



**BUS 341 Leadership Theory and Practice
(3 credit hours)
Winter 2013**

Class Schedule

Time: Wednesdays & Fridays, 9:45 – 11:00 a.m.
Location: Room L2100

Instructor Information

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

Phone: 410-2000 (ext. 6513)

Email: RPoon@ambrose.edu

Office: Room L2055

Office hours:

- Wednesday and Fridays 11:15 a.m. - 12:30 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):

Northouse, P. G. (2012). *Leadership: Theory and practice*, (6th ed.). Thousand Oaks, CA: Sage.

Kouzes, J. M. & Posner, Barry Z. (2008). *Student Leadership Challenge*. San Francisco: Jossey-Bass.

Student Leadership Practices Inventory (to be provided in class)

Course Requirements & Evaluation

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

Moodle Dialogue Posts (7.5% per posting period)	15%
Leadership Reflection Project	30%
Midterm Exam	25%
Final Exam	20%
Class Participation and Attendance	10%

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	Leader-Member Exchange Theory	Northouse 8 External sources	Jan 27 – Feb 5
2	Transformational Leadership and The Five Practices	Northouse 9 Student Leadership Challenge, External Sources	Mar 3 – Mar 12

Post Content:

In writing your posts, it is important that you create threads and respond to others by adding to the base of what is known, not by reiterating what someone else wrote. Do not provide overviews of a particular topic (i.e., by listing several points). Focus on one specific topic and drill down deep. It is essential you use quality, external sources. Web blogs or Internet-based magazines will not be accepted. You must access the library's collection or online databases to access these sources.

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

Your response posts must be made to two different students.

Post Length: 250 - 300 words

Each post should be between 250 and 300 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: 3 posts over 10 days

During 2 two-week periods (see below), each student will be required to submit one original post and two posts in response to other students or your professor.

Posting Regularity: Evenly Distributed Posts

Posts must be evenly distributed throughout the posting period. This means students should aim at posting an original post in the first three days of the posting period (by the Tuesday), the first response post later that same week (by the Saturday), and finally, the second response post in the first three days of the second week (by the Tuesday). Those posting after these time frames will receive grade deductions as per the participation component of the dialogue post rubric. 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 on time and engage with each other and your professor on an on-going basis.

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.)
Purpose and Content (35%)	Posts focus on a single, well-developed thesis. Arguments are well developed. Also utilizes (where appropriate) clearly explained examples	Posts focus on a single, workable thesis. The post would benefit from a better developed argument or examples to	Posts address multiple topics and as such, dilute the thesis. Alternatively, posts have some elements of a thesis but are	Posts address multiple topics and as such, dilute the thesis. The post needs more details on every level

	to support the claims.	support the claim.	largely undeveloped or unclear.	(developed argument and examples). Posts contain no elements of a thesis and are largely anecdotal or use quotes excessively.
Critical Thinking (30%) High quality external sources are those found from academic journals or popular press usually via the library's electronic databases. This is in contrast with web-based articles that primarily offer opinion.	Provides at least two high quality external sources (beyond the textbook). Blending input from these external sources and personal reflection, provides excellent new insight and well-supported arguments.	Provides two external sources, of which one is of high quality. Provides moderate new insight and partially supported arguments.	Provides one or two external sources that are from the text book or web-based articles . Provides little new insight or weakly supported arguments	Provides no external sources. Provides no new insight or support to arguments.
Participation (20%)	Actively participates by providing the three posts on time.	Participates modestly in the sense that one of the posts is late.	Participates modestly in the sense that two or more of the posts are late or posts only two of the required posts.	Does not actively participate in the sense that only one or fewer posts are made.
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 (or alternatively, an explicit values or ethics-oriented perspective) 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.
Interactivity (5%)	Individuals build upon posts and observations of two classmates (5 pts.)		Individuals build upon posts of the same student (3 pts.)	Individual posts two or fewer posts.

Leadership Reflection Project

Part 1 – Student Leadership Practices Inventory

The course also requires that students complete the 360-degree Student Leadership Practices Inventory (LPI) that involves both a self-report assessment and feedback from 10 others (peers, supervisors, employees). This inventory will enable students to go beyond examining leadership theories and to explore their own leadership journey, including areas of excellence and opportunities for growth. Students must have the Student LPI completed in order to receive a grade for the entire Leadership Reflection Project.

Part 2 – Student Leadership Challenge Journal (14%)

Building upon the LPI assessment, students will also complete the review exercises found at the end of chapters 2-8 of the Student Leadership Challenge book.

This exercise will be assessed on a pass/fail basis. If you complete the chapter exercises on time, you will be awarded 2%. If the chapter submission is late, you will be awarded 1%. (Note: no chapter submissions will be accepted more than a week after the due date.) If the chapter submission isn't completed or is more than a week late, you will not receive any percentage for that chapter.

Collectively, your responses will provide you with input on the remaining elements of the Leadership Reflection Project.

Part 3: What I Believe About Leadership Photo Essay (16%)

This photo essay should reflect the culmination of your thoughts about leadership. This part involves gathering photograph images that reflect your beliefs about leadership and creating a three-dimensional representation of these photographs.

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. As a **creative** photo essay? 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 the assigned date. 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 – 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	Oral presentation delivered with clear voice so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical	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	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

	through physical presence and eye contact (seldom returning to notes). Generate(s) enthusiasm about topic.	presence and eye contact (frequently returning to notes). Show(s) enthusiasm for topic.	(e.g. presentation largely read from notes with little eye contact). Show(s) some interest for topic.	of audience (e.g. looks only at notes or away from audience). Lack(s) interest in topic.
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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 (50%) (excludes certain excused absences such as Ambrose athletic team out-of-town games but does not include practices)	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.)
Group Discussions and Contribution Quality (50%) <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' perspective.</i>	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.

Grading

The available letters for course grades are as follows:

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

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.

Examinations:

Final examinations are held during a scheduled time period at the end of the semester for regular semester classes and are scheduled by the Registrar. The final exam for this course is currently scheduled to be Friday, April 17, 2013. Please note that the exam schedule is subject to change without notice.

Updated exam schedules can be found on the Ambrose website:

<https://www.ambrose.edu/page.aspx?pid=524>)

Please note: Students may request revised final exams if they have three exams in one 24-hour period or two exams at the same time. Final exam schedule revision request forms are available at the Registrar's Office and must be handed in by Monday, March 4, 2013. If you do not have your request in by this date, all exams within a 24-hour period will have to be written as scheduled. If you have two exams at the same time, you will be given four hours to write both exams.

Graded final examinations will be available for supervised review at the request of the student. Please contact your instructor.

Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out.

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.

Important Notes/Dates:

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (drop) – Sunday, January 20, 2013. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date.

Students may change the designation of any class from credit to audit, or drop out of the "audit" up to the "drop" date indicated above. After that date, the original status remains and the student is responsible for related fees. Please note that this is a new policy, that came into effect in the 2010-2011 academic year.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (withdraw) – Friday, March 22, 2013. A grade of "W" will appear on the student's 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.

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 engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please 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. 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 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.

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

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 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 the university college. Students are expected to be familiar with the policies 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.

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

**BUS 341 Leadership Theory and Practice
Weekly Reading and Assignment Schedule**

Date	Class Topic/Chapter Title	Text chapters
Jan 9 ^h	Course Overview	
Jan 11 th	Introduction to Leadership	Northouse 1
Jan 16 th	Trait Approaches to Leadership	Northouse 2
Jan 18 th	Style Approach to Leadership	Northouse 4
Jan 23 rd	Explaining the Dialogue Process	Dialogue handout
Jan 25 th	Situational Approach to Leadership Student Leadership Challenge Chapter 2 Exercise Due (in class)	Northouse 5
Jan 27 th	<i>Dialogue Period 1 Begins</i>	
Jan 30 th	Situational Approach to Leadership: In-Class Case Study Discussion	TBD
Feb 1 st	Leader-Member Exchange Theory Student Leadership Challenge Chapter 3 Exercise Due (in class)	Northouse 8
Feb 5 th	<i>Dialogue Period 1 Ends</i>	
Feb 6 th	Dialogue Period 1 Discussion Student LPI Assessment handed out	
Feb 8 th	Midterm Exam	
Feb 13 th	Midterm Exam Review	
Feb 15 th	Transformational Leadership Student Leadership Challenge Chapter 4 Exercise Due (in class)	Northouse 9
Feb 20 th	No Class (Mid-Semester Break)	
Feb 22 nd	No Class (Mid-Semester Break)	
Feb 27 th	No Class – Global Impact Day	
Mar 1 st	Five Practices of Exemplary Leadership: Overview Student Leadership Challenge Chapter 5 Exercise Due (in class)	SLC 1-2

Mar 3 rd	Dialogue Period 2 Begins	
Mar 6 th	Model the Way	SLC 3
Mar 8 th	Inspire a Shared Vision Student Leadership Challenge Chapter 6 Exercise Due (in class)	SLC 4
Mar 12 th	Dialogue Period 2 Ends	
Mar 13 th	Challenge the Process	SLC 5
Mar 15 th	Enable Others to Act Student Leadership Challenge Chapter 7 Exercise Due (in class)	SLC 6
Mar 20 th	Encourage the Heart	SLC 7-8
Mar 22 nd	Servant Leadership Student Leadership Challenge Chapter 8 Exercise Due (in class)	Northouse 10
Mar 27 th	Servant Leadership: In-Class Case Study Discussion	
Mar 29 th	No class – Good Friday	
Apr 3 rd	Leadership Reflection Photo Essay Presentations 1 (in class)	
Apr 5 th	Leadership Reflection Photo Essay Presentations 2 (in class)	
Apr 17 th	Final Exam (as scheduled by Registrar). Please note that the exam schedule is subject to change without notice. Updated exam schedules can be found on the Ambrose website: https://www.ambrose.edu/page.aspx?pid=524	

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.