

COURSE SYLLABUS



COURSE TITLE:	BUS 485 Applied Leadership Perspectives
CLASS SECTION:	Section 01 (Thursdays 6:00PM-8:50PM, CBA 210)
TERM:	Fall 2022
COURSE CREDITS:	3 credits
DELIVERY METHOD(S):	Face to Face

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://camosun.ca/about/covid-19-updates>.

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME:	Dr. Laura Gover-Basar
EMAIL:	gover-basarl@camosun.ca
OFFICE:	CBA 230 or Online
HOURS:	Tuesdays & Wednesdays 1:15PM-2:15PM or by appointment (email for appointment)

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

In this course learners explore and apply leadership competencies within the context of a variety of leadership perspectives. Learners will identify their own competencies and develop additional skills in which they can apply in different circumstances or cultural situations. This course will challenge learner's assumptions and introduce them to ways of thinking about leadership competencies. As a result, students will gain a more comprehensive understanding of leadership challenges, and responses that are more effective personally and professionally. **PREREQUISITE(S): C in BUS 214 OR C in BUS 322**

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon successful completion of this course, you will be able to:

- Analyze leadership competencies within existing leadership models
- Propose new leadership models based on leadership competencies and organizational goals or strategies
- Articulate how competencies impact performance in organizations
- Evaluate leadership competencies from many diverse perspectives
- Conduct critical thinking and in-depth analysis
- Express and defend one's view in a public forum and in a written format as a leadership competency
- Transform leadership competencies into strategies for personal growth and professional development

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

All required readings are provided on the D2L Course Site.

EVALUATION OF LEARNING

DESCRIPTION	DUE	WEIGHTING
CLASS PREP AND ENGAGEMENT <input type="checkbox"/> Class Preparation Discussion Posts (10 @ 3%) <input type="checkbox"/> Team Meeting Engagement <input type="checkbox"/> Presentation Engagement	Ongoing (Weeks 2-11) Week 12 Weeks 13 and 14	35% 30% 2.5% 2.5%
INDIVIDUAL REFLECTION PAPERS <input type="checkbox"/> Reflection 1: Understanding Leadership <input type="checkbox"/> Reflection 2: You as a Leader <input type="checkbox"/> Reflection 3: Leading Others	Week 5 Week 8 Week 12	45% 10% 15% 20%
TEAM PROJECT <input type="checkbox"/> Team Proposal <input type="checkbox"/> Team Presentations <input type="checkbox"/> Self/Peer Evaluation	Week 6 Week 13 or 14 ~	25% 5% 20% ~
TOTAL		100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

CLASS PREP AND ENGAGEMENT (35%)

The critical role of ongoing preparation before class and in-class engagement is considered in the assessment mix for this course. This portion of your grade has three components, detailed below:

- **Class Preparation Discussion Posts (30%):** Prior to our in-person sessions each week, you will complete a brief individual discussion post (two to three sentences). Detailed instructions will be provided for each Discussion Topic in D2L. Discussions will involve case situations and questions where you will apply course concepts that you have read about in the assigned textbook prereading to a specific real life or fictional case scenario. During our weekly in-person session, you will share your post with other students and continue the discussions. These initial preparation posts are graded as complete or incomplete (i.e., pass/fail) based on demonstrating familiarity with the assigned prereading. There are ten preparation posts in total and each post is worth 3% of your final grade. To be eligible for full marks for a Class Prep Post, class attendance is required. If you are unable to attend a scheduled class due to extenuating circumstances please contact the instructor before the scheduled class to request alternate accommodations.
- **Team Meeting Engagement (2.5%):** In Week 12 of the course, scheduled class time will be used to facilitate mandatory meetings between each team and the instructor. The goal of these meetings is to review progress to date on the Team Project and identify opportunities for strengthening the presentation. Each team will meet with the instructor for 20-30 minutes. All team members are expected to be present for this meeting. If you are unable to attend the meeting due to extenuating circumstances please contact your team and the instructor before the scheduled meeting.
- **Presentation Engagement (2.5%):** In Weeks 13 and 14, each team will present their project to the class. Audience attendance and engagement is critical to the success of these presentations. This portion of the grade is split across the two weeks (i.e. 1.25% for attending Week 13 seminars and 1.25% for attending Week 14 seminars). If you are unable to attend due to extenuating circumstances please contact the instructor before the scheduled class to discuss alternate accommodations.

INDIVIDUAL REFLECTION PAPERS (45%)

The three individual reflection papers (1 @ 10%, 2 @ 15% and 3 @20%) are designed to encourage you to delve deeper into certain topics and explore how key concepts apply to you and your observations of the world around you. For Reflection 1: Understanding Leadership, you will explore your own leadership journey so far and reflect on how these experiences and perspectives compare to leadership theories discussed in class in Weeks 2 and 3. Next, for Reflection 2: You as a Leader, you will need to assess your own leadership competencies related to the concepts and frameworks covered in weeks 4, 5 and 6. Finally, in Reflection 3: Leading Others, you will examine your own strengths and identify any gaps or opportunities related to your leadership abilities, potential and aspirations according to the concepts and frameworks covered in Weeks 7, 8, 9 and 10. A thorough description of each Reflection Assignment and grading scheme for each can be found on D2L and should be used as a guide.

TEAM PROJECT (20%)

Student teams will be created in class (see Course Schedule). The purpose of this team assignment is for your team to apply the concepts and frameworks from this course to critically analyze the leadership of a particular organization over a period of time. Teams will take the position of management consultants to the chosen organization. This portion of your grade has three components, detailed below.

- **Team Proposal (5%):** This is where you will identify and briefly describe the organization that your team would like to select. This deliverable is also an internal document for your team (i.e. Team Contract) to use to clarify expectations among team members and create a plan for how you will prepare and complete the major deliverables for the project (i.e. the team presentation). The grading rubric for the Team Project Proposal can be found on D2L and should be used as a guide for what to include in the Team Project Proposal. The Team Project Proposal must be uploaded to the D2L assignment box here prior to the deadline.
- **Team Presentation (15%):** In Weeks 13 and 14, each team will present their project to the class. This is the main deliverable for the team project and involves the actual design and delivery of a 15 minute long in-person presentation that provides a critical analysis of organizational leadership at your selected organization. The audience will be your fellow classmates but you should assume that they are actually senior managers or executives at your “client organization”. Your team’s ability to develop and deliver an effective presentation depends on both your knowledge of the relevant course concepts, your research on leadership at your organization as well as your skills related to communication. These team led seminars will be graded according to the Team Presentation Rubric available on D2L. Use this grading rubric as a key guideline for preparing your team presentation.
- **Peer/Self Review:** After the Team Project is completed, students will complete a peer/self-evaluation which includes qualitative feedback (i.e., written comments) and quantitative ratings (i.e., numerical evaluations) of team members’ contributions. While there are no marks for this exercise, there will be a penalty for failure to submit by due date. Results from this Peer/Self Review will be used to calculate individual grades for the team project in instances where contributions differed among team members or for lack of submission. See D2L for a copy of the Peer/Self Review form.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

Week	Topics and Readings	Team Deadlines	Individual Deadlines
W1 Sept 8	BUS 485 Introduction <ul style="list-style-type: none"> Course Outline 		
W2 Sept 15	Understanding Leadership Part 1 (Then) <ul style="list-style-type: none"> The History of Leadership Theories The Ideal Leader (3 pgs) 		Class Prep Post due 5:30pm
W3 Sept 22	Understanding Leadership Part 2 (Now) <ul style="list-style-type: none"> Rethinking Leadership Competencies (7 pgs) Thrive in Turbulent Times w/ Agile Leadership (4 pgs) Five Major Trends Shaping the Future of Leadership (3 pgs) 		Class Prep Post due 5:30pm
W4 Sept 29	You as a Leader Part 1 (Understanding Self) <ul style="list-style-type: none"> Leader Prototypes and Assimilation (4 pgs) What Makes a Great Leader? (9 pgs) Finding Your Authentic Leadership (9 pgs) 	Teams formed (in-class)	Class Prep Post due 5:30pm
W5 Oct 6	You as a leader Part 2 (Lead with Purpose) <ul style="list-style-type: none"> The Case for Purposeful Leadership (5 pgs) What is Ikigai? Dare to Lead: Brave Work. Tough Conversations. Full Hearts. (6 pgs) The Story You Tell (2 pgs) 	Reflection 1 due 5:30pm	Class Prep Post due 5:30pm
W6 Oct 13	You as a leader Part 3 (Think Like a Leader) <ul style="list-style-type: none"> In Praise of the Incomplete Leader (9 pgs) Be More Realistic about the Time You Have (5 pgs) Move Past Analysis Paralysis (3 pgs) 	Team Proposal due 5:30pm	Class Prep Post due 5:30pm
W7 Oct 20	Leading others Part 1 (Tools and Structure) <ul style="list-style-type: none"> What Makes an Effective Executive? (6 pgs) When John Doerr Brought a Gift to Google's Founders Goodbye Plan, Hello Scenarios (3 pgs) 		Class Prep Post due 5:30pm
W8 Oct 27	Leading others Part 2 (Leading Teams) <ul style="list-style-type: none"> Are You a Collaborative Leader? (7 pgs) Leading in a Politically Charged Age (10 pgs) Radical Relationships (3 pgs) Navy Seals' "Extreme Ownership" (1 pg) 	Reflection 2 due 5:30pm	Class Prep Post due 5:30pm
W9 Nov 3	Leading others Part 3 (Connections) <ul style="list-style-type: none"> The Leader as a Coach (10 pgs) Be Transparent (6 pgs) Are You Really Listening? (8 pgs) 		Class Prep Post due 5:30pm
W10 Nov 10	Leading others Part 4 (Empowerment) <ul style="list-style-type: none"> Leading in the Age of Disruption: Five Critical Skills (5 pgs) End Imposter Syndrome (11 pgs) Disruption Personified: The Katie Dudtschak Story (5 pgs) Informal Leadership Comes at a Cost (8 pgs) 		Class Prep Post due 5:30pm
W11 Nov 17	Leading through challenge <ul style="list-style-type: none"> The Digital Transformation of Leadership (7 pgs) Redefining Urgency (6 pgs) A New Model for Ethical Leadership (8 pgs) 		Class Prep Post due 5:30pm
W12 Nov 24	Team Meetings	Reflection 3 due 5:30pm	
W13 Dec 1	Team Presentations		
W14 Dec 8	Team Presentations		

The above schedule and course components are subject to change with reasonable advance notice, as Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the [CAL exams page \(http://camosun.ca/services/accessible-learning/exams.html\)](http://camosun.ca/services/accessible-learning/exams.html).

COURSE GUIDELINES & EXPECTATIONS

Assignment formatting. The School of Business uses APA 7 style for formatting assignments and citing references. Proper citations and formatting using APA style will be required. See Camosun College citation guides: <http://camosun.ca.libguides.com/apa7>

- Where required by your instructor, submit all assignments into the D2L assignments by your last name.
- In text citations for quotes, paraphrasing, and references must be consistent with APA standards.
- Grammar, spelling, style and APA formatting, citations and referencing will be assessed in your mark.
- All submitted work must be properly referenced to sources where required by your instructor.
- Unless otherwise specified, you are to submit your own work, any work collaborated (unless permitted by the course) will be considered in violation of the College's Academic Integrity Policy. See Camosun's (2021) policy at: <https://legacy.camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf>.

Acts of academic dishonesty include, but are not limited to:

- Using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- Duplicating a table, graph, or diagram, in whole or in part, without referencing the source.
- Paraphrasing the ideas of another person, whether written or verbal, without referencing the source.
- Providing answers to another student in any test, examination, or take-home assignment.
- Taking any unauthorized materials into an examination or test.
- Submitting the same paper or portions thereof for more than one assignment in different courses without the instructor's permission.
- If you are uncertain or have any questions regarding academic integrity, please do not hesitate to discuss these with your instructor.**

SCHOOL OR DEPARTMENTAL INFORMATION

The School of Business is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of these guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is your responsibility to become familiar with the content and the consequences of academic dishonesty.

Deadlines, exams, and assignments. You must submit your assignments on the due date or as announced. A grade of zero will be assigned to late submissions. There are no additional assignments or make-up exams of any kind if you performed poorly on an assignment.

- a. Students registered through the [Centre for Accessible Learning \(CAL\)](#) should discuss timelines with their instructors at the beginning of each semester.
- b. Medical notes must be dated, signed, and be written on letterhead or prescription paper imprinted with the physician's name and address. Notes are accepted from Physician (GP or medical specialist), Nurse Practitioner, Psychiatrist, Psychologist, Counsellor and Aboriginal Elder. Electronic notes will not be accepted. Medical documentation must be received as soon as reasonably possible.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](http://camosun.ca/services/accessible-learning/) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://www.camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College 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.