

**BES375-1**

**Future of Leadership**

**1 Credit**

Instructor: TBA

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## **BES375-1 Version: 2**



### **Future of Leadership**

#### **Calendar Description**

This module looks at key leadership traits, competencies and skills required in Emergency Service settings. Topics covered include various theories and models, and skills analysis on improving organizational effectiveness. Learners examine the various leadership theories from past and current ones to new leadership concepts for the 21st century.

#### **Rationale**

This is an elective course for the Bachelor of Applied Business: Emergency Services Degree program. Leadership skills are becoming more important within the Emergency Services industry in the 21<sup>st</sup> Century as environmental changes affect the way Emergency Services organizations operate. Those Emergency Service organizations with key 21<sup>st</sup> Century Leaders in place will be better ready to face changes in industry.

#### **Prerequisites**

None

#### **Co-Requisites**

None

#### **Module Learning Outcomes**

Upon successful completion of this course, students will be able to

1. evaluate and describe the major bodies of leadership literature for their similarities and differences for leading the 21st century.
2. describe the major leadership theories that are appropriate for guiding transformational change.
3. identify emerging concepts and theory that support future leadership needs.
4. examine existing leadership theory as a bridge to new evolutionary concepts for leaders.
5. examine leaders who possess the characteristics that may support future leadership requirements.
6. describe the essential characteristics of future leaders.

7. evaluate the role of innovation and creativity in tomorrow's organizational leadership.
8. describe how future leadership issues and opportunities might affect an Emergency Services organization.

## Resource Materials

### **Required Text:**

McShane, S. L. (2004). *Canadian organizational behaviour* (5th ed.). Toronto: McGraw-Hill Ryerson.

Robbins, S. P., DeCenzo, D. A., & Stuart-Kotze, R. (2002). *Fundamentals of management*. Toronto: McGraw-Hill Ryerson.

### **Reference Text:**

Daft, R. L. (2002). *The leadership experience*. Mason, OH: South-Western.

Hiebert, M. & Klatt, B. (2001). *The encyclopedia of leadership: A practical guide to popular leadership theories and techniques*. Toronto: McGraw-Hill.

### **Optional Resources:**

Leader to Leader Institute. <http://www.pfdf.org/>

Community Leadership Association. <http://www.communityleadership.org/>

<http://www.time.com/time/time100/leaders/>

<http://rulers.org/>

<http://www.womeninworldhistory.com/rulers.html>

[http://salesacademy.ca/sites/sales/files/leadership\\_assessments/Leadership\\_Self\\_Assessments.pdf](http://salesacademy.ca/sites/sales/files/leadership_assessments/Leadership_Self_Assessments.pdf)

<http://www.nwlink.com/~donclark/leader/survstyl.html>

## Conduct of Module

This module is approximately 15 hours in length. It is delivered on-line and may involve individual, pair, and group work. Students are required to submit assignments, take part in asynchronous discussions, and undertake exercises in the workplace that call for reflective thinking. Participation in this module is paced and mandatory, and students are expected to practice time management skills accordingly. It is critical that each student read the assigned material and keep up to date with all objective tasks, PowerPoint slides, and assigned problems.

**Student counseling:** Students who are experiencing difficulty with the module should immediately consult the instructor by email or telephone during posted office hours.

**Module withdrawal:** Students should familiarize themselves with the school's module withdrawal policy and procedures, which are explained in the student handbook/calendar.

Class discussions are conducted on the assumption that each student has adequately prepared the required material in advance.

Students should budget approximately one to two hours of time in preparation for each hour of the estimated 15 hours of class time.

## Evaluation Procedures

This module uses a variety of assessment tools to evaluate student performance. The final grade is an aggregate of the following components:

Paper assignments	(1)	30%
Threaded discussions	(4)	<u>70%</u>
Total		100%

All marks are recorded as percentages and then converted to a final letter grade according to the criteria shown below.

## Grade Equivalents and Course Pass Requirements

*A minimum grade of D is required to pass this course.*

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-60	61-65	66-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.00

## Participation

Regular participation in threaded discussion is essential for success in the program. This is statistically supported by a high and significant correlation between participation and grades. As a result, a departmental policy (supported by a College-wide policy) is being formulated to encourage regular participation without penalizing legitimate absences. Our goal is to increase student interest and retention.

### Excused Absences

Due to the nature of emergency services, however, the students' duties and/or responsibilities may prevent them from participating in given threaded discussions or submitting position papers within designated time. Students with legitimate reasons for being absent or late must inform their instructors either prior to their absence or immediately upon their return to class. Documentation may be required as proof of a legitimate absence.

Please note that to call the Business Administration office or your Department Chair is not an alternative to contacting your instructor -- you must contact your instructor directly.

It is recognized that absences, whether they be excused or unexcused, seriously hinder the required learning experience in many courses (particularly in threaded discussions in which students are to post their opinions on readings or case studies and to comment on those of their peers' that are meant for them to learn from each other). Accordingly, if the total absence (excused plus unexcused) exceeds 20 % of the required participation, a student may be required to withdraw from the courses and automatically receive a grade of "W" (Withdrawal: No credit earned. Not calculated in GPA.).

This policy is enforced by ALL BAppBus:ES Instructors at their discretion on a class-by-class basis.

NOTE: Students exceeding the permitted absence after the withdrawal date automatically receive a zero for the course at the discretion of the instructor.

Some instructors may also use a participation contract form.

## Module Units/Topics

This module consists of 4 units:

1. Leadership Style Literature Review  
A study of the major bodies of leadership literature for their similarities and differences for leading.
2. Bridging Leadership Theory to the future  
A study on how leadership theory does or doesn't apply in the 21<sup>st</sup> century
3. Essential leadership Traits  
A study of key leadership traits as they fit the Emergency Service industry
4. Case Study – Great Leader vs. Personal Leadership style for the 21<sup>st</sup> Century  
A study on the fit of a Great Leader to the Emergency Service industry of the 21<sup>st</sup> century.  
A self-assessment on how Personal Leadership style fits the Emergency Service industry of the 21<sup>st</sup> Century



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