



## **ED 503**

# **Leadership & Leadership Formation**

**Semester:** Winter, 20145  
**Days:** Thursday – 1pm – 3:45pm  
**Room:**

**Number of credits:** 3

**Prerequisite:**

**Instructor:** Terry Young  
**Email:** teyoung@ambrose.edu  
**Phone:** 403-410-2000 Ext 7900  
**Office:** L2079  
**Office hours:** By appointment

### **Course Description:**

Students will grow in their responsibility, spirituality, and identity as leaders. They will develop their personal and organizational skills in vision, character development, self- management, motivation, and leadership style. They will increase their ability to manage the following: change, strategy, conflict, time, finances, institutional and contextual culture, power, recruitment, placement, diversity and giftedness, delegation, meetings, and self-managing teams. Students will be able to develop leaders using equipping and multiplication strategies.

### **Expected Learning Outcomes:**

Develop an understanding of leadership theories and gain exposure to practices for more effective leadership

- Develop an awareness of the leadership field and dominant movements
- Gain 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)
- Develop 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

### **Important Dates:**

**First day of classes:** January 8, 2015

**Registration revision period:** January 18, 2015


**Last day to request revised examination:** March 2, 2015

**Last day to withdraw from course:** March 20, 2015

**Last day to apply for time extension for coursework:** March 30, 2015

**Last day of classes:** April 10, 2015

**Final Exam:** In Class – April 9<sup>th</sup>

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- Gain insights into how to diagnose your leadership context using powerful diagnostic lenses
  - Develop a higher degree of literacy for generic and organizational change – change management, change resistance
  - Explore and begin to shape a posture of leadership that is marked by clarity and calmness
  - Explore with co-learners several case studies on leadership – personal, biblical and historical
  - Deepen awareness and understanding of how we grow and develop as leaders over a lifetime – principles and practices of leadership formation and training
  - Sharpen perspective on what it means to lead in any and all leadership contexts
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### **Required Reading:**

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., Grahson, A. & Linsky, M. (2009) The practice of adaptive leadership: Tools and tactics for changing your organization and the world. Boston, MA: Harvard Business Review Press.

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

### **Recommended (Not required reading):**

Barsh, Joanna. & Cranston, S. (2009). How remarkable women lead. New York: Crown Business.

Blanchard, K. & Hodges, P. (2005). Lead like Jesus: Lessons from the greatest leadership role model of all time. Nashville: Word Publishing.

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Heifetz, R. & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Boston: Harvard Business Press.

McNeal, R. (2006). *Practicing greatness: Seven disciplines of extraordinary spiritual leaders*. San Francisco: Jossey-Bass.

We will also flag some important leadership texts from the Bibliography for this course.

Readings will also be handed out from selected articles. Class discussion will be focused on the content of these and referenced in the syllabus in terms of when these are to be read and made ready for class discussion.

### **Course Requirements - Assignment Summary – In Order of Due Date**

#### **#1 - Personal Reflection Paper on - Heroic Leadership – 20% Due –February 5, 2015**

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.

#### **#2 - Personal Reflection Paper on - Strengthening the Soul of Your Leadership – 20% Due – March 5, 2015**

Write a critical reflection paper on this book interacting with the content and principles of the author. Select at least three chapters and critically reflect on their application to your own life and how you see these principles affecting your present or future leadership. In the final one page or so of your paper – what represents your greatest takeaway from Barton’s work and what change or changes are needed to strengthen the soul of your leadership?

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

#### **#3 - Book Summary (Tool Kit Contribution) – 10% Due – March 19, 2015**

You are required to provide a thorough Book Summary on a selected leadership text from the list provided. We will choose/assign our Tool Kit contribution topics by January 29, 2015. The Book Summary is your overview of the content and key themes or principles. (An example is provided based on one of our Reference Texts for this Course, Robert Quinn’s – *Building The Bridge As You Walk On It*). The Book Summary is to be no more than 2 pages singled spaced – Formatting can be creative!

The Tool Kit contributions will be collected and collated as a resource for all students in this course. Therefore do what you do with your fellow students in mind and contribute to their longer-term

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leadership journey by doing this work with excellence.

#4 - Team Presentation and Case Study Contribution – 25%

**Due –March 26 / April 2, 2015 (Two dates for Presentations)**

In teams of 4-6 you will develop a Leadership Case Study on one leader (biblical, historical, or contemporary) of your choosing. You will be required to develop and deliver (in 30-35 minutes) an overview of this historical leader – outlining the current reality he or she faced / the preferred future or vision they pursued / the strategic process and pathway they engaged / the real risks encountered and the courage required to prevail in their leadership. With the four characteristics of Heroic Leadership profiled by Chris Lowney, declare the characteristic most and least dominant in this leader's story. There will be 10-15 minutes for class interaction. You are also responsible to provide a two page summary of your case study for all class participants. This can be formatted in a creative format and can be single spaced.

#5 – Adaptive Leadership Concepts Exam – 15%

**On April 9<sup>th</sup>** – Last Class – We will have an half hour exam during class that will test your grasp of the 28 metaphors that summarize adaptive leadership. This will be done in groups of two so you can combine your knowledge and recall with another classmate.

#6 - Course Reading / Class Participation – 10%

**Due – April 9, 2015**

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.

**Determination of Final Grade:**

#1 - Personal Reflection Paper on Lowney	20%	February 5
#2 – Personal Reflection Paper on Barton	20%	March 5
#3 - Book Summary (Tool Kit Contribution)	10%	March 19
#4 - Team Presentations – To be scheduled	25%	March 26 / April 2
#5 – Adaptive Leadership Concepts Exam	15%	April 9
#6 - Course Readings / Class Participation	10%	April 9

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**Class Schedule – Thursdays 1:00pm to 3:45pm**

January 08	Getting Started / Intro to the Journey / Old Story → New Story Navigating the Maze - What is leadership really all about? Sacred Text / Secular Text
January 15	Unpacking What It Means To Lead – Developing a Leadership Point of View - Defining Current Reality
January 22	Unpacking What It Means To Lead Determining and Declaring a Preferred Future
January 29	<i>No class due to Seminary Retreat Days</i>
February 05	Guest Lecturer - <b>Lowney Paper Due by Midnight</b>
February 12	Unpacking What It Means To Lead Doing the Real Work of Strategic Process
<b>February 19</b>	<i>No class during Winterim Week</i>
February 26	Unpacking What It Means To Lead Facing the Real Risks / Change and Courage
March 05	The Art of Calm Leadership / Servant Leadership and the New Story - <b>Barton Paper Due by Midnight</b>
March 12	Practical Stuff – The Art of Getting Things Done / The Breakfast of Champions / Tools for Focus
March 19	<b>Team Work</b> – Use this class session to meet in your teams to prepare for your Team Presentations on the 26 <sup>th</sup> or April 2 <sup>nd</sup> - <b>Tool Kit Contribution Due by Midnight</b>
March 26	Team Presentations – Case Studies
April 02	Team Presentations – Case Studies
April 09	Final Class Session - <b>Reading &amp; Participation Report Due by Midnight</b> Personal Sustainability / Self Care as a Leader Adaptive Leadership Concepts Exam

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## ASSIGNMENT HELPS:

### Team Presentations – Your choice of a biblical, historical, or contemporary leader.

- 4 Pieces:
- What was the current reality being faced by this leader?
  - What was the preferred future being pursued?
  - What was the strategic process or map being followed?
  - What kind of courage, risks, and change challenges were involved?

In a 30-35 minute presentation you will need to be precise and hit the key points under each question.

Be creative / feel free to use power point / visuals / party hats / food.

Provide a two-page handout with the key points of your presentation and at least three of the best bibliographic resources on this leader's life.

### Tool Kit Topics – Book Summary (SAMPLE PROVIDED)

A wide variety of some of the best books on leadership will be provided during the first three weeks of the course. These will be on loan until March 27<sup>th</sup> and are to be returned to the professor at that time. Please treat them with care!

Your work on these book summaries is a gift to 15 plus others students so - *do your work as you would have your fellow students do their work for you*

### Submission Requirements

All work must be submitted in 12 point word-processed form, double spaced between lines. Graphics or embellishments are not acceptable unless the syllabus instructions call for creative formatting. Cover sheets featuring the student's name, the name of the paper, date of submission, course name and number and the instructor's name are required. Footnotes must be used wherever and as often as any secondary sources are used. Wherever footnotes are used they must conform to seminary academic requirements. Students may choose to include handwritten work along with and in addition to final word-processed work if they so desire.

All assignments are to be turned into the professor via Moodle on the due date. Submission of hard copy work is permitted but must be turned in class at the due date. Papers will be returned via Moodle or email or through campus mail if a mail box number is included in the right hand corner of the cover page of the paper.

### Attendance Policy

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 regularly – and this interaction is crucial to the design of this course.

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## Academic Guidelines

### Add / Drop Policy

Students wishing to add a course should refer to the current academic calendar for the last day to officially enter the class. Students intending to withdraw from a course must complete the relevant Registration Revision form. The dates by which students may voluntarily withdraw from a course without penalty are contained in the Calendar of Events in the academic calendar.

### Late Submission of Work

All papers and assignments have set due dates. **If work is submitted past the due date there will be a late submission penalty of one point for every two days that pass beyond the due date. So a paper worth 20 points of your final grade will lose one point every two days that go by beyond the due date. If you score an 18/20 on your paper and you are six days late, your score will be reduced by six points to 15/20. Don't be late!!**

Students may not turn in coursework after the date of the scheduled final examination for the course unless they have received permission for a "Course Extension." Alternative times for final examinations cannot be scheduled without prior approval. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office two weeks prior to examination week (noted as the "Last Day for Alternative Exam or Course Extension Requests" on the academic calendar). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Plagiarism\*

Ambrose maintains a zero tolerance policy on plagiarism and academic dishonesty. Plagiarism and academic dishonesty can result in a failing grade for an assignment, for the course, or immediate dismissal from Ambrose. Even unintentional plagiarism is to be avoided at all costs. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, academic dishonesty (cheating), and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the appropriate Dean.

- A new means of "originality" testing is now in place at Ambrose and all papers will pass through this system so cite carefully all quoted materials. Papers will be granted one pass through this system in order for the student to ensure originality is honoured in their work.

### Grading

Instructors are responsible to grade all course assignments and submit a final grade for each student taking the course for credit by the date assigned by the Registrar. The grading scales for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>	<u>Grade Points</u>
A+	Excellent	4.00
A		4.00
A-	Good	3.70
B+		3.30
B		3.00

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B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D	Minimal Pass	1.00
F	Failure	0.00
AE	Aegrotat	No grade points
AU	Audit	No grade points
P	Pass	No grade points
W	Withdrawal	No grade points
FR	Failed, Repeated	No grade points
R	Passed, Repeated	No grade points
TX	Time Extension Given	Temporary grade

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

**Policies:**

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, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to 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. These courses will not appear on the student's transcript. 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 by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's transcript.

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

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)



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the scheduled final examination slot conflicts with another exam; 2) 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 engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### **Academic Policies**

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto: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 Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

### **Academic Integrity**

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

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

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**Leadership and Leadership Formation**  
**ED 503 / PST 405 - Bibliography**

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