



Course Number: LDRS 302

Course Name: Historical Concepts and Theories of Leadership

Course Date: Month Day – Month Day, Year

Instructor: FristName LastName

Contact Information: e: first.last@twu.ca

Co-requisites or Pre-requisites: Third year standing or permission of instructor.

Semester Hours: 3

Course Description:

An exploration of what leaders can learn from the past to understand contemporary leadership and to imagine future ways of leading. Students are provided with the opportunity to use the historical method, including primary sources, to understand past leaders and leadership thought. Emphasis is given to the social circumstances and philosophical ideas that led to the Classical and Scientific Management theories, and subsequent leadership theories emerging through to the 1980s.

Course Learning Outcomes:

1. Knowledge and its application

- a. Employ the conceptual language of historical leadership and management discourse;
- b. Investigate ancient, pre-industrial, and industrial leadership/management ideas;
- c. Compare and contrast historic and contemporary leadership ideas and experiences;

2. Cognitive complexity

- d. Evaluate the context of leaders, including thought leaders on leadership, from the past;
- e. Explain past changes in leadership/management theory and practice;

5. Spiritual Formation

- f. Identify the spiritual foundations of leadership in the historic texts of the Christian tradition;

6. Social responsibility and global engagement

- g. Adopt wise practices that respond thoughtfully to the complicated and layered histories of leadership and management ideas that have shaped contemporary organizations;

7. Leadership

- h. Develop meaningful applications of historically informed leadership and management ideas that are appropriate to a variety of contemporary organizational settings.

Required Texts and Materials:

Northouse, P. G., (2019). *Leadership: Theory and Practice* (8th Edition). Thousand Oaks, CA: Sage Publications.

Taylor, F. W., (2006). *The Principles of Scientific Management*. New York: Cosimo, Inc.

Online articles accessible within MyCourses.

Course Activities/Requirements:

In Class Dialogue/Participation

Active participation in group exercises, reflection, and critical discourse is an essential component of this course. You are expected to show respect for all members of the course, both in your speech and actions. Contribute by actively observing and listening, raising thoughtful questions, examining relevant issues, building on others' ideas, analyzing and evaluating the group's thinking, synthesizing key points, and expanding the group's perspectives. Take care not to dominate a conversation, giving space for others to speak. When in small groups help maintain the focus, flow, and quality of conversations, and take the initiative to invite others (particularly those who are quiet) to speak.

Grading Rubric

Emerging (0-64%)	Developing (65-89%)	Mastering (90-100%)
Never to almost never: (a) demonstrates <i>active</i> listening (as indicated by disengaged body language and no to rare comments that build on others' remarks), (b) initiates any contributions in class or small groups, (c) makes insightful or constructive comments, (d) helps maintain a supportive space for others to speak.	Sometimes to fairly often: (a) demonstrates <i>active</i> listening (as indicated by somewhat to often engaged body language and comments that build on others' remarks), (b) initiates a contribution at least once in a class or small group discussion; (c) makes insightful or constructive comments, (d) helps maintain a supportive space for others to speak.	Very often to nearly always: (a) demonstrates <i>active</i> listening (as indicated by fully engaged body language and comments that build on others' remarks), (b) initiates more than one contribution in a class or small group discussion, (c) makes insightful or constructive comments, (d) creates a space for others to speak and takes initiative to include others.
Note: An absence for one class will not result in a loss of participation marks.		

Journal Response

Throughout this course, you will be invited to write about what you are learning in a Learning Journal. You should consider your journal as a place for you to try out new ideas, to test your assumptions, and possibly share what you are learning with your community. A learning journal is simply a record of your thoughts. There is no correct way to create this journal; rather, it is a reflection of the way you think and the manner in which you respond to your learning.

The purpose of journaling is to make you an active participant in your learning experiences as you engage in the various activities throughout the course's readings, activities, and discussions with your tutor and your fellow students. Reflecting upon these learning events will help you gain a

deeper understanding of the course materials and help integrate your learning into applied practice in your everyday life and work.

At the end of each unit, you are asked to write a 400-500 word (1-2 pages double-spaced) response to the questions provided in the unit assessment pages. The journal response will reflect a summary of what you have learned as you have engaged in your weekly learning activities and in-class group discussions.

Grading Rubric

Emerging (0-64%)	Developing (65-89%)	Mastering (90-100%)
Demonstrates inadequate recognition of the vocabulary, concepts, and themes presented in the readings and class discussion by incorrectly using or omitting the previously mentioned subjects.	Demonstrates recognition of some of the vocabulary, concepts, and themes presented in the readings and class discussion through incorporating certain of these in journal entry.	Demonstrates a clear recognition of the vocabulary, concepts, and themes presented in the readings and class discussion by utilizing each throughout the journal entry.
Journal entry illustrates a clear misunderstanding of material presented in the reading, class discussion, and/or reflection question by including incorrect explanations or examples.	Journal entry illustrates an understanding of material presented in the reflection question, the readings, and the class discuss by providing one of the following: explanations of material, descriptions of material, or examples from past experiences.	Journal entry illustrates a thorough description of material presented in the reflection question, readings, and the class discussion by providing appropriate explanations of material and descriptions or examples from past experiences.
Journal entry doesn't indicate student's ability to adequately apply material provided in readings and class discussion to practical or functional evaluation and programming ideas.	Journal entry displays student's ability to articulate the use of the material included in either the reading or class discussion through incorporation of practical evaluation and programming ideas.	Journal entry displays student's proficiency in articulating the use of material included in both the reading and class discussion through incorporation of practical evaluation and programming ideas.

Historical Leader Paper

Write a well-researched 2-3-page paper on a historical leader or writer on leadership of your choice. Describe the leader/writer's 1) life, 2) his or her historical time, and most importantly 3) what you think made him or her a great leader (or thought leader).

Grading rubric:

Emerging (0-64%)	Developing (65-89%)	Mastering (90-100%)
Student responds to question(s) with a <i>basic</i> understanding of the question(s), little to no critical thinking, little to any	Student demonstrates <i>some</i> understanding of the question(s), some critical thinking, application of basic ideas, and use of evidence	Student demonstrates <i>exemplary</i> understanding of the question(s), advanced use of critical thinking, application of ideas, and use of evidence

application of ideas, little to any use of supporting evidence. Sequence of ideas is difficult to follow, no or vague thesis, no or minimal signposting, use of transition words and phrases, poor word choice, no or poorly used source text (doesn't use "they say/I say" pattern). Language or APA flaws in three or more areas.	(citations and/or personal examples). Logical sequence of ideas that is fairly easy to follow; clear thesis, uses signposting, transition words and phrases, fairly good word choice, fairly well used source text (makes some use of the "they say/I say" pattern). Language or APA flaws in no more than two areas.	(citations and/or personal examples. <i>Exemplary</i> organization of ideas that is very easy to follow; strong thesis, artful use of signposting, transition words and phrases, well-chosen words, very thoughtful use of source text (uses "they say/I say" pattern). No significant or notable language or APA flaws.
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Scientific Management Paper

Write a 4-page response paper to Taylor's book. Be sure to cite page numbers if you are using quotes (remember that I want to see your understanding of the quote, not just the quote – use quotes minimally). In your paper address the following questions:

- In your own words, what is Scientific Management?
- What are 5 principles about Scientific Management that you agree with and why?
- What are 5 principles about Scientific Management that you disagree with and why?
- What are 3 principles can we learn from Scientific Management that apply to leadership practice today and how will you apply them to your own leadership?

Grading rubric:

Emerging (0-64%)	Developing (65-89%)	Mastering (90-100%)
Student articulates a basic understanding of Scientific Management. Sequence of ideas is difficult to follow, no or vague thesis, no or minimal signposting, use of transition words and phrases, poor word choice, no or poorly used source text (doesn't use "they say/I say" pattern). Language or APA flaws in three or more areas.	Student articulates an intermediate understanding of Scientific Management and offers some application to their own leadership. Logical sequence of ideas that is fairly easy to follow; clear thesis, uses signposting, transition words and phrases, fairly good word choice, fairly well used source text (makes some use of the "they say/I say" pattern). Language or APA flaws in no more than two areas.	Student articulates an exemplary understanding of Scientific Management and offers deeper original thoughts of application to their own leadership. <i>Exemplary</i> organization of ideas that is very easy to follow; strong thesis, artful use of signposting, transition words and phrases, well-chosen words, very thoughtful use of source text (uses "they say/I say" pattern). No significant or notable language or APA flaws.

Leadership Case Studies

At the end of each chapter (except for the introduction) in the Northouse (2016) book, you will read all three case studies. Choose ONE of the case studies from EACH assigned chapter and answer the

questions for it. Your response to each Case Study should be no more than one page double-spaced (that means, six case studies = 6 pages total). Label each Case Study (i.e. 2.2) and submit all six Case Studies in ONE paper at the end of the last week of the course. Label the computer file with your last name first, i.e. "Smith - Case Studies." Be sure to include a cover page following the APA guidelines and submit it in the dropbox.

Grading rubric for critical thinking, reflection & application (9 points):

Emerging (0-64%)	Developing (65-89%)	Mastering (90-100%)
Student responds to question(s) with a <i>basic</i> understanding of the question(s), little to no critical thinking, little to any application of ideas, little to any use of supporting evidence. Sequence of ideas is difficult to follow, no or vague thesis, no or minimal signposting, use of transition words and phrases, poor word choice, no or poorly used source text (doesn't use "they say/I say" pattern). Language or APA flaws in three or more areas.	Student demonstrates <i>some</i> understanding of the question(s), some critical thinking, application of basic ideas, and use of evidence (citations and/or personal examples). Logical sequence of ideas that is fairly easy to follow; clear thesis, uses signposting, transition words and phrases, fairly good word choice, fairly well used source text (makes some use of the "they say/I say" pattern). Language or APA flaws in no more than two areas.	Student demonstrates <i>exemplary</i> understanding of the question(s), advanced use of critical thinking, application of ideas, and use of evidence (citations and/or personal examples). <i>Exemplary</i> organization of ideas that is very easy to follow; strong thesis, artful use of signposting, transition words and phrases, well-chosen words, very thoughtful use of source text (uses "they say/I say" pattern). No significant or notable language or APA flaws.

Course Evaluation:

The final grade will be determined by the satisfactory completion of all requirements.

Grade activity	Linked Learning Outcomes*	% of course grade
In class dialogue/exercises	1 (a,b,c), 2 (d,e), 5 (f) 6 (g), 7 (h)	15%
Journal Responses	1 (a,b,c), 2 (d,e), 5 (f) 6 (g), 7 (h)	20%
Historical Leader Paper	1 (a,b,c), 2 (d,e)	15%
Scientific Management Paper	1 (a,b,c), 2 (d,e), 6 (g), 7 (h)	20%
Leadership Case Studies	1 (a,b,c), 2 (d,e), 6 (g), 7 (h)	30%
Total		100%

***Key:** TWU Student Learning Outcome number (Course Student Learning Outcome letter)

Course Policies:

TWU Extension Standard Grading System

Letter Grade	% Range	Grade Point	Grade Description
A+	98-100	4.3	Unusually outstanding work; completely error-free work at the highest level attainable
A	94-97	4.0	Outstanding, excellent work
A-	90-93	3.7	Outstanding, excellent work with very minor flaw/s
B+	87-89	3.3	Very good work with few flaws
B	83-86	3.0	Good, competent work
B-	80-82	2.7	Good, competent work with noticeable flaws in one or more areas of content, syntax, formatting, and/or APA usage
C+	75-79	2.3	Adequate, reasonably satisfactory work with significant flaws in one or more areas
C	70-74	2.0	Adequate, reasonably satisfactory work with significant flaws in two or more areas
C-	65-69	1.7	Adequate, reasonably satisfactory work with significant flaws in three or more areas
D+	60-64	1.3	Minimally acceptable work
D	55-59	1.0	Minimally acceptable work
D-	50-54	.7	Minimally acceptable work
F	Below 50	0	Inadequate Work

Grading and Late Assignments

In the IDC program, prompt submission of assignments as well as grading and instructor feedback is important. However, life happens and sometimes accommodations need to be made. Regarding due dates, the following responsibilities and consequences apply:

1. The instructor will *strive* to return all on-time assignments (with a grade and comments where appropriate) to students **within 1 to 2 weeks** after the due date.
2. It is the student's responsibility to inform the instructor in advance of the due date that an assignment will be late and to negotiate an extension agreement with the instructor (an email request along with the instructor's confirmation is all that is required).
3. All assignments submitted after the posted due date (without an instructor approved extension) will be **deducted 2% for each day late**.
4. No assignments (without an instructor approved extension) will be graded if submitted later than seven days from the official course end date.

Academic Integrity and Avoiding Plagiarism at TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's

responsibility to be informed about what constitutes academic dishonesty. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar > Academic Information > Academic Policies > Academic Dishonesty and Plagiarism](#).
<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)
<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

Campus Closure and Class Cancellation Policy

In the event of extreme weather conditions or other emergency situations go to the [University Homepage > Campus Notification \(in the page footer\) > Class cancellation policy](#).

Students with a Disability

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined in the Student Life section of the University Calendar.

Course Timeline:

Overarching Question: What can leaders learn about leadership from the past?

Unit	Assigned Readings	Deliverables	Due Dates
1	Northouse (2019): Chapter 1 & Unit Notes	Group Discussion; Journal Response	
2	Unit 2 Notes Part 1 and Part 2 & Wren, Bedeian, & Breeze, (2002). The foundations of Henri Fayol's administrative theory .	Group Discussion; Journal Response; Assignment #1: Historical Leader Paper	
3	Unit Topics	Group Discussion; Journal Response	
4	Taylor (2006) The principles of scientific management ; Caldari (2007) Alfred Marshall's critical analysis of scientific management ; Priestley (2005) Scientific Management in 21st Century .	Group Discussion, Journal Response; Assignment #2: Scientific Management Paper	

T R I N I T Y W E S T E R N U N I V E R S I T Y

Unit	Assigned Readings	Deliverables	Due Dates
5	Northouse (2019): Chapter 2	Group Discussion; Journal Response; Case Study #1	
6	Northouse (2019): Chapter 3	Group Discussion; Journal Response; Case Study #2	
7	Northouse (2019): Chapter 4	Group Discussion; Journal Response; Case Study #3	
8	Northouse (2019): Chapter 5	Group Discussion; Journal Response; Case Study #4	
9	Northouse (2019): Chapter 6	Group Discussion; Journal Response; Case Study #5	
10	Northouse (2019): Chapter 7	Group Discussion; Journal Response; Case Study #6	