INSTRUCTOR DETAILS:
Name: Sue Mitten
Office Location: N/A
Email: UR Courses email
Office Hours: by appointment

CLASS DETAILS:
Class Dates: August 17 – 21/20; Group meet up: Introductory Session (optional): July 24/20, 9:30 a.m. - 10:30 a.m. OR 1:30 p.m. – 2:30 p.m.; Take Home Final Exam: August 22-24, 2020
Class Times: 8:30 a.m. – 4:30 p.m.
Class Location: Remote instruction

Special Needs:
If there is any student in this course who, because of a disability, may have a need for accommodation, please contact the Coordinator of Special Needs Services at 585-4631, as well as discussing the accommodation with me.

COURSE DESCRIPTION
The focus of this course is to provide students with an overview of leadership theory to inform the practical application of these theories to the context of their work and leading practice. Students will learn about several popular leadership theories through a selection of related readings, self-reflection, and critical analysis of contemporary leaders and events. During the class portion of the course, which will be delivered on-line, we will review research related to the application of various leadership theories and examine the practice of leadership through the experiences of guest speakers. Working in small groups, students will assess leadership in times of crisis. Students can expect a relatively heavy reading load in the course and be prepared to begin course work in late July 2020.

COURSE EXPECTATIONS
This course will entail a combination of lectures, seminar discussions, videos, and guest speakers. As a result, regular attendance in class and active participation in online activities are required. Students are expected to prepare in advance for class and be able to participate in class discussions on articles, etc. It is expected that students will read and prepare appropriately for every class. Please read each section of the course outline for expectations on all components of the course. Daily check-ins URCourses are required to keep up to date with class emails, engagement activities and course announcements.
Required Readings, and Videos
1. Excerpts from articles, as well as videos posted on UR Courses.


3. Journal: Self-reflection is a key aspect of being an effective leader. During this course you will be asked to reflect on your personal definition of leadership. Please ensure you have a notebook to journal/reflect on your learning in this course.

COURSE ASSESSMENT SUMMARY

<table>
<thead>
<tr>
<th>Component</th>
<th>Due date</th>
<th>Percentage of final grade</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>July 29</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion questions</td>
<td>August 13</td>
<td>5%</td>
</tr>
<tr>
<td>(Discussion topics 1-5)</td>
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<tr>
<td>Assignment 2</td>
<td>August 17</td>
<td>20%</td>
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<tr>
<td>Discussion questions</td>
<td>August 18</td>
<td>5%</td>
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<tr>
<td>(Discussion topics 6-9)</td>
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<tr>
<td>Class participation</td>
<td>August 17, 18, 19, 20, 21</td>
<td>5%</td>
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<tr>
<td>Group project</td>
<td>August 21</td>
<td>15%</td>
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<tr>
<td>Take home final exam</td>
<td>August 21-23</td>
<td>35%</td>
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CLASS SCHEDULE (e.g., date, topics, reading required, etc.) While this is the class schedule it may be subject to change.

**Assignment 1 (15%) – Wednesday, July 29**


Also read Northouse, P.G. 8th edition (2019). Chapter 1, 3, and 4

Listen to Ted Talk by Drew Dudley: The leadership game – creating cultures of leadership
https://www.youtube.com/watch?v=EuB9S6fzMig

1. In your journal create your definition for leadership. As you create you definition consider:
   a. How do you want to be seen as a leader?
   b. What values and behaviours do you wish to model?
   c. Describe the impact you wish to have. E.G. for yourself, for others, for communities.

   Choose an image or tangible item combined with a quote on leadership that captures/exemplifies your definition of leadership. Reflect on how your definition is supported by your image or tangible item. (250 words and submit a visual of the image or item).

2. What aspects of the theories of leadership as outlined in the Northouse (2019) readings, Chapter 3 & 4 are captured by your definition and image/item? Elaborate. (750 words)

**Assignment 2 (20%) – Monday, August 17:**

**Adaptive Leadership Theory and Culture:** (1000 words): “Adaptive leadership has been used to explain how leaders encourage effective change across multiple levels including self, organizational, community and societal.” (p. 257, Northouse, 2019).

1. Using adaptive leadership theory and your understanding of Culture and Leadership (Chapter 16, Northouse, 2019) outline and expand on what is required of leaders to develop and implement a diverse and inclusive organization. As you structure your assignment consider the following questions to guide the content of your assignment.
a. What are the responsibilities /roles of the leaders and employees to sustain an inclusive organization?

b. What critical organizational considerations need to be considered as an inclusive organization is implemented?

c. What might cause conflict as this inclusive organization is developed?

d. What are the organizational benefits of an inclusive organization?

e. Are there other theories of leadership that might inform how to develop an inclusive organization? If yes, indicate what and how this theory or theories might serve to reinforce a diverse organizational culture.

Assignment format and grading

Written submissions must be double-spaced and apply 12 point font. Seventy percent of each assignment grade will be related to the quality of the analysis and 30% to referencing and the quality of writing (i.e., structure, grammar, logical flow). For each assignment please ensure that a minimum of 3 references are used. Assignments should be emailed to the instructor via UR Courses email on or before the assignment due date. Please do not include your name anywhere on your assignments, rather use your University of Regina student number to identify your assignments.

Group Project (15%) – Friday, August 21

Students will be assigned to groups and tasked with developing a practical leadership training intervention that addresses the challenges faced by a contemporary organization. Proposals will be presented in class (there is no written submission for this assignment) and should include, at a minimum, a problem statement, a concise and focused review of the relevant leadership research literature, detailed description of the leadership intervention and how its effectiveness will be evaluated, and limitations of the proposed intervention. Presentations will follow in class on Friday, August 21/20 and should be no longer than 20 minutes each.
Class Participation (5%) – August 17, 18, 19, 20, 21

Class participation is based on the degree to which your comments and insights enrich the learning experience of the class. Contribution marks for comments and insights are earned by:

- Making observations that integrate concepts and discussions.
- Citing relevant personal examples.
- Asking key questions that lead to revealing discussions.
- Engaging in devil’s advocacy: disagreeing with the instructor and other students when the difference of opinion serves as both counterpoint and a way of exploring all sides of a concept, issue, or practice.
- Working with others to come to a common understanding of the topics – in and out of the classroom.
- Participating enthusiastically in classroom group activities and group discussions.
- Listening open-mindedly and responding constructively to what others say.

Contribution marks will be allocated in the following manner:

**Exceeds Expectations on a Regular Basis**

4.5 - 5 Students in this category provide leadership in and out of the classroom and work toward enhancing the interpersonal dynamics of the class. Rather than dominating the setting, they act as facilitators, bringing others into the discussion.

**Meets Expectations and Exceeds Expectations from Time to Time**

4 - 4.4 Students show an active interest in class activities and participate actively in classroom discussions; regularly make insightful comments which help others to understand the course material; act as positive group role models, etc.

**Meets Expectations**

3.75 - 3.9 Students attend class regularly and occasionally contribute to the classroom experience, e.g. contributions are sometimes insightful and other times contributions are more descriptive or repeat what has already been shared; contributes to group discussions but not always in the larger group.

**Barely Meets Expectations**

3.5 - 3.75 Students may not attend class regularly, may infrequently contribute to class experience, and/or comments are often not on point or more descriptive in nature.
Does not Meet Expectations

< Below 3.5 Students fail to contribute in any of these ways.

In a remote course offering, your presence will make a big difference to the dynamics of the class, the in-class activities, and the degree of learning that occurs. Therefore, students are expected to come to class on time, stay for the whole class, and make a positive contribution while present. Students are expected to log into UR Courses daily to engage with the learning activities, check for e-mails and any course-related announcements.

Discussion questions (10%, 5% for each submission) – August 13 and August 18

Please submit, in writing, one question based on each of the assigned readings denoted by an asterisk (*). These questions will be used to generate class discussion and should be related to interesting aspects of a reading while integrating ideas and concepts from other readings. Discussion questions must be submitted via UR Courses email.

Take Home Final Exam (35%): Saturday, August 22 to Monday, August 24, 2020

The exam will consist of 4-6 questions with strict word limits for each response (approximately 200-500 words each). Students should spend no more than four hours writing the exam and the exam must be completed individually. More information about the coverage and format of the final exam will be provided during the week of class.

Topic Course Readings and Videos: * Required readings/videos for discussion questions

1. Defining Leadership


2. Servant Leadership


* The 3 Most Important Ways Leaders Empower Others, WealthBuilders
https://wealthbuilders.org/blog/2016/07/08/3-important-ways-leaders-empower-others/

Ted Talk: https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe

3. Authentic and Ethical Leadership


4. Transformational Leadership


5. Adaptive Leadership


"Leadership in a (Permanent) Crisis" (Heifetz, Grashow, & Linksy; 2009) in Harvard Business Review. If you have an HBR subscription, you may access the online version. If not, please use the Library's Quick Find search (https://www.uregina.ca/library/#page=page-1) using the title of the article. If you have trouble accessing the article, contact the Business Librarian (Kate.Cushon@uregina.ca) or use the Library's online chat service (https://www.uregina.ca/library/help/chat-service.html).

Heifetz, Ron (2015), CDI Conference address. https://www.youtube.com/watch?v=Qwgd7DjQz0A

6. Followership


7. Indigenous Perspectives on Leadership


Exploring Cultural Intelligence. Shireen Chua (July 17, 2018). https://www.youtube.com/watch?v=tD-hdGZnTl8
8. Leadership and Gender


https://www.osler.com/en/reports/diversity-disclosure-practices-2019?gclid=Cj0KCQiA7OnxBRCNARl5bFzfSkyaBPvZvtXiN7gmUhJmylkAAaXDiwVvT5VX7dJkeuKZFrUaAn8WEALw_wcB


https://www.yesmagazine.org/social-justice/2018/03/30/5-indigenous-women-asserting-the-modern-matriarchy/

9. Future of Leadership


Ted Talk:
https://www.ted.com/talks/halla_tomasdottir_and_bryn_freedman_the_crisis_of_leadership_and_a_new_way_forward


10. Group Project - Leadership During Crisis

For a description of the grading system, consult the Faculty of Graduate Studies and Research link here: https://www.uregina.ca/gradstudies/current-students/grad-calendar/grading-system.html#gradingsystem

ACADEMIC REGULATIONS e.g. student support resources, student accessibility services, exam rescheduling policy, unclaimed assignment policy, copyright regulations, etc.

All late in-semester assignments will be deducted 10% per day after the submission date. For the pre-reflective submissions, no submissions will be accepted once the class in question starts. If there are exceptional circumstances, the instructor will consider extensions on a case by case basis.

For the final essay, all extensions will be considered a request for a deferred exam and will have to be signed by the instructor and final approval comes from the Faculty of Graduate Studies and Research.

STUDENT RESOURCES

Accessibility Services
If there is any learner who, because of a disability or other consideration, may have a need for accommodation(s), please contact the Centre for Student Accessibility before or at the start of the course https://www.uregina.ca/student/accessibility/. The Centre will advise how you proceed and the required communication with your instructor.

Counseling Services
If any learner is experiencing personal problems which may be affecting their studies, please consider consulting U of R Consulting Services. For more information check here https://www.uregina.ca/student/counselling/services/index.html

Writing Assistance
The Student Success Centre (www.uregina.ca/ssc) offers both on-line resources and in- person tutoring on writing skills.

Academic Integrity:

“Assignments, tests, and examinations are designed for students to show the instructor how well they have mastered the course material. When the instructor evaluates the student's work, it must therefore be clear which ideas and words are the student's own. The general principles of academic integrity for students doing course work are that they are to do their own original, individual work, unless told otherwise by the course instructor, and are to give credit for other
people's ideas or words. Students should be aware that while collaborative or group work on assignments may be encouraged in some disciplines, it is not acceptable in others. Discussion of ideas with faculty and other students (that is, intellectual debate) is both allowable and important, provided that credit is given in written work for ideas that are not one's own. Group study (as distinct from group work on an assignment that is to be graded) is likewise permissible unless explicitly forbidden by the instructor.”

“Acts of academic dishonesty or misconduct include acts which contravene the general principles described in section 2.1.2, above. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community.”

Cheating

Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

1. unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
2. copying from the work of other students;
3. communicating with others during an examination to give or receive information, either in the examination room or outside it;
4. consulting others on a take-home examination (unless authorized by the course instructor);
5. commissioning or allowing another person to write an examination on one's behalf;
6. not following the rules of an examination;
7. using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
8. altering answers on an assignment or examination that has been returned;
9. taking an examination out of the examination room if this has been forbidden.

Plagiarism

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to
acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice. Plagiarism includes the following practices:

1. not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
2. presenting the whole or substantial portions of another person’s paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.”


FACULTY BIOGRAPHY

Sue Mitten, MA, Leadership

Sue has been with the Human Resources Department with University of Regina for the last 10 years. As their Learning and Development Advisor, she has designed and implemented the highly successful URLeading and URManaging employee development programs. Her consulting with clients includes providing design and facilitation in the areas of organizational analysis, leadership development, change management, strategic planning, team building, and coaching. Sue holds a number of certifications, for example, Power and Systems: Organization Workshop, Prosci: Change Management and Vital Smarts: Crucial Conversations.

Sue’s career has also included working in staff development with the Public Service Commission of Newfoundland and Labrador. And, for 20 years she managed organization development in four Saskatchewan Ministries. (Environment, Advanced Education and Education and Corrections, Public Safety and Policing).

A lifelong interest in leadership resulted in the completion of her Masters of Arts in Leadership at Royal Roads University in 2005.

She has 2 children, on their own now; and, they are proud U of R alumni, both having majored in International Studies.

When not working from home, Sue travels and pursues opportunities to kayak in Canada and around the world.