



School of Business and Leadership

LEAD 401

Course Title

Term: Fall 2023 and Winter 2024

Number of Credits: 6.0

Course Outline

INSTRUCTOR: Rita Koeller

E-MAIL: rkoeller@yukonu.ca

Office Hours: Please Email for an Appointment

Class Dates: Thursdays, Starting September 7th - April 9th

Class Times: Tuesday's 10:30 – 12:00pm – Student Led Coursework & Project work

Thursday's 10:30-12:00pm – Classroom Coursework

Classroom: A2204: Combination of In Person and Zoom Classes

COURSE DESCRIPTION

In this 4th year capstone course, students will actively engage the leadership skills they have explored and developed in the business administration program to accomplish identified project outcomes. This experiential and team-based course will provide students with multiple extended opportunities to collectively translate ideas into action in a dynamic and challenging northern environment. These opportunities could include planning and executing an expedition, organizing a regional leadership conference, or initiating a community wellness project.

While working in teams under the guidance of faculty members, community members, mentors, project stakeholders and sponsors, students will hone their project management and consulting skills as they work through a project and produce a professional project, event or conference.

COURSE REQUIREMENTS

Prerequisite(s): Completion of year three core courses (LEAD 352, MKTG 300, ECDV 300, BUS 301, BUS 270, BLAW 300, LEAD 300) or permission from the School of Business and Leadership.

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

1. Critically evaluate and apply various leadership theories and models to dynamic real-world challenges.
2. Develop a project idea and see the project through until completion and assessment.
3. Effectively apply project management and problem-solving skills to an experiential learning opportunity in a collaborative team-based environment.

4. Develop advanced professional and personal self-awareness skills.
5. Practice advanced communication skills, including giving and receiving constructive feedback.
6. Practice decision making skills under ambiguity, while maintaining resilience and positive influence under challenging circumstances.
7. Actively explore the relationship between social responsibility and leadership in a northern context.
8. Build professional relationships within relevant project context.

COURSE FORMAT

In this collaborative and experiential course, students will work together, with faculty oversight to accomplish identified goals and priorities. Structured classes with an instructor/faculty supervisor will compliment an actionable work schedule that will be jointly developed by students, faculty and community liaisons. A 1.5-hour Course Project block has been allocated for students to collaborate, learn and work on their project deliverables each week.

ASSESSMENTS:

This course is team based and engages an active approach to learning. Leadership skills will be developed through collaboration with peers, faculty, and community liaisons. Ongoing instructor, self and peer assessment will be used to assess engagement. Students will be responsible for creating and applying mutually agreed upon assessment methods and corresponding rubrics that allow students to grow and develop as leaders.

ASSIGNMENTS:

Leadership Project

In collaboration with faculty, students will identify, define, and resolve a leadership opportunity that accomplishes the learning outcomes above.

Critical Reflection Project

Students will have the opportunity to critically reflect upon their own leadership development, as well as the leadership development of their peers, throughout the completion of their project. All reflections should demonstrate a high degree of critical thinking in analysing, and evaluating leadership behaviours, concepts and ideas observed/shared during class.

Professionalism and Engagement

Throughout the term, students will be asked to assess themselves and their peers on their professionalism and engagement, based on a set of mutually determined criteria.

Weekly breakdown of instructional hours

This course offering is delivered in a blended course format: 2 hours of in-person instruction and 1 hour of asynchronous online instruction. It is expected that this course will require an estimated additional 4-6 hours/week of homework, online learning activities, reading modules, forums and discussions additional reading and group work.

Delivery format

This course will be delivered in an in-person and online format. This class will utilize Zoom when applicable for group work, discussions, presentations, and scenario work. Students will be required to attend face-to-face courses on-campus and complete an assortment of synchronous and asynchronous online activities.

EVALUATION

Assignment	
Critical Reflection Project	20%
Professionalism and Engagement	20%
Leadership Project	<u>60%</u>
Total	100%

Please see Course Assessment Package for more details on deliverables, timelines, projects and assessments. Evaluation breakdown is approximate and subject to change based on projects needs and development areas for students.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates. **September 16th** is the last day to add or change courses. **November 4th** is the last day to withdraw or change to audit from credit courses without academic penalty.

TEXTBOOKS & LEARNING MATERIALS

There is no required textbook for LEAD 401, however readings (books, articles, journals) will be assigned by the Instructor. Approximately six books will be required to be sourced or purchased by you throughout the semester

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: access@yukonu.ca.

TOPIC OUTLINE

This broad outline is an overview of a student-centred leadership course that allows students to move together towards a successful exploration of leadership and completion of their project.

Course Introductions <ul style="list-style-type: none"> - Explain nature of course - Discover/clarify students' expectations - Identify personal areas of strength and areas for improvement - Seek out common areas of interest - Reading & Reflection & Leadership Assignments - Leadership Book Club 	Sept	2-3 weeks
Problem/Project Identification <ul style="list-style-type: none"> - Find potential problem holders or community projects/initiatives within areas of common interest - Determine process by which students will choose course's project and apply criteria against different options 	Sept – Oct	2 weeks
Problem/Project definition <ul style="list-style-type: none"> - Agree on course project, and then define its scope, and what key deliverables could be with faculty instructor - Develop timeline of actionable items with instructor - Delegate responsibility 	Oct	3 weeks
Leadership Theory <ul style="list-style-type: none"> - Students present on favored leadership models and theories and explain their own (and desired) leadership styles within these frameworks - Students identify their own areas of strength, and desired areas of improvement - Students develop personal leadership development plans that are reviewed by classmates 	Sept	3 weeks
Leadership Rubric Development <p>Once leadership theories have been explored and personal leadership development plans have been shared, and the problem definition has been resolved:</p> <ul style="list-style-type: none"> - Develop a leadership rubric against which all students will be assessed for duration of project 	Sept – Oct	2 weeks
Reflection Skills <ul style="list-style-type: none"> - Student research meaningful reflective practices and how to best incorporate them into their learning 		

- Students develop a rubric by which their instructor and peers will assess their reflections throughout the course		
Feedback/Communication Theory - In small teams, students will research most professional methods of giving and receiving feedback - Team presentations back to entire group on professional feedback processes	Oct	2 weeks
Social Responsibility Element - Students to decide which CSR element best aligns with their problem and develop actionable goals - Students to develop a CSR timeline towards these goals and delegate responsibility accordingly	Oct	2 weeks
Problem Resolution - Working in teams to resolve problem as per timeline created earlier	Oct - Dec	
Mid Term Review - Students evaluate themselves and receive instructor feedback on leadership skills - Students evaluate each other and practice giving and receiving feedback as per the best practice they identified earlier in the course	Late October	1 week
End of First Term Review - Students evaluate themselves and receive instructor feedback on demonstrated leadership skills - Students evaluate each other and practice giving and receiving feedback - Students share reflection journals which are assessed/evaluated by peers and instructor	Mid Dec., end of first term	1 week
Project Re-assessment At beginning of term, students will - Re-assess efficacy of: leadership rubrics, feedback and communication protocols and reflection paper rubrics. Students will make any changes they feel are pertinent or necessary to rubrics to accurately assess their contributions and progress - Re-assess problem definition and scope and make any required changes to timeline and re-define responsibility as needed - Assess progress towards CSR goals and change goals/process as deemed appropriate by group/instructor	Early Jan	2 weeks
Project Management Best Practice Seminar With a few months of the project behind them, students will: - Assess the project management approach that has developed amongst students	Late Jan	1 week

<ul style="list-style-type: none"> - Research best practices in project management and how they relate and can be applied to existing work patterns 		
<p>Problem Resolution or Project Completion</p> <ul style="list-style-type: none"> - Teams continue to work to resolve problem or complete project as per timeline - teams actively working with faculty guidance, meeting often with faculty to keep project on track. Formal class times dedicated to sharing information between subgroups and receiving direction from faculty or community liaisons 	Jan – Apr	
<p>Problem Conclusion or Project Completion</p> <p>Teams resolve their problem and present findings to:</p> <ul style="list-style-type: none"> - LEAD111 and LEAD352 students - Broader college community, ie: lunch + learns, BBA students, Re:Quest students - Problem holders where appropriate 	Apr	1 week
<p>End of Project Review</p> <ul style="list-style-type: none"> - Students evaluate themselves and receive instructor feedback on demonstrated leadership skills throughout year - Students evaluate each other and practice giving and receiving feedback again on their leadership skills - Students share reflection journals which are assessed/evaluated by peers and instructor - Students receive feedback from problem holders (where appropriate) 	Apr	1-2 weeks