Course ID:	Course Title:	Winter 2020
BUS 341	**Leadership: Theory and Practice**	**Prerequisite: 30 credits**
		Credits: 3

Class Information		**Instructor Information**		**Important Dates**	
Days:	Tue./Thur.	**Instructor:**	Dr. Randy Poon, PhD	**First day of classes:**	Tues., Jan. 7, 2020
Time:	1:00-2:15 p.m.	**Email:**	rpoon@ambrose.edu	**Last day to add/drop, or change to audit:**	Sun., Jan. 19, 2020
Room:	A1085-2	**Phone:**	(403) 410-2000 (x6513)	**Last day to request revised exam:**	Mon., Mar. 9, 2020
Lab/ Tutorial:	n/a	**Office:**	L2055	**Last day to withdraw from course:**	Fri., Mar 20, 2020
Final Exam:	None	**Office Hours:**	T/TH 12:00 – 1:00 W/F 10:00 – 11:00 or by appointment	**Last day to apply for coursework extension:**	Mon., Mar. 30, 2020
				Last day of classes:	Thur., Apr. 9, 2020

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. (2019). *Leadership: Theory and practice,* (8th 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:

Chaleff, I. (2009). The courageous follower. San Francisco: Berrett-Koehler. (link to book summary; summary also posted in Moodle)

Goleman, D. (1998). What makes a leader? *Harvard Business Review*, November-December.

International Institute for Spiritual Leadership, *What is Spiritual Leadership?*

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

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

Van Dierendonck & Patterson (2012). Compassionate love as the cornerstone for servant leadership, *Journal of Business Ethics*.

Course Requirements and Evaluation:

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

Attendance	5.0%
Graded Discussions (based on five specific lectures)	10.0%
Personal Leadership Reflection Project:	43.0%

• What is Leadership?	5.0%
• Leadership and Self-Deception/Emotionally Intelligent Leadership Essay	10.0%
• Contemporary Leadership Assignment	14.0%
• Personal Leadership Reflection Video	14.0%

Midterm 1: Traditional Theories of and Approaches to Leadership	14.0%
Midterm 2: Contemporary Theories of Leadership – Part 1	14.0%
Midterm 3: Contemporary Theories of Leadership – Part 2	14.0%

Note: All components of the Personal Leadership Reflection Project must be completed. Failure to do so will result in a maximum grade of a D for the course.

Submission of Assignments:

All assignments (unless otherwise notified) are to be submitted via Moodle by the time indicated in the Weekly Reading and Assignment schedule. All electronically submitted written assignments (i.e., reading responses and papers) must be submitted in Word, Pages, or Open Document Text format (**and NOT as PDF files**). Note: this doesn't apply to video essays. 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.

PLEASE SEE THE GRADING RUBRIC STARTING ON PAGE 7. THESE CRITERIA SET OUT WHAT I'M LOOKING FOR.

Attendance and Graded Discussions:

A key component of your grade is your attendance and participation during class time. Students are expected to attend all classes, having prepared for class by reading the assigned text chapters and readings 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.

Graded Discussions

Throughout the semester, we will have a number of specifically graded discussions on a number of leadership topics.

These will include the book *Leadership and Self-Deception*, the summary discussions on the contemporary leadership theories, as well as a discussion on two of your assignments (Parts 3 and 4 of your Leadership Reflection Project—see below).

- **Leadership and Self-Deception Graded Discussion – January 23 and January 28**
- **Transformational, Authentic, and Adaptive Leadership Graded Discussion – February 25**
- **Servant and Spiritual Leadership, and Followership Graded Discussion – March 12**
- **Leadership and Self-Deception/Emotionally Intelligent Leadership Essay Graded Discussion – April 2**

With respect to 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 engaging in a very active class 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 address what the authors were trying to communicate and how the readings impacted you.

The assessment for these five discussions will involve a specifically graded class participation. Your participation (1% per discussion) will be graded as follows: Very Active (minimum three insightful comments) – 95%; Active (minimum two insightful comments) 85%; 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%.

If you are not able to attend any of these five specific lectures, you will be required to submit a 350-400-word reflective essay on each of the topics where you missed that lecture. Each essay will also be worth 2%.

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 both help and hurt 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 a formal writing style like APA. 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 – 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 Part 4 the Project.

Part 3 – 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, students will write a 1500-1800 word essay regarding how the Leadership and Self-Deception and EIL material has influenced your understanding of leadership. Has it changed in any way? How? In what ways have you behaved "in the box" or "out of the box" toward others (be very specific)? 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 a formal writing style like APA. The paper should include 12-point font, double spacing, and 1-inch margins.

Part 4: Contemporary Leadership Assignment (14%)

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. You have the freedom to choose someone anyone from the list posted in Moodle or anyone else whom you admire (please talk to me first when choosing someone outside of the list). Then write a 1500-1800 word (excluding your references) paper addressing the following:

Section 1: Background and Context (approximately 400-500 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, Contemporary Leadership Style, and Approach to Followers (approximately 500-600 words)
- What leadership traits did/does the leader possess or demonstrate?
- Based on the **contemporary** leadership theories we've discussed, which ones seem to be most applicable to the leader? (Note: this **excludes** the initial theories we discussed such as trait theory, the Leadership Grid, and situational leadership. In other words, do **NOT** mention these theories in your paper.)
- In what way did/does 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/does the leader interact with his or her followers? What was/is his or her view of followers? Was/Are there any attempt to develop followers?

Section 3: Applicability to Your Approach to Leadership (approximately 600-700 words)
- Why does this particular leader serve as a role model to you?
- What about the leader personally stands out to you? Be specific.
- What might you do differently from this leader?
- Taking all of this into account, what might your approach to leadership be 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 the APA writing 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 5: Personal Leadership Reflection Video Essay (14%)

This assignment represents the culmination of this Leadership Reflection Project. Through this video essay, you will share with the class your leadership story. In many ways, it represents the last chapter of your Leadership Reflection Project. In other words, based on what you wrote/completed in Parts 1-4, where are you at know?

- 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?
- What will your approach to leadership be moving forward? Again, be specific.

As you put together this 5-minute video (it could be simply video or a blend of video and photographs), the narrative of your video essay should bring together all the other pieces (that is, the other five parts) of the Project and tell your leadership story.

To help you put together your video, here are some suggestions:

- Storyboard what you're going to be saying during your video 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.
- Film the necessary video clips along with the voice-over narrative that provides the rest of the class all major highlights of the five-part Leadership Reflection Project.

GRADING RUBRIC

Grading Rubric – Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Attendance (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%)

Grading Rubric – What is Leadership, and Leadership & Self-Deception/Emotionally Intelligent Leadership

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (35%)	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 unfocussed 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 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.
Thoughtfulness Reflectiveness Transparency Engagement (40%)	My essays are highly thoughtful, reflective, and frequently raises insightful self-observations. It sounds like I care about my writing. That which I care about is embodied in the assignment. There is a sense of passion, enthusiasm, and even transparency in my writing.	My essays are thoughtful and reflective. I raise insightful self-observations. My tone is OK, but my assignment could have been written by anyone. I need to tell how I think and feel. The passion, enthusiasm, or transparency is somewhat lacking.	My essays are somewhat thoughtful and reflective. I make some insightful self-observations. 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 essays are not thoughtful nor reflective. I make some self-observations. 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.

Organization (15%)	My 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).	My 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).	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.	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.
Mechanics: Conventions and Sentence Fluency (10%)	My essay/paper uses correct grammar, punctuation, and spelling. My sentences are clear, complete, and of varying lengths.	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.	I have enough errors in my essay/paper to distract a reader. My sentences are often awkward, run-ons, or fragments.	Numerous errors make my essay/paper hard to read. In addition, this is compounded by many run-on sentences and sentence fragments.

Grading Rubric – Contemporary Leadership Assignment

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (35%)	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 unfocussed 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 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 (25%)	My essays are highly thoughtful, reflective, transparent and frequently raises insightful self-observations.\n\nI go 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, reflective, and transparent. I raise insightful self-observations.\n\nI mostly address the most obvious issues and arguments, and raises issues that are moderately well supported.	My essays are somewhat thoughtful, reflective, and transparent. I make some insightful self-observations.\n\nI address some of the key issues and arguments, not all of which are relevant, nor are they well supported.	My essays are not thoughtful, reflective, nor transparent. I make some self-observations.\n\nI do not address key issues and arguments.

Voice and tone (10%)	It sounds like I care about my writing. 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 assignment 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.
Organization (15%)	My 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).	My 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).	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.	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.
Mechanics: Conventions and Sentence Fluency (15%)	My essay/paper uses correct grammar, punctuation, and spelling. My sentences are clear, complete, and of varying lengths. I follow the conventions of the APA writing style and use these for citations in the document and in my reference/works cited section.	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. I generally follow APA writing style, but I'm inconsistent in its usage.	I have enough errors in my essay/paper to distract a reader. My sentences are often awkward, run-ons, or fragments. My paper suggests that I have an idea what APA is, but I am mostly guessing as to what is a writing style.	Numerous errors make my essay/paper hard to read. In addition, this is compounded by many run-on sentences and sentence fragments. My paper suggests that I don't know what APA is or I don't cite my sources.

Grading Rubric – Video Essay

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Video Narrative Content (40%)	My video essay fully addresses the assignment's objectives. My narrative addresses all the key elements of the Leadership Reflection Project in a very engaged and transparent manner.	My video essay largely addresses the assignment's objectives. My narrative addresses all the key elements of the Leadership Reflection Project in a mostly engaged and transparent manner.	My video essay misses some of the assignment's objectives. My narrative addresses most of the key elements of the Leadership Reflection Project; however, I'm only modestly engaged and transparent.	My video essay doesn't really get at the assignment's objectives. My narrative addresses some of the key elements of the Leadership Reflection Project. In addition, I'm not very engaged nor transparent.

Creativity and Structure (40%)	I very much design my video essay insightfully, creatively and skillfully. I very innovatively or expertly prepare the video- and/or photo-segments. These segments are very much in alignment with my narrative and very much reflect or reinforce what I am sharing at any moment in the video. My use of stock video clips or photos is either limited or fits very well with my personally-created material.	I mostly design my video essay insightfully, creatively and skillfully. I mostly innovatively or expertly prepare the video- and/or photo-segments. These segments are mostly in alignment with my narrative and mostly reflect or reinforce what I am sharing at any moment in the video. My use of stock video clips or photos is either limited or fits mostly well with my personally-created material.	I make some attempt to provide insight or creativity to my video essay. My video- and/or photo-segments are not prepared with much innovation or expertise. These segments aren't in alignment with my narrative and don't really reflect nor reinforce what I am sharing in any moment of the video. I tend to overuse stock video clips or photos or it doesn't fit very well with my personally-created material.	I make little or no attempt to provide insight or creativity to my video essay. My video- and/or photo-segments are not prepared with any sense of innovation or expertise. These segments aren't in alignment with my narrative and don't reflect nor reinforce what I am sharing in any moment of the video. I misuse my stock video clips or photos so that they either dominate my video essay or poorly fit with my personally-created material.
Communication and Delivery (20%)	I deliver my video essay with a very clear, confident, and well-paced (neither rushed nor plodding) voice. Through the video's narrative, I sound genuinely engaged and enthusiastic about sharing my story.	I deliver my video essay with a mostly clear, confident, and well-paced (neither rushed nor plodding) voice. Through the video's narrative, I sound mostly engaged and enthusiastic about sharing my story.	I deliver my video essay with a somewhat clearly or confidently. However, my voice is somewhat rushed or plodding. Through the video's narrative, I sound somewhat engaged and enthusiastic about sharing my story.	I deliver my video essay with limited enthusiasm and confidence. In addition, my voice is = rushed or plodding. Through the video's narrative, I do not sound engaged nor enthusiastic about sharing my story.

Grade Summary:

The available letters for course grades are as follows:

% Grade	Letter Grade	Description
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

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 7th	**Course Overview**	
Jan 9th	**Introduction to Leadership**	Northouse 1
Jan 14th	**Trait Approaches to Leadership**	Northouse 2
Jan 16th	**Behavioural Approach to Leadership**	Northouse 4
Jan 21st	**Situational Approach to Leadership**	Northouse 5
Jan 23rd	**Leadership and Self-Deception I Graded Discussion**	Arbinger, Parts 1-2
Jan 24th	**What is Leadership Assignment Due in Moodle by 11:59 p.m.**	
Jan 28th	**Leadership and Self-Deception II Graded Discussion**	Arbinger, Part 3
Jan 30th	**Business Program Day**	
Feb 4th	**Midterm 1: Traditional Theories of and Approaches to Leadership Northouse Chapters 1, 2, 4, 5**	
Feb 6th	**Transformational Leadership**	Northouse 8
Feb 11th	**Authentic Leadership**	Northouse 9
Feb 13th	**Adaptive Leadership**	Northouse 11
Feb 17-21	**No Classes: Winter Break**	
Feb 25th	**Contemporary Theories of Leadership, Part 1, (Transformational, Authentic, Adaptive) – Graded Discussion**	
Feb 27th	**Midterm 2: Contemporary Theories of Leadership – Part 1 Northouse Chapters 8, 9, 11**	

Mar 3rd	**Servant Leadership** **Besides Northouse Chapter 10, please read the following article posted in Moodle:** • van Dierendonck & Patterson, Compassionate Love as a Cornerstone of Servant Leadership	Northouse 10
Mar 5th	**Spiritual Leadership**	[International Institute for Spiritual Leadership, *What is Spiritual Leadership?*](#)
Mar 10th	**Followership** **Besides Northouse Chapter 12, please read the following articles (posted in Moodle):** • Chaleff, The Courageous Follower ([link](#) to book summary; summary also posted in Moodle) • Kellerman, What every leader needs to know about followers • Kelly, In praise of follower	Northouse 12
Mar 12th	**Contemporary Theories of Leadership, Part 2 (Servant and Spiritual Leadership, and Followership) – Graded Discussion**	
Mar 13th	**Contemporary Leadership Assignment Due in Moodle by 11:59 p.m.**	
Mar 17th	**Midterm 3: Contemporary Theories of Leadership – Part 2** **Northouse Chapters 10, 12 (plus assigned reading for that chapter) and Servant Leadership lecture and readings**	
Mar 19th	**Introduction to Emotional Intelligence and Emotionally Intelligent Leadership** **Emotionally Intelligent Leadership (EIL) Inventory (complete in class)**	Goleman, "What Makes a Leader" (posted in Moodle) Shankman et al. Ch. 1 EIL Inventory Workbook
Mar 24th	**EIL: Consciousness of Self**	Shankman et al. Ch. 2-10
Mar 26th	**EIL: Consciousness of Others**	Shankman et al. Ch. 11-20
Mar 31st	**EIL: Consciousness of Context** **Guest Speaker**	Shankman et al. Ch. 21-24

Apr 1st	**Leadership and Self-Deception/Emotionally Intelligent Leadership Essay Due in Moodle by 11:59 p.m.**	
Apr 2nd	**Leadership and Self-Deception/Emotionally Intelligent Leadership Essay Graded Discussion**	
Apr 7th	**Personal Leadership Reflection Video Essay Video essays**	
Apr 9th	**Personal Leadership Reflection Video Essay Video essays**	

Ambrose University Academic Policies:

Communication

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

Registration

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

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

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

Exam Scheduling

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

Electronic Etiquette

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