COURSE NAME: Leadership
COURSE CODE: LEAD3300

 COURSE DESCRIPTION
This course explores concepts and models often associated with effective leadership to give ideas and structure to the students’ personal exploration of the meaning of effective leadership. In the process of examining these concepts and models, students will assess their own personal leadership styles and learn how they can develop leadership skills to enhance their own potential. Encouraging congruency between the students’ definition of effective leadership and their own behaviours allows the students to present themselves in their leadership roles as genuine and authentic. Because of the nature of this skills development course, students must be prepared to go beyond the academic/intellectual in order to internalize their learning (learning in the “affective domain”), identify any need for behavioural changes, and actually demonstrate their movement toward skill development.

Course Credits: 3.00
Pre-requisites: COMM1101

LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>Upon successful completion of this course, you will be able to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Defend and support a rationale for why leadership and the leader-follower relationship are important. The following concepts, skills, and issues are used to support this Outcome:</td>
</tr>
<tr>
<td></td>
<td>• Distinguish between management and leadership.</td>
</tr>
<tr>
<td></td>
<td>• Explain the value of leadership from a practical perspective.</td>
</tr>
<tr>
<td></td>
<td>• Examine rationale for why you should develop your own idea of what leadership is and why you should follow through on it.</td>
</tr>
<tr>
<td></td>
<td>• Analyze the role and importance of the follower to effective leadership.</td>
</tr>
<tr>
<td></td>
<td>• Examine your assumptions about people that may impact your followers.</td>
</tr>
</tbody>
</table>
Examine a variety of leadership concepts and models and predict leadership implications for each. The following concepts, skills, and issues are used to support this Outcome:

- Analyze what leadership credibility is and predict implications for having and/or not having credibility.
- Assess, through the use of critical thinking techniques, why self-awareness may or may not be important to leadership and predict implications.
- Illustrate the connection between leadership and the practices of visioning and goal setting, predicting implications.
- Explain the relevance of decision making and risk taking to leadership, and predict implications.
- Analyze empowerment and predict implications for leaders.
- Critique the importance of emotional intelligence skills to the leadership role, and predict implications.
- Examine the relevance of the coaching process and feedback to leadership, and predict implications.
- Explain the value of ethical behaviours in the leadership role, and predict implications.
- Evaluate the importance of a servant leadership style, and predict implications.

Determine relevant concepts and/or models for your own leadership development based on these implications, and assess your current behaviours and/or abilities against these.

The following concepts, skills, and issues are used to support this Outcome:

- Propose and support, from a follower’s perspective, the leadership concepts or models that are important to you.
- Evaluate your own behaviours against the identified concepts or models.

Create a plan to develop skills in these important identified areas.

The following concepts, skills, and issues are used to support this Outcome:

- Judge the importance of building your own leadership skills that are consistent with the model of effective leadership that you have developed.
- Create and implement a well-defined plan to help you realize your leadership potential.

### STUDENT EVALUATION

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>ACTIVITY DESCRIPTION</th>
<th>MARK DISTRIBUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3 and 4</td>
<td>A. Contract</td>
<td>100%</td>
</tr>
</tbody>
</table>

**TOTAL** 100%

**COMPLETION REQUIREMENTS**

The minimum passing grade for this course is 50% (D). Please note, however, that minimum grades or Grade Point Averages (GPAs) – term or cumulative - required for transfer, good standing in a program, eligibility for graduation, or requirements for professional designation or professional examination exemption may be higher. Students are strongly encouraged to consult with their academic advisor for more details.
REQUIRED LEARNING RESOURCES

DELIVERY METHOD
This course may be taught using a variety of delivery methods such as face-to-face, online, or blended teaching platforms. Activities such as collaborative exercises/assignments, seminars, labs, discussion, audio/visual presentations, case studies, and work integrated learning may be used to support learning.

STUDENT RESPONSIBILITY
Enrolment at NAIT assumes that the student will become a responsible citizen of the Institute. As such, each student will display a positive work ethic, assist in the preservation of Institute property, and assume responsibility for his/her education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

EQUITY STATEMENT
NAIT is committed to providing an environment of equality and respect for all people within the learning community, and to educating faculty, staff, and students in developing inclusive teaching and learning contexts that are welcoming to all.

Leadership Review Date: January 21, 2015
Curriculum Committee Review Date: August 29, 2012

Changes to This Course Outline: Every effort has been made to ensure that information in this course outline is accurate at the time of publication. The Institute reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.

All Rights Reserved: No part of this course outline may be reproduced in any form or resold without written permission from NAIT. Copyright 2015.
### ADDENDUM to NAIT Course Outline for LEAD 3300A - Leadership

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Dr. Gerry Gannon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>S113F</td>
</tr>
<tr>
<td>Contact</td>
<td>780-791-7931, <a href="mailto:gerry.gannon@keyano.ca">gerry.gannon@keyano.ca</a></td>
</tr>
</tbody>
</table>
| Office Hours        | Monday 11.00 am - 12.00 noon  
Tuesday 11.00am - 1.00 pm  
Wednesday 5.00 - 6.00 pm  
Thursday 1.00pm - 2.00 pm |
| Hours of Instruction| Monday 12:00 noon – 2:00 pm  
Wednesday 3:00 pm – 5.00 pm |

### Required Resources

- Other readings and Web resources
Topic Outline

This course explores concepts and models often associated with effective leadership to give ideas and structure to the students’ personal exploration of the meaning of effective leadership. In the process of examining these concepts and models, students will assess their own personal leadership styles and learn how they can develop leadership skills to enhance their own potential. Encouraging congruency between the students’ definition of effective leadership and their own behaviours allows the students to present themselves in their leadership roles as genuine and authentic. Because of the nature of this skills development course, students must be prepared to go beyond the academic/intellectual in order to internalize their learning (learning in the “affective domain”), identify any need for behavioural changes, and actually demonstrate their movement toward skill development.

Evaluation

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Activity Description</th>
<th>Mark Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personal Learning Portfolio</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>Preparation and Participation</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>Oral Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>Projects A, B and C (20% each)</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

A grade of C- is required for progression or transfer.

Grading System

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Alpha Grade</th>
<th>4.0 Scale</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>&gt; 93.9</td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>A</td>
<td>4.0</td>
<td>87 – 93.9</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
<td>80 – 86.9</td>
</tr>
<tr>
<td></td>
<td>B+</td>
<td>3.3</td>
<td>77 – 79.9</td>
</tr>
<tr>
<td>Good</td>
<td>B</td>
<td>3.0</td>
<td>74 – 76.9</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
<td>70 – 73.9</td>
</tr>
<tr>
<td></td>
<td>C+</td>
<td>2.3</td>
<td>67 – 69.9</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C</td>
<td>2.0</td>
<td>64 – 66.9</td>
</tr>
<tr>
<td>Progression</td>
<td>C-</td>
<td>1.7</td>
<td>60 – 63.9</td>
</tr>
<tr>
<td>Poor</td>
<td>D+</td>
<td>1.3</td>
<td>57 – 59.9</td>
</tr>
<tr>
<td>Minimum Pass</td>
<td>D</td>
<td>1.0</td>
<td>50 – 56.9</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>0.0</td>
<td>&lt; 50</td>
</tr>
<tr>
<td>Week</td>
<td>Week Commencing</td>
<td>Topic</td>
<td>Deliverable Due</td>
</tr>
<tr>
<td>------</td>
<td>-----------------</td>
<td>-------</td>
<td>-----------------</td>
</tr>
<tr>
<td>1</td>
<td>4 Jan</td>
<td>Introduction to course, content, expectations, delivery dates, course contract and evaluation process.</td>
<td>-</td>
</tr>
</tbody>
</table>
| 2    | 11 Jan          | Module 1 - Importance of Leadership  
Chapter 1 - When Leaders are at their best  
Module Reading | - |
| 3    | 18 Jan          | Module 2 - The follower  
Module reading | Contract delivered – Signed and dated by Friday 22nd 5.00 pm |
| 4    | 25 Jan          | Module 3 - Credibility and Chapters 1, 2 & 3  
1 - When leaders are at their best  
2 - Clarify values  
3 - Set the example  
Module reading | - |
| 5    | 1 Feb           | Module 4 - Self-awareness and Chapter 2  
2 - Clarify values  
Module reading | - |
| 6    | 8 Feb           | Module 5 - Visioning and Chapter 4 & 5  
Chapter 4 - Envision the future  
Chapter 5 - Enlist others  
Module reading | - |
| 7    | 15 Feb          | Module 6 - Goal setting and decision making and Chapter 6  
6 – Search for opportunities  
Module reading | - |
| 8    | 22 Feb          | Reading Week  
Module reading | Personal Learning Portfolio *Part A – At least 3 personal learning reflections submitted by Friday 26th of February 5.00pm |
| -    | 29 Feb          | Oral Presentation and Project 2 Preparation  
Module reading | Oral preparation and Project 1 submission |
| 9    | 7 March         | Module 7 - Critical thinking  
Module reading | Personal Learning Portfolio Part B – Friday 11th March 5.00 pm |
| 10   | 14 March        | Module 8 - Risk taking change and creativity and Chapter 7  
7 – Experiment and take risks  
Module reading | Project 2 submission |
| 11   | 21st March      | Module 9 - Empowerment and Chapter 8 & 9  
8 – Foster collaboration | Oral presentation round 1 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Module/Chapter</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>28th March</td>
<td>10 - Coaching/feedback and Chapter 10 10 – Recognize contributions</td>
<td>Oral presentation round 2</td>
</tr>
<tr>
<td>4th April</td>
<td>11 Emotional Intelligence and Chapter 11 11 - Celebrate the values and victories</td>
<td>Oral presentation round 3</td>
</tr>
<tr>
<td>11th April</td>
<td>12 Ethical Leadership and Module 13 Servant Leadership</td>
<td>Oral presentation round 4</td>
</tr>
<tr>
<td></td>
<td>Module readings</td>
<td></td>
</tr>
</tbody>
</table>

*Note PART A of the personal Learning Portfolio – 6 Personal Learning Reflections to be submitted 3 by Friday 26th of February 5.00pm and the final 3 by Friday 15th of April 5.00pm

**Please Note:**

Date and time allotted to each topic is subject to change. It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College Credit Calendar.

**Performance Requirements**

**Student Attendance**

Class attendance is useful for two reasons. First, class attendance maximizes a student’s learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

**Academic Misconduct**

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person’s work as one’s own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.
The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College 2015-2016 credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

Specialized Supports

**Counselling and Disability Services**
Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

**SKILL Centre**
The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.
Exam Guidelines

PLEASE NOTE that the following Deferred Examination Policy is from NAIT. NAIT does NOT allow Supplemental Exams.

DEFINITIONS

Accommodation Exams: Typically are scheduled for students with approved disabilities with the Services for Students with Disabilities (SSD).

Deferred Exam: Students unable to write an exam on the scheduled date and/or time due to illness or another serious reason (documented circumstance), a deferred exam may be scheduled for the student, upon approval as outlined below.

Immediate Family: Grandparents, parents, siblings, daughters/sons

Deferred Examination Policy

These guidelines apply to all deferred exams for daytime, evening, or online classes. Students requesting an exam deferral should notify the JRSSB Business Information Centre as soon as possible in T300 or phone 780.471.8998

1. Exams Rescheduled for Approved Documented Reasons

   A. Students may be permitted to re-schedule exams for the following reasons, provided both the instructor and the Associate Chair/Chair are notified in advance of the scheduled exam AND appropriate “third party” documentation is provided to the appropriate Chair/Associate Chair within 3 business days of the start of the scheduled exam (e.g. a Monday exam would require documentation by Thursday, a Wednesday exam would require documentation by the following Monday). Weekend days and statutory holidays are not considered as business days.

<table>
<thead>
<tr>
<th>Documented Reason</th>
<th>Appropriate Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal medical/illness situations</td>
<td>A completed physician statement form, which is located in the T300 Business Information Centre. (Medical notes must be provided by a doctor. Prescription pad doctor’s notes indicating you were seen in the office are NOT considered appropriate documentation.)</td>
</tr>
<tr>
<td>Death in immediate family</td>
<td>Obituary and death certificate of the deceased family member, evidence that the deceased is immediate family, address and contact information of the funeral home/church handling the service, and travel itinerary as appropriate.</td>
</tr>
<tr>
<td>Wedding in immediate family</td>
<td>Original wedding invitation, evidence that immediate family is being married, and travel itinerary as appropriate.</td>
</tr>
<tr>
<td>Documented accident</td>
<td>Third party documentation that clearly indicates the specific date and time of the accident, as well as provides evidence that the nature of the accident prevented the student from taking the exam, as originally scheduled.</td>
</tr>
<tr>
<td>Circumstances approved by the</td>
<td>As deemed appropriate by the Chair/Associate Chair</td>
</tr>
</tbody>
</table>

JR Shaw School of Business
NOTE: Work is NOT an acceptable reason to re-schedule an exam.

B. The missed exam is to be re-scheduled to the earliest possible alternate day and time. Online students writing externally have within 72 calendar hours of the scheduled on-campus writing to write the exam. Requests to write beyond this 72-hour period fall within the criteria in A.

C. Students will pay a fee of $150.00 for ALL deferred exams.

2. Students Arriving Late to Exams
If an exam is written late (outside of the scheduled exam period) but on the same day the exam was scheduled, a minimum 20% penalty will be assessed. If the exam is written late due to a reasonable unforeseen event such as a documented accident or poor weather conditions, the Program Chair/Associate Chair may waive the late penalty.

3. Exams Not Written Due to Approved Reasons
If it is not possible for a missed exam to be rescheduled, the Program Chair/Associate Chair in consultation with the course coordinator/instructor will decide on the appropriate action to take to make up for the missed marks.

4. Quizzes Missed or Written Late
Students may be permitted to re-schedule quizzes or have their missed grade reallocated to subsequent assessments, provided the appropriate “third party” documentation (as shown in the table above) is provided to the instructor with reasonable notice. The course instructor will make the decision regarding the approval/disapproval of the quiz deferral, as well as the method in which the student will make up the marks missed.
Authorization

This course outline has been reviewed and approved by the Program Chair.

Gerry Gannon

Gina Jackson, Chair                      Date Authorized

Guy Harmer, Dean                        Date Authorized

Signed copies to be delivered to:

Instructor

Registrar’s Office