

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2022</b>
<b>LE 503</b>	<b>Leadership and Leadership Formation</b>	<b>Prerequisite:</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	Online	<b>Instructor:</b>	Dr. Rob Chartrand, DMin, MALM, MAR	<b>First Day of Classes:</b>	September 9, 2022
<b>Days:</b>	Fridays	<b>Email:</b>	Rob.chartrand@ambrose.edu	<b>Last Day to Add/Drop:</b>	September 18, 2022
<b>Time:</b>	1:30 – 4:30 pm MT	<b>Phone:</b>	N/A	<b>Last Day to Withdraw:</b>	November 22, 2022
<b>Room:</b>	Zoom Meeting: <a href="#">LINK</a>	<b>Office:</b>	N/A		
		<b>Office Hours:</b>	Zoom Conversations Welcomed	<b>Last Day to Apply for Extension:</b>	November 23, 2022

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

### Course Description

An exploration, analysis, and application of the field of leadership and personal leadership skills in adaptive leadership placed around the core issue of character development.

### Expected Learning Outcomes

1. Students will develop a foundational understanding of biblical leadership and best practices of leadership and be able to integrate and differentiate between them.
2. Students will be inspired to foster reflective practices and developmental habits toward the formation of leadership character and competency, over a lifetime.
3. Students will understand adaptive leadership theory and practices and will be able to analyze and evaluate these competencies in biblical, historic, and current leaders.
4. Students will appreciate the importance of adaptive leadership and will create strategies toward redemptive engagement in the world.

## Required and Recommended Textbooks and Readings

### Required Textbooks:

Bolsinger, Tod. *Canoeing the Mountains*. Downers Grove: IVP Books, 2015.

Heifetz, Ronald and Linsky, Marty. *Leadership on the Line*. Boston: Harvard Business Review Press, 2017.

Kouzes, James M. and Posner, Barry Z. *The Leadership Challenge*. 6th ed. San Francisco: Jossey-Bass, 2017.

### Recommended Textbooks:

*Christian Reflections on the Leadership Challenge*. Eds. James M. Kouzes and Barry Z. Posner. San Francisco: Jossey-Bass, 2006.

Heifetz, Ronald. *Leadership without Easy Answers*. Boston: Harvard University Press, 1998

Heifetz, Ronald, Alexander Grashow, and Marty Linsky. *The Practice of Adaptive Leadership*. Boston: Harvard Business Press, 2009.

Note: A select bibliography will also be posted on Moodle.

## Course Schedule

- A. Leadership Definitions
- B. Biblical Leadership
- C. Leadership Paradigms
- D. The Leadership Challenge
- E. Leadership Credibility
- F. Leadership Competency
- G. Adaptive Leadership

## Requirements:

Course Assignment Summary:

### 1. Christian Reflection on a Leadership Challenge

Read the entire book from Kouzes and Posner. Write a theological reflection paper based on one of the five practices of an exemplary leader (Model the Way; Inspire a Shared Vision; Challenge the Process; Enable Others to Act; Encourage the Heart). You must first explain how the practice aligns or diverges from biblical thought. Your primary source should be the Bible, but you may also include concepts and frameworks from your own theological tradition. Having assessed the practice, reflect on its importance for your own leadership journey. Explain why it is important for you and describe how you might integrate this practice in your life and leadership context.

Length: 1500 words (6-7 pages)

Due Date: **September 29, 2022** (submitted to Moodle)

Value: 20%

## 2. Adaptive Leadership Self-Reflection

Write a reflection paper, focusing on the impact of *Leadership On The Line* and *Canoeing the Mountains* for your leadership growth. Choose four or five concepts that you have been wrestling through or reflecting about throughout the course. For each of these, provide a rigorous assessment of where you find yourself. Then provide strategies that you believe would help develop or enhance your ability to practice this concept effectively. The aim of this assignment is reflective practice, which requires demonstrating your understanding of the concept, yourself, and your leadership context.

Length: 2000 words (8-9 pages)

Due Date: **November 3, 2022** (submitted to Moodle)

Value: 25%

## 3. Leadership Case Study Presentation

This is a group project, with a team of three students in total. Choose a leader, either historical or contemporary, and tell their story. Describe how this leader exemplifies the five practices and ten commitments of exemplary leadership (Kouzes and Posner). Then explain how this leader used adaptive leadership in their story, using frameworks discovered through classroom discussions and course readings (Heifetz and Lindsay, Bolsinger). You will have thirty minutes to present your case study, followed by 10 minutes of Q&A. Presentations will take place in the final weeks of the course, depending on enrollment. Each team will submit a PowerPoint presentation and a one-page, single-spaced handout, which are to be uploaded to Moodle, prior to presenting.

Length: 30 minutes with PowerPoint, One-page, single-spaced handout

Due Date: **TBD, last weeks of course** (submitted to Moodle)

Value: 20%

## 4. Personal Letter to an Emerging Leader

Select a younger, emerging leader that you know well. Write them a personal letter that encourages them to begin investing in their own leadership development. The first part of your letter should explain why it is important for every leader to be intentional in focusing on their own leadership development. The second part of your letter should share four or five leadership lessons that you believe are important to pass on. This letter should draw on your own learning from the course textbooks and class discussions. Make this letter personal, writing with the intended recipient in mind. You are not required to share this letter with this emerging leader, but you may do so. Submit your letter with a cover sheet, in standard double-spaced formatting.

Length: 1500 words (6-7 pages)

Due Date: **December 8, 2022** (submitted to Moodle)

Value: 20%

## 5. Reading Report

You will be provided a reading report on Moodle to be handed into the Assignment Folder provided. This will assess your reading of the three main texts.

Length: 2000 words (6-7 pages)

Due Date: **December 10, 2022, 2021** (submitted to Moodle)

Value: 15%

### Late Assignments:

All Assignments should be submitted via Moodle on or before the due date. If an extension is needed, please contact the instructor in advance. Extensions will only be granted in serious situations outside of the student's control. Late assignments without pre-approved extensions will lose 10% per day late. Once assignments are seven days late, they will receive a zero. All assignments must be completed to pass the course.

### Attendance:

Students are expected to attend all online classes, unless serious situations occur that are outside of the student's control. As this is an interactive online course, students are expected to participate with their cameras turned on and are also required to take part in all group breakout discussions. Please notify the instructor by email or text, at least one hour before class, if you are unable to attend.

### Grade Summary:

Grade	Interpretation	Grade Points
97-100	Mastery: Complete Understanding of Subject Matter	4.00
93-96		4.00
90-92		3.70
87-89	Proficient: Well-Developed Understanding of Subject Matter	3.30
83-86		3.00
80-82		2.70
77-79	Basic: Developing Understanding of Subject Matter	2.30
73-76		2.00
70-72		1.70
67-69	Minimal Pass: Limited Understanding of Subject	1.30
63-66		1.0
62>	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

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

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

## Ambrose University Important Policies & Procedures:

### 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.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### Academic Integrity

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

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

### Privacy

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](mailto:privacy@ambrose.edu).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that

may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

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

### **Ambrose Writing Services**

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

### **Ambrose Tutoring Services**

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### **Mental Health Support**

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

#### On Campus:

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

#### Off Campus:

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

### **Sexual Violence Support**

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

#### Off Campus:

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