtfully and reflectively addresses each journal entry.	Is generally thoughtful and reflective with each journal entry.	Is occasionally thoughtful and reflective with the journal entries.	Is seldom thoughtful and reflective with the journal entries.
Spiritual Formation (25%) <i>In applying a spiritual formation lens to your analysis and critical thinking, explore the manner in which our faith in Christ impacts the topics in question.</i>	Individual consistently applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual occasionally applies a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes some reference to spiritual formation but does not apply a spiritual formation lens to discoveries gained from analysis and critical thinking.	Individual makes no reference to spiritual formation.

Grading Rubric – Essay

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (1.5 - 2 - 2.5 pts.)
Purpose and Content (30%)	Essay has a well-developed thesis and the introduction sets the stage for balance of the essay. The essay demonstrates excellent development of subsequent ideas and focuses on relevant details. The essay flows from discoveries gained from the journal entries, the course material,	Essay has a workable thesis and the introduction generally sets the stage for the balance of the essay. The essay demonstrates a good development of subsequent ideas and generally focuses on relevant details. The essay generally flows from discoveries gained from the	Essay has some elements of a thesis but it is largely undeveloped. The essay demonstrates a passable development of subsequent ideas and occasionally focuses on relevant details. The essay occasionally relates to discoveries gained from the	The essay is lacking in elements required with many gaps in the information presented. The essay seldom relates to discoveries gained from the journal entries, the course material, external research, and personal experience.

	external research, and personal experience.	journal entries, the course material, external research, and personal experience.	journal entries, the course material, external research, and personal experience.	
Critical Thinking (25%)	Thoughtfully and reflectively addresses the student's personal beliefs about leadership.	Is generally thoughtful and reflective with regard to the student's personal beliefs about leadership.	Is occasionally thoughtful and reflective with regard to the student's personal beliefs about leadership.	Is seldom thoughtful and reflective with regard to the student's personal beliefs about leadership.
Structure and Organization (20%)	Structure of the essay is clear and easy to follow. Transitions are logical and maintain the flow throughout the assignment. Conclusion is logical and flows from the rest of the essay.	Structure is mostly clear and easy to follow. Transitions are present. Conclusion is logical.	Structure of the essay is not easy to follow. Transitions need improvement. Conclusion is missing, or if provided, does not flow from the rest of the essay.	Organization and structure detract from the message of the essay. Points are disjointed and lack transition of thoughts. Ideas are not organized around a central idea.
Mechanics (15%)	Essay demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, and punctuation. Language is clear and precise.	Essay displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability of the work.	Essay shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, and spelling errors.	Essay lacks basic control over mechanics and contains excessive proof-reading errors.
Spiritual Formation (10%) <i>In applying a spiritual formation lens to your analysis and critical thinking, explore the manner in which our faith in Christ impacts the topics in question.</i>	Individual consistently applies a spiritual formation lens to discoveries gained from the journal entries, the course material, external research, and personal experience.	Individual occasionally applies a spiritual formation lens to discoveries gained from the journal entries, the course material, external research, and personal experience.	Individual makes some reference to spiritual formation but does not apply a spiritual formation lens to discoveries gained from the journal entries, the course material, external research, and personal experience.	Individual makes no reference to spiritual formation.

Grading Rubric – Photo Essay and Presentation

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (1.5 - 2 - 2.5 pts.)
Photo Essay (40%)	Photo essay is crafted insightfully, creatively or skillfully.	A good attempt is made to craft the photo essay insightfully, creatively or skillfully.	Some attempt is made to craft the photo essay insightfully, creatively or skillfully.	Little attempt is made to craft the photo essay insightfully, creatively or skillfully.
Creativity and Layout (40%)	Innovatively or expertly prepared display portrays and reflects the student's underlying beliefs about leadership.	The display generally portrays and reflects the student's underlying beliefs about leadership.	The display occasionally portrays and reflects the student's underlying beliefs about leadership.	The display seldom portrays and reflects the student's underlying beliefs about leadership.
Communication and Delivery (20%)	Oral presentation delivered with clear, confident, well-paced voice so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and eye contact (seldom returning to notes). Generate(s) enthusiasm about topic.	Oral presentation delivered with clear voice so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and eye contact (frequently returning to notes). Show(s) enthusiasm for topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing. Sense of audience wavers (e.g. presentation largely read from notes with little eye contact). Show(s) some interest for topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at back of class have difficulty hearing. Unfocused sense of audience (e.g. looks only at notes or away from audience). Lack(s) interest in topic.

Class Participation/Attendance:

A major component of your grade is participation during class time. Students are expected to attend all classes, having prepared for class by reading the assigned text chapters ahead of time, completing exercises in advance of in-class discussions, and then actively participate in these discussions. The skills needed to participate effectively in class and present your ideas are essentially the same skills required to participate effectively in the business world. The ability and willingness to speak up in front of others is an important skill for students to develop. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know so that this can be taken into account, as repeated absences from class will negatively impact a student's individual participation grade.

Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (1.5 - 2 - 2.5 pts.)
Attendance (30%) (includes excused or unexcused absences)	Misses no more than one class (5 pts.); misses two classes (4.5 pts.)	Misses three classes (4 pts.)	Misses four classes (3 pts.)	Misses five classes (1.5 pts.); misses greater than five classes (0 pts.)
Preparation (25%)	Always completes homework assignments by due date that are required for in-class exercises, always reads the assigned chapters prior to class, is always prepared to respond to impromptu in-class questions.	Mostly completes homework assignments by due date that are required for in-class exercises, mostly reads the assigned chapters prior to class, is mostly prepared to respond to impromptu in-class questions.	Occasionally completes homework assignments by due date that are required for in-class exercises, occasionally reads the assigned chapters prior to class, is sometimes prepared to respond to impromptu in-class questions.	Seldom completes homework assignments by due date that are required for in-class exercises, seldom reads the assigned chapters prior to class, is seldom prepared to respond to impromptu in-class questions.
Group Discussions (15%)	Contributes great effort to group discussions; shares thoughts and ideas.	Contributes good effort to group discussions; mostly shares thoughts and ideas.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas.	Seldom contributes to group discussions; seems disinterested.
Contribution Quality (15%) <i>Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class'</i>	Input is always of high quality.	Input is mostly of high quality.	Input is occasionally of high quality.	Input is not of high quality.

<i>perspective.</i>				
Respecting (15%)	Always interacts with, encourages, and listens to ideas of others; always demonstrates attentiveness in class.	Mostly interacts with, encourages, and listens to ideas of others; mostly demonstrates attentiveness in class.	Occasionally interacts with, encourages, and listens to ideas of others; occasionally demonstrates attentiveness in class.	Seldom interacts with, encourages, and listens to ideas of others; seldom demonstrates attentiveness in class.

Grading

The available letters for course grades are as follows:

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

Failure to submit an assignment on the assigned date without legitimate reason (i.e. evidenced illness) or prior approval of the instructor may result in a failed grade for the course. 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.

Important Dates for Registration, Withdrawal, and Course Auditing

January 22, 2012, is the last day to enter a course without permission or to withdraw from a course without incurring a financial penalty in terms of tuition refund.

March 23, 2012, is the last day to voluntarily withdraw from a course or change to audit without academic penalty.

Course withdrawal forms are available from the Registrar. Students who do not follow the proper withdrawal procedures will be recorded as having failed the course.

In-class Use of Electronic Devices

The use of personal electronic devices by students in-class is purely at the discretion of the instructor. The use of music players, earphones, cell phones, PDAs, or any other personal entertainment devices will not be allowed in-class at any time. Typically, laptop or notebook computers may be utilized only for taking notes or reviewing course materials if necessary. However, if laptop use becomes a distraction for other students in the class, or is used for activities that are not class-related (i.e. Internet browsing, playing games, watching videos, emailing, chatting, etc.), the instructor will ask the student to stop using the laptop and put it away, and make a deduction to the student's course participation grade – 20% deduction for first instances; additional 40% deduction and loss of laptop use for the remainder of the semester for any repeat instances.

Audio or video recording of class lectures is strictly prohibited without the prior expressed consent of the instructor.

Important Notes

Students are advised to retain this syllabus for their records. It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement 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.

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 appropriate deadline (as listed in the Academic Calendar <https://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Academic dishonesty is taken seriously at Ambrose University College 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 give credit 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 Ambrose. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook 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.

Course changes, including adding or dropping a course, may be made during the Registration Revision period, as outlined in the Calendar of Events. All course changes must be recorded on a Registration form, available from the Office of the Registrar. Due to circumstances such as class size, prerequisites or academic policy, the submission of a Registration form does not guarantee that a course will be added or removed from a student's registration. Students may change the designation of any class from credit to

audit up to the date specified in the Calendar of Events, although students are not entitled to a tuition adjustment or refund after the Registration Revision period.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. Students intending to withdraw from some or all of their courses must submit a completed Registration form to the Registrar's office. The dates by which students may voluntarily withdraw from a course without penalty are listed in the Calendar of Events. A grade of 'W' will be recorded on the student's transcript for any withdrawals from courses made after the end of the Registration Revision period and before the Withdrawal Deadline (also listed in the Calendar of Events). 'W' grades are not included in grade point average calculations. A limit on the number of courses from which Academic a student is permitted to withdraw may be imposed. 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.

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 Office of the Registrar in writing 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 to review final grades. If the appeal is sustained, the fee will be refunded.

**BUS 301 Leadership Theory and Practice
Weekly Reading and Assignment Schedule**

Date	Class Topic/Chapter Title	Text chapters
Jan 11 th	Course Overview	
Jan 13 th	Introduction to Leadership	Northouse 1, Daft 1
Jan 18 th	Trait Approaches to Leadership Assignment (in-class discussion): Leadership at Work	Northouse 2 Daft pp. 28-29
Jan 20 th	Behaviour (Style) Approaches to Leadership	Northouse 4
Jan 21 st	Assignment: Journal Entry 1 Due in Moodle by 11:59 p.m.	
Jan 25 th	Contingency Approaches to Leadership	Northouse 5-7
Jan 27 th	Personal Side of Leadership	Daft 4
Jan 28 th	Assignment: Journal Entry 2 Due in Moodle by 11:59 p.m.	
Jan 30 th	<i>Dialogue Period 1 Begins</i>	
Feb 1 st	Leadership Mind and Heart Assignment (in-class discussion): TBA	Daft 5
Feb 3 rd	Transformational Leadership	Northouse 9
Feb 4 th	Assignment: Journal Entry 3 Due in Moodle by 11:59 p.m.	
Feb 8 th	Transformational Leadership (Continued)	
Feb 10 th	Authentic Leadership	Northouse 10
Feb 11 th	Assignment: Journal Entry 4 Due in Moodle by 11:59 p.m. <i>Dialogue Period 1 Ends</i>	
Feb 15 th	Authentic Leadership (Continued) Assignment (in-class discussion): TBA	
Feb 17 th	Midterm Exam	
Feb 22 nd	No Class (Mid-Semester Break)	
Feb 24 th	No Class (Mid-Semester Break)	

Feb 27 th	<i>Dialogue Period 2 (Followership) Begins</i>	
Feb 28 th	Assignment: Leadership Reflection Project (What I Believe About Leadership Essay - Draft Version) due in Moodle by 11:59 p.m.	
Feb 29 th	Exam and Dialogue Post Review	
Mar 2 nd	Followership	Daft 7 Additional readings to be assigned
Mar 3 rd	Assignment: Journal Entry 5 Due in Moodle by 11:59 p.m.	
Mar 7 th	No Class – Global Impact Day	
Mar 9 th	Followership (Continued) Assignment (in-class discussion): TBA	
Mar 10 th	Assignment: Journal Entry 6 Due in Moodle by 11:59 p.m. <i>Dialogue Period 2 Ends</i>	
Mar 14 th	Leader as Relationship Builder (Continued)	Northouse 8
Mar 16 th	Leader as Relationship Builder (Continued)	Daft 8, 10
Mar 17 th	Assignment: Journal Entry 7 Due in Moodle by 11:59 p.m.	
Mar 19 th	<i>Dialogue Period 3 Begins</i>	
Mar 21 st	Servant Leadership	Additional readings to be assigned
Mar 23 rd	Servant Leadership (Continued) Assignment (in-class discussion): TBA	
Mar 24 th	Assignment: Journal Entry 8 Due in Moodle by 11:59 p.m.	
Mar 28 th	Leader as Social Architect	Daft 13-15
Mar 30 th	Leader as Social Architect (Continued) Assignment (in-class discussion): TBA	
Mar 31 st	<i>Dialogue Period 3 Ends</i>	
Apr 3 rd	Assignment: Leadership reflection project (What I Believe About Leadership Essay - Final Version) due in Moodle by 11:59 p.m.	

Apr 4 th	Assignment: Leadership Reflection Project Presentations – What I Believe About Leadership Essay	
Apr 6 th	No class – Good Friday	
Apr 11 th	Assignment: Leadership Reflection Project Presentations – What I Believe About Leadership Photo Essay	

Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.