

Leadership & Leadership Formation
Prerequisite(s): None

| Class Information | | Instructor Information | | First day of classes: | Wed., Sept 7, 2016 |
|--------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------|---------------------------|----------------------------------------------|---------------------|
| Dates | This is a weekend module course | Instructor: | Terry C Young, PhD | Last day to add/drop/change to audit: | Sun., Sept 18, 2016 |
| | Sept 23, 24 Oct 21, 22 Nov 18, 19 Fridays – 6:30pm to 9pm Saturdays – 9am to 4pm | Email: | teyoung@ambrose.edu | Last day to request revised exam: | Mon., Oct 24, 2016 |
| Room: | | Phone: | 403-410-2000 Ext 7900 | Last day to withdraw from course: | Mon, Nov 14, 2016 |
| Final Exam: No Final Exam for this course | | | | | |
| | | Office Hrs: | By Appointment | Last day of classes: | Mon, Dec 12, 2016 |

Textbooks:

Barton, R. H. (2008). Strengthening the soul of your leadership: Seeking God in the crucible of ministry. Downers Grove, IL: Inter-varsity Press.

Helfetz, R., Grashow, A. & Linsky, M. (2009) The Practice of Adaptive Leadership Boston, MA: Harvard Business Press.

Lowney, C. (2004). Heroic Leadership: Best practice from a 450 year old company that changed the world. Chicago: Loyola Press.

Course Description: An exploration of the identity, responsibility, and character of leaders so as to develop skills in defining current reality, pursuing a preferred future, navigating through strategic process, and exercising courage and wisdom in leading change. These dimensions of leadership will be placed around the core issue of character and heart development as a leader – how to lead in a healthy, sustainable, and integral manner. The subjects of personal leadership development and how to develop leaders using equipping and multiplication strategies will also be explored .

Expected Learning Outcomes:

Cultivating a heart after God by:

- Shaping a heart posture of leadership that is marked by clarity, calmness, and confidence. What does it mean to strengthen the soul of your leadership?
- Deepening awareness and understanding of how we grow and develop as leaders over a lifetime – principles and practices of leadership formation and training – What does it mean to practice faithful and heroic

leadership?

Fostering vocational clarity and effectiveness by developing:

- An understanding of leadership theories, fields, and dominant movements
- A particular point of view towards leadership that includes – defining current reality / clarifying preferred future / shaping strategic process / facing the challenge of change and the courage to make the journey

Nurturing theological depth and breadth by:

- Exploring with co-learners several case studies on leadership from the sacred text of scripture
- Shaping a point of view on leadership informed by the sacred text of scripture

Inspiring redemptive engagement by

- An appreciation for the head, hands, and heart essentials for personal leadership development with the added dimensions of arms (connection making) and eyes and ears (sense-making)
- Developing a higher degree of literacy for organizational change – change management, change resistance, and change wisdom

Course Schedule:

Pre Launch Weekend Posting – A Considered Response to Heifetz’s [The Practice of Adaptive Leadership](#) - pp. 4-87, 231-262

Sept 23/24 Getting Started / Intro to the Journey / Old Story → New Story
 Navigating the Maze - What is leadership really all about?

 Unpacking What It Means To Lead – Developing a Leadership Point of View
 Defining Current Reality
 Determining and Declaring a Preferred Future

Posting 2 & 3– Considered Responses to Heifetz Text – Between Sept 24 and Oct 22 – pp. 89-175

Oct 21/22 Doing the Real Work of Strategic Process
 Facing the Real Risks / Change and Courage
 Developing Your Leadership / Tending to Leadership Density

Postings 4 & 5– Considered Responses to Heifetz Text – Between Oct 22 and Nov 18 – pp. 177-230, 263-297

Nov 18/19 Self In The Midst
 Personal Sustainability / Self Care as a Leader / The Art of Calm Leadership
 Chapter Champions for Barton Text

[Adaptive Leadership Concepts Exam](#)

Requirements:

#1 – Considered Response Postings based on The Practice of Adaptive Leadership – 30%

As Scheduled

Pre- Launch Weekend Posting – Based on pp. 4-87, 231-262

Posting between Sept 24 and Oct 21 – Based on pp. 89-175

Posting between Oct 22 and Nov 19 – Based on pp. 177-230, 263-297

#2 - Personal Reflection Paper on - Heroic Leadership – 25%

Due October 26, 2016

Write a personal reflection paper on this book with particular attention to and application of one of the four characteristics of heroic leadership. This may be a reflection of your interest in this particular characteristic or represent an area of your greatest development need. Reflect on why this characteristic is needed in your future leadership and how you would take practical steps in deepening this dimension in your own life.

Length – No more than 5 pages / appropriate formatting / references properly cited if references other than the book in focus are used.

#3 – Chapter Champions on Strengthening The Soul of Your Leadership – 20%

Due – November 19, 2016

On our final weekend session we will provide time for each student to “champion” one assigned chapter from Barton’s work “Strengthening the Soul of Your Leadership.” This will be a brief in class presentation of no more than 10 minutes highlighting the key points from the chapter you will cover with a one page summary provided to each of the class participants.

#4 – Adaptive Leadership Concepts Exam – 15%

Due – November 19, 2016

On November 19th – Last Class – We will have an half hour exam during class that will test your grasp of the 28 metaphors that summarize adaptive leadership and the Venn Diagrams detailing the aspects of adaptive leadership. This will be done in groups of two so you can combine your knowledge and recall with another classmate.

#5 - Course Reading / Class Participation – 10%

Due – November 30, 2016

A reading report will be handed in detailing your reading of the required texts and the weekly articles to be distributed throughout the course of the class. The report form is provided with all texts and articles referenced. Your full value for credit will be based on a thorough reading of all assigned materials. The weekly articles will be handed out during class time and serve as the basis for the opening segment of the session noted.

Attendance:

The nature of the class is such that attendance is mandatory at all classes. Students will interact with the instructor, the material, and with fellow class-mates on the weekends scheduled. This interaction is crucial to the design of this course. If a student is absent for any other reason than health or emergency related reasons a 2% grade reduction will be made. **This grade reduction will be assessed according to the following standard – The three weekend gatherings will be viewed as three blocks – Friday night / Saturday morning / Saturday afternoon. An absence from one of these blocks will warrant a 2% grade reduction.** Please inform the instructor if you are going to be absent but strive to be present at all sessions!

Grade Summary:

| | | |
|---------------------------------------------------------|-----|--------------|
| #1 – Postings – 5 Considered Responses to the Main Text | 30% | As Scheduled |
| #2 – Personal Reflection Paper on Lowney | 25% | October 26 |
| #3 – Chapter Champion Presentation | 20% | November 19 |
| #4 – Adaptive Leadership Concepts Exam | 15% | November 19 |
| #6 - Course Readings / Class Participation | 10% | November 30 |

The available letters for course grades are as follows:

| <u>Letter Grade</u> | <u>Description</u> |
|---------------------|--------------------|
| A+ | |
| A | Excellent |
| A- | |
| B+ | |
| B | Good |
| B- | |
| C+ | |
| C | Satisfactory |
| C- | |
| D+ | |
| D | Minimal Pass |
| F | Failure |

Percentage Equivalent Table:

| <u>Letter Grade</u> | <u>Description</u> | <u>% Equivalent</u> |
|---------------------|--------------------|---------------------|
| A+ | | 97-100 |
| A | Excellent | 94-96 |
| A- | | 90-93 |
| B+ | Good | 87-89 |
| B | | 84-86 |
| B- | | 80-83 |
| C+ | Satisfactory | 77-79 |
| C | | 74-76 |
| C- | | 70-73 |
| D+ | Poor | 67-69 |
| D | Minimal Pass | 60-66 |
| F | Failure | 0-59 |

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.

Other

Rubric for Assessing the Quality of Postings – 30 Credits Total

| | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Quality of Posting</p> <p>You are expected to enter each discussion at least once to contribute to the construction of understanding around the topic in view. Do so by citing the authors, your own experience, and any other reading that you have engaged in around the topic. You are expected to be critically reflective and to demonstrate engagement with the others in your group.</p> | <p>Your discussion contributions are of the highest standard all the time. You often respond more than once.</p> <p>15 credits</p> | <p>Your discussion contributions are of the highest standard most of the time.</p> <p>13-14 credits</p> | <p>Your discussion contributions are acceptable all of the time.</p> <p>11-12 credits</p> | <p>Your discussion contributions are acceptable most of the time.</p> <p>9-10 credits</p> | <p>Your discussion contributions rarely build into the construction of understanding.</p> <p><9 credits</p> |
| <p>Expectations</p> <ol style="list-style-type: none"> 1. Presents in postings to group members a critical and personal response to material from readings 2. Supplement the reading with links to other resources and ideas as necessary. 3. Focus the discussion and move it forward. 4. Give feedback & encouragement to two other group members for each scheduled post. | <p>Outstanding</p> <p>15 credits</p> | <p>Very Good</p> <p>13-14 credits</p> | <p>Satisfactory</p> <p>11-12 credits</p> | <p>More Engagement Expected / Needed</p> <p>9-10 credits</p> | <p>I will provide each student with a mid course evaluation of their posting quality so as to improve participation and value in this course.</p> |

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.

Exam Scheduling

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.

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 the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the 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 strongly advised to retain this syllabus for their records.

Leadership and Leadership Formation References

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