

Course ID:	Course Title:	Winter 2018
BUS 341	Leadership: Theory and Practice	Prerequisite: 30 credits
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Wed./Fri.	Instructor:	Dr. Randy Poon, PhD	First day of classes:	Thur., Jan. 4, 2018
Time:	2:30-3:45 p.m.	Email:	rpoon@ambrose.edu	Last day to add/drop, or change to audit:	Sun., Jan. 14, 2018
Room:	A2133	Phone:	(403) 410-2000 (x6513)	Last day to request revised exam:	Mon., Mar. 5, 2018
Lab/ Tutorial:	n/a	Office:	L2055	Last day to withdraw from course:	Fri., Mar 16, 2018
Final Exam:	None	Office Hours:	T/TH 10:00 – 11:00 W/F 11:15 – 12:15 or by appointment	Last day to apply for coursework extension:	Mon., Mar. 26, 2018
				Last day of classes:	Wed., Apr. 11, 2018

Course Description

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.

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.

Textbooks and Readings

Required Textbooks:

Arbinger Institute. (2010). *Leadership and self-deception: Getting out of the box*, (2nd ed.). San Francisco, CA: Berret-Koehler.

Northouse, P. G. (2015). *Leadership: Theory and practice*, (7th ed.). Thousand Oaks, CA: Sage.

Shankman, M. L., Allen, S. J., & Haber-Curran, P. (2014). *Emotionally intelligent leadership: A guide for students*. San Francisco: Jossey-Bass.

Shankman, M. L., Allen, S. J., & Haber-Curran, P. (2014). *Emotionally intelligent leadership: Inventory*. San Francisco: Jossey-Bass.

Additional assigned readings:

TBD

Course Requirements and Evaluation:

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

Class Participation/Attendance	10.0%
Personal Leadership Reflection Project:	55.0%
• What is Leadership? Assignment	5.0%
• Leadership and Self-Deception Reading Responses	6.0%
• Leadership and Self-Deception/Emotionally Intelligent Leadership Essay	10.0%
• Contemporary Leadership Assignment	15.0%
• Personal Leadership Reflection Video/Photo Essay and Culminating Written Essay	19.0%
Midterm 1: Traditional Theories of Leadership	15.0%
Midterm 2: Contemporary Theories of Leadership	20.0%

Note: All assignments (including all components of the Personal Leadership Reflection Project) must be completed to receive a passing grade in this 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 Word, Pages, or Open Document Text format (**and NOT as PDF files**). Note: this doesn't apply to presentations. Late assignments may lose 10% per day late. The instructor has the discretion to not accept assignments that are more than 5 days late.

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.

Class Participation and Attendance:

A key 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 and chapter review cards ahead of time, completing exercises (if assigned) in advance of in-class discussions, and then actively participating 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 marketplace (either for-profit or nonprofit). 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.

Grading Rubric – Class Participation and Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Attendance (40%) (Excludes certain excused absences such as Ambrose athletic team practices and out-of-town games)	Misses no more than two classes (100%)	Misses three classes (80%).	Misses four classes (60%)	Misses five or more classes (40%); misses six classes or more (0%)
Group Discussions and Contribution Quality (60%) 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 or class' perspective.	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.

Assignments:

All of the assignments for this course are integrated to provide you with the opportunity:

- to explore your own understanding of leadership
- to discover the traditional and contemporary theories of leadership
- to uncover the manner in which we sabotage our relationship with others
- to reflect upon contemporary leaders (20th and 21st century)
- to develop and refine your own personal leadership story

Leadership Reflection Project

The Leadership Reflection Project involves a variety of exercises and assignments that will enable you to better understand what leadership is and the manner in which you relate to and influence others. The Project (and ultimately, this course) is a journey of discovery. For many of you, the course comes at around the middle of your degree program. In some ways, the course represents a mid-program examination of where you've come from and where you're going. What do you hope to get out of your degree? What are your goals? In what ways do your relationships support or sabotage these goals? How can you better relate to others so that both yours and their goals are achieved?

Part 1 – What is Leadership? Assignment (5%)

In this 700-900 word essay, you are to express what leadership is to you. For example, you can address the following questions:

- What does leadership involve?
- What makes a good leader?
- Who have been the most influential leaders in your own life?
- What makes a poor leader?
- Is leadership simply about position and power?
- Or, is it something more? Can anyone be a leader?
- Are leaders born or are they developed?
- If developed, how does one become a good leader?
- In your opinion, are you a leader or not? Why or why not? How would you assess your leadership?
- What do you need to do become a leader or better leader?

The essay does not require APA or MLA style formatting. However, in formatting your essay, please use a 12-point font, 1-inch margins, and double-space your essay. One more thing. Do not send me a PDF file. The acceptable formats are Word (preferred), Pages, or Open Document Text (odt). These document formats are also required for the remainder of your written assignments listed below.

Part 2 – Leadership and Self-Deception Reading Responses (6%)

Using the book, *Leadership and Self-Deception*, we'll explore one of the key stumbling blocks or barriers to not only leadership but to relationships in general. The manner in which we'll walk through the concepts in this very practical book is through a process of you preparing two written responses to the reading and then as a class, engaging in an active discussion about the concept and its applicability to your own life. It's a time to ask questions, challenge previously held ideas, and to share insights. Your goal is to explore what the authors were trying to communicate and how the readings impacted you. Your responses will form the basis for class discussion, so preparation for and participation in discussion will be evaluated.

The assessment for this section will involve both a written assignment and class participation. Each written response should be at least 500 words (using the same format as the What is Leadership assignment) and is due in Moodle by 6 a.m. on the day of the class

discussion. In addition, each student will be expected to participate in the class discussion and contribute at least two thoughts with the rest of the class.

Written responses will be submitted in Moodle prior to the beginning of class. Your written submission (2% per submission) will be graded as follows: Pass – 100%, Incomplete – 60%, Did Not Hand In – 0%. Your participation (1% per discussion) will be graded as follows: Active (minimum two insightful comments) – 100%; Moderate (two comments, but limited engagement or passion) – 75%; Modest (one insightful comment) – 60%; Inactive (attends but no comments or insightful comments) – 30%; Did Not Attend – 0%.

On January 24, we will have a discussion on the Leadership and Self-Deception material. Please complete the brief Mindset Assessment prior to that discussion.

Mindset Assessment:

The Individual Mindset Assessment includes 9 statements. Rate the extent to which each statement applies to you (1 = Rarely, 10 = Always). Note: the assessment is written in a workplace context. You could also apply it in the context of your roommates, close friends, or family.

1. I have a clear and complete understanding of my manager's goals and objectives.
2. I can accurately write the top three goals and objectives of my key coworkers.
3. I evaluate how my daily work contributes to the overall goals of the organization. (optional, if you're doing this in a non-workplace context)
4. I regularly check in with my coworkers to make sure my efforts are helpful to them.
5. I actively seek the opinions of those who would be affected by my decisions.
6. I make a conscious effort to use my expertise and resources to help others achieve their goals.
7. I regularly report to my manager on my failures and plans to improve.
8. When I make a mistake, my first impulse is to shift responsibility.
9. When others disagree with me, I carefully consider their suggestions.

Part 3 – Emotionally Intelligent Leadership (EIL) Inventory

The course also requires you complete the EIL Inventory (you must purchase this—it will be about \$10). This 57-item assessment measures how often a person engages in behaviors that align with emotionally intelligent leadership. Then, the reflection portion walks you through the process of analyzing and understanding your results, giving you concrete suggestions for how to explore and improve your emotionally intelligent leadership. You must have the EIL Inventory completed in order to complete this part of the Project.

Part 4 – Leadership and Self-Deception/Emotionally Intelligent Leadership Essay (10%)

Building upon the EIL Inventory and the reflection exercises, as well as your initial What is Leadership assignment and your Leadership and Self-Deception reading responses, students will write a 1600-1800 word (around five to six pages) essay regarding how the Leadership and Self-Deception and EIL material has influenced your understanding of leadership. Has it changed in any way? How? Have you behaved “in the box” or “out of the box” toward others? How does being “in-the-box” affect your relationships and ultimately, your leadership? What ways can you get “out of the box”? With respect to your EIL inventory, what are your EIL strengths? EIL gaps? What strengths do you want to further develop? What EIL gaps do you want to fill, so they don't pose as a stumbling block to your leadership?

The overall goal of this essay is add another “chapter” to your Leadership Reflection Project. You may choose to revisit any of the key issues you raised in your initial What is Leadership essay. In the end, you want to identify some key action points in how to both improve your relationships and your leadership. There's no need to format the essay using APA or MLA style. The paper should include 12-point font, double spacing, and 1-inch margins.

Part 5: Contemporary Leadership Assignment (15%)

As you explore and develop your own personal leadership theory through the Project, we also want to look at contemporary leadership role models that have emerged during the 20th and 21st century. From the list provided in Moodle, choose someone from the list who you admire. Then write a 1800-2000 word (excluding your references) paper addressing the following:

Section 1: Background and Context (approximately 600 words)

- Provide some background and context about the leader (e.g, family, education, etc.)
- What was this individual's leadership journey?
- What were the leader's key accomplishments (briefly)?
- What were some of the major challenges or obstacles that he or she faced (briefly)?

Section 2: Leadership Traits & Style and Approach to Followers (approximately 600-800 words)

- What leadership qualities or traits does/did the leader possess or demonstrate?
- Based on the traditional and contemporary leadership theories we've discussed, which ones seem to be most applicable to the leader?
- In what way did he or she demonstrate the particular leadership theory(ies)? In this section, you can bring up some of the accomplishments/challenges that the leader achieved/experienced.
- How did the leader interact with his or her followers? What was his or her view of followers? Was there any attempt to develop followers?

Section 3: Applicability to Your Approach to Leadership (approximately 600 words)

- Why does this particular leader serve as a role model to you?
- What about the leader personally stands out to you? Be specific.
- How might this influence your approach to leadership moving forward?

Note: You will need to conduct research to gather the above information. As such, this paper will require a minimum of 6-8 external sources and should be formatted according to APA or MLA style. Please provide a mixture of substantive articles and web-based stories. The paper should include 12-point font, double spacing, 1-inch margins, plus a properly formatted bibliography or works cited page, and demonstrate critical thinking and professionalism.

Part 6: Personal Leadership Reflection Video/Photo Essay and Culminating Written Essay (19%)

This assignment represents the culmination of this Leadership Reflection Project. It involves two key sections:

Section 1: Culminating Written Essay (5%)

Craft your leadership story. Write the last (as it pertains to this course) chapter of your Leadership Reflection Project. Based on what you wrote in Parts 1-5, where are you at now?

- In re-addressing the question "What is leadership?", you may want to revisit some of the questions in Part 1.
- How has your view of leadership changed during the course? Be specific.
- How might being "out of the box" help you?
- What aspects of EIL might best help you? What EIL qualities might you try to develop over the next year?
- Which leader might you model?
- Taking into account all of the above, what will you do moving forward? Again, be specific.

The essay should be about 700-900 words. There's no need to format the essay using APA or MLA style. The paper should include 12-point font, double spacing, and 1-inch margins.

Section 2: Video/Photo Essay (14%)

Now tell your story through your video/photo essay. You have the choice of either creating a 4-5 minute video (that could be simply video or a blend of video and photographs) OR gathering photograph images that illustrate your leadership journey and creating a three-dimensional representation of these photographs. The narrative of your video/photo essay should bring together all the other pieces (that is, the other five parts) of the Project and tell your leadership story.

While you may be more familiar with using film to tell a story, 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 Photography:

<http://time.com/photography/>

New York Times – The Year in Pictures:

<https://www.nytimes.com/interactive/2017/12/19/sunday-review/2017-year-in-pictures.html>

zReportage.com

<http://www.zreportage.com>

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

1. Storyboard what you're going to be saying during your video/photo essay. What video clips do you need to film or photos that you need to take or gather to be able to best tell your story. If you're doing the photo essay, try to include as many of your own pictures, as possible. Use high-quality photos, as opposed to clipart or stock photos.
2. Film the necessary video clips along with the voice-over narrative that provides the rest of the class all major highlights of the six-part Leadership Reflection Project. Alternately, if you're doing the photo essay, 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: preferably not as a slide presentation such as PowerPoint) and bring it to class on the assigned date. You will present your project to the class and orally tell your leadership story (similar to what a voice-over narrative would have expressed).

Grading Rubric – Written Essays and Papers

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (32.5%)	My essay/paper fully address the assignment's objectives. It is well-developed and supported by external sources (where required). I develop my ideas and focus on relevant details. There is a unified wholeness to the essay/paper.	My essay/paper largely address the assignment's objectives. It is mostly developed and supported by external sources. I generally develop my details, although I do get a little unfocused occasionally. The essay/paper is mostly unified.	My essay/paper misses some of the assignment's objectives. The ideas are not well developed or lack clarity. The essay/paper is not very unified.	My reflection essay/paper does not really get at the assignment's objectives. It does not have a sense of direction, are often unclear, or are fragmented.
Critical Thinking (27.5%)	My essays are highly thoughtful, reflective, and frequently raises insightful self-observations. Through it, I make a genuine effort to “get out of the box.” My paper goes above and beyond identifying the most obvious issues and arguments, and raises intriguing issues that are well supported. I challenge existing assumptions.	My essays are thoughtful and reflective. I raise insightful self-observations. Through it, I make an okay effort to “get out of the box.” My paper addresses the most obvious issues and arguments, and raises issues that are moderately well supported.	My essays are somewhat thoughtful and reflective. I make some insightful self-observations. I make little attempt to “get out of the box.” My paper some of the key issues and arguments, not all of which are relevant, nor are they well supported.	My essays are is not thoughtful and reflective. I make some self-observations. I don't make an attempt to “get out of the box.” My paper does not address key issues and arguments.
Voice and tone (13.33%)	It sounds like I care about my essay/paper. That which I care about is embodied in the assignment. There is a sense of passion or enthusiasm in my writing.	My tone is OK, but my essay/paper could have been written by anyone. I need to tell how I think and feel. The passion or enthusiasm is somewhat lacking.	My writing is bland or pretentious. There is either no hint of a real person in it, or it sounds like I'm faking it.	My writing sounds as if I don't really care about the assignment. There is a sense that I'm simply trying to pump something out.

<p>Organization (13.33%)</p>	<p>My reflection essay/paper is well organized and structured. There is a excellent sense of flow throughout the document. Overall, there is a compelling opening, an informative middle, and a very satisfying conclusion (that strongly links the ideas together).</p>	<p>My reflection essay/paper is relatively well organized and structured. There is a good sense of flow throughout the document. Overall, there is an acceptable opening, middle, and conclusion (that links the ideas together).</p>	<p>My essay/paper is somewhat organized and structured. There isn't really a sense of flow within the document. Overall, my organization and cohesiveness are rough but workable.</p>	<p>My essay/paper is not very organized or structure. There are many breaks in flow in the document. Overall, my writing is aimless, disorganized, and lacking in cohesiveness.</p>
<p>Mechanics: Conventions and Sentence Fluency (13.33%)</p>	<p>My essay/paper uses correct grammar, punctuation, and spelling. My sentences are clear, complete, and of varying lengths. Where required, I follow the conventions of the APA or MLA writing style and use these for citations in the document and in my reference/works cited section.</p>	<p>I have a few errors to fix, but I generally use correct conventions. I have well-constructed sentences. My essay/paper marches along but doesn't dance. Where required, I generally follow APA or MLA writing style, but I'm inconsistent in its usage.</p>	<p>I have enough errors in my essay/paper to distract a reader. My sentences are often awkward, run-ons, or fragments. In the situation where it is required, my paper suggests that I have an idea what APA or MLA is, but I am mostly guessing as to what is a writing style.</p>	<p>Numerous errors make my essay/paper hard to read. In addition, this is compounded by many run-on sentences and sentence fragments. In the situation where it is required, my paper suggests that I don't know what APA or MLA is or I don't cite my sources.</p>

Grading Rubric – Presentations

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (40%)	My presentation fully addresses the assignment's objectives. It is very focused and brings the topic to life. I develop my ideas and zero in on relevant details.	My presentation largely addresses the assignment's objectives. It is mostly focused and brings general clarity to the topic. I generally develop my ideas and largely focus on relevant details.	My presentation misses some of the assignment's objectives. It is modestly focused and brings some clarity to the topic. Details are not well developed and are somewhat unclear.	My presentation doesn't really get at the assignment's objectives. It is not focused, has little sense of direction, and is mostly unclear.
Communication, and Delivery (25%)	I deliver my presentation with a clear, confident, and well-paced voice so that all audience members can hear me. I demonstrate my awareness of the audience through physical presence and eye contact (not referring to my notes). I am enthusiastic and genuinely interested in my topic and as such, generate significant classroom engagement.	I deliver my presentation with a mostly clear, confident, and well-paced voice so that most audience members can hear me. I partially demonstrate my awareness of the audience through physical presence and eye contact (occasionally referring to my notes). I am mostly interested in my topic and as such, generate classroom engagement.	I deliver my presentation with a somewhat clear, confident voice that at times, loses focus and pacing. As a result, some audience members may have difficulty hearing me. I don't really demonstrate an awareness of the audience because I am frequently referring to my notes. I am somewhat interested in my topic and as such, generate little classroom engagement.	I deliver my presentation with a subdued voice that may also be too slow or too fast. As a result, many audience members have difficulty clearly hearing or following me. I avoid looking at or engaging the audience all together. I am not interested in my topic and as such, generate little to no interest with my topic.
Creativity and Graphics (25%)	I design my presentation insightfully, creatively and skillfully. I innovatively or expertly prepare graphics at appropriate moments in my presentation. They also explain and reinforce the text and presentation.	I make a good attempt to provide insight or creativity to my presentation. I generally use graphics in my presentation and they mostly support the text and presentation.	I make some attempt to provide insight or creativity to my presentation. I seldom use graphics and when I do they don't really support the text and presentation.	I make no attempt to provide insight or creativity to my presentation. It is primarily text-based or when I do use graphics, they're used simply to get a few creativity and graphics points.

Structure, Organization, and Mechanics (10%)	I present the information in a very logical and interesting sequence which audience can follow. My conclusion flows from the rest of my presentation. It has no misspellings, grammatical errors, or formatting errors.	I present the information in a mostly logical sequence which audience generally follows. My conclusion largely flows from the rest of the presentation. It has no more than three misspellings, grammatical errors, or formatting errors.	Structure of my presentation is not easy to follow. I am missing the conclusion is missing, or if its provided, it does not flow from the rest of my presentation. It has between four to five misspellings, grammatical errors, or formatting errors.	A lack of structure detracts from the message of my presentation. My points are disjointed and lack good transitions. My presentation has six or more six misspellings, grammatical errors, or formatting errors.
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Grade Summary:

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	

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

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

Weekly Reading and Assignment Schedule:

Date	Class Topic/Chapter Title	Text chapters
Jan 5 th	Course Overview	
Jan 10 th	Introduction to Leadership Trait Approaches to Leadership	Northouse 1,2
Jan 12 th	<i>What is Leadership? assignment due in Moodle by 6 a.m.</i> Behavioural Approach to Leadership Situational Approach to Leadership	Northouse 4,5
Jan 17 th	<i>Leadership and Self-Deception Reflection 1 due in Moodle by 6 a.m.</i> Leadership and Self-Deception	Arbinger, Part 1 and 2
Jan 19 th	<i>Leadership and Self-Deception Reflection 2 due in Moodle by 6 a.m.</i> Leadership and Self-Deception	Arbinger, Part 3
Jan 24 th	Leadership and Self-Deception Discussion	Complete Mindset Assessment (for in-class discussion)
Jan 25 th	Business Program Day	
Jan 26 th	Midterm 1: Northouse Chapters 1, 2, 4, 5	
Jan 31 st	Transformational Leadership	Northouse 8
Feb 2 nd	Authentic Leadership	Northouse 9
Feb 7 th	Transformational and Authentic Leadership Discussion	
Feb 9 th	Servant Leadership	Northouse 10
Feb 14 th	Spiritual Leadership	Assigned Readings
Feb 16 th	Servant and Spiritual Leadership Discussion <i>Contemporary Leadership Assignment Due in Moodle by 6 a.m.</i>	
Feb 19-23	No Classes: Winter Break	
Feb 28 th	Followership	Assigned Readings

Mar 2nd	Midterm 2: Northouse Chapters 8-10, Servant Leadership & Followership Readings Assign Emotionally Intelligent Leadership (EIL) Inventory	
Mar 7 th	EIL: Consciousness of Self EIL: Consciousness of Others	Shankman et al. Ch. 2-15
Mar 9 th	EIL: Consciousness of Others EIL: Consciousness of Context	Shankman et al. Ch. 15-24
Mar 14th	Leadership and Self-Deception/Emotionally Intelligent Leadership Essay Discussion Leadership and Self-Deception/Emotionally Intelligent Leadership Essay Due in Moodle by 6 a.m.	
Mar 16 th	Followership Discussion	
Mar 21 st	Contemporary Leadership Discussion	
Mar 23rd	Personal Leadership Reflection Video/Photo Essay Presentations (Group 1)	
Mar 28th	Personal Leadership Reflection Culminating Written Essay Due in Moodle by 6 a.m. (all students)	
Mar 28th	Personal Leadership Reflection Video/Photo Essay Presentations (Group 2)	
Apr 4 th	Ambrose Research Conference	
Apr 6th	Personal Leadership Reflection Video/Photo Essay Presentations (Group 1)	
Apr 11th	Personal Leadership Reflection Video/Photo Essay Presentations (Group 2)	

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in

class. The professor has the right to disallow students to use a laptop in future lectures and/or to ask students to withdraw from the session if they do not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

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