

**VIRTUAL CAMPUS**

**SCHOOL OF BUSINESS**

**SYLLABUS**

1. Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

2. Course: **MGMT 5306** – **VC01 Leadership and Management Development**

3. Term: Spring 2018

4. Instructor: Kelly Warren, Ph.D.

5. Office Phone and email: (806) 291-1022; warrenk@wbu.edu

6. Office Hours, Building, and Location; Nunn Business Building, Plainview Campus

7. Class Meeting Time and Location: Online

8. Catalog Description: current and historical leadership theories with emphasis on viewing the leadership function in the context of organizational behavior and design.

9. Prerequisites: BUAD 5300 (For the M.P.A. MGMT 3304 only).

10. Required Textbook and Resources:

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| --- | --- | --- | --- | --- | --- |
| **BOOK** | **AUTHOR** | **ED** | **YEAR** | **PUBLISHER** | **ISBN#** |
| Developing Management Skills | Whetten | 9th | 2016 | Pearson | 9780-13312-7478 |
|  AND |  |  |  |  |  |
| Leadership: Theory and Practice | Northouse | 7th | 2015 | Sage | 9781-48331-7533 |

11. Other Materials: Winston, B. (2003). *An integrative definition of leadership*. Virginia Beach, VA: School of Leadership Studies, Regent University. This article can be downloaded at: <http://www.regent.edu/acad/global/publications/ijls/new/vol1iss2/winston_patterson.doc/winston_patterson.htm>. \*\*Other articles may be assigned.

12. Course Outcome Competencies:

Upon completion of this course the student should be able to:

* Compare and contrast the eight roles of leadership.
* Describe how leaders communicate effectively.
* Describe how to build effective teams.
* Explain why conflict is considered “productive tension”.
* Describe the core competencies of Leadership.
* Develop and communicate a vision, goals and objectives.
* Describe a productive work environment.
* Demonstrate the ability to make effective oral presentations.
* Describe the essential components of managing change.
* Apply Christian principles and ethics to make sound business decisions using leadership theory and practice.

13. Attendance Requirements: Virtual Campus

14. Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

15. Disability Statement: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.”

16: Course Requirements and Grading Criteria:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

1. **Dialogues:** There will be 6, 1-week dialogues. Students are required to post 3 times during these one-week periods. [3 posts only per week] Worth: **30%**.

2. Students will write a **3000 Word Research Philosophy Paper** (APA guidelines) on the student’s leadership style based upon his/her research-based definition of leadership. This will also include application of the theory and leadership style to the place of employment. This paper is to be submitted in APA format and must be researched based! (See Leadership Philosophy Paper description).This paper is worth **35%** of the grade.

3. Students will write a **1500 Word Book Review**. Students will pick a relevant leadership book and review it. Reviews are more than summaries and this review must be written in a professional manner. This review is worth **10%** of the grade.

4. Students will develop a **PowerPoint Presentation**. Students will pick from a list of Organizational design structures, such as: bureaucratic, open systems, learning, natural (biological), etc., and appraise the effects of the chosen topic on leadership utilizing a Leadership Theory. These presentations will be prepared as if the student was presenting the findings orally. A maximum 20 slides should be used having the “notes” pages attached (thing you would say if presenting). Worth: **20%.**

5. Complete the **Spiritual Gifts Test** at <http://giftstest.com/>. Write a 1 ½ page paper (1 in. margins, 12 point font, double-spaced) on how you might apply this self-assessment to leadership. The survey may also be used in your major paper. Worth: **5%**

**Course Grading:** The final grade will be determined in this manner:

* 30% Dialogues
* 35% Research Philosophy Paper
* 10% Book Review
* 20% Power Point Presentation
* 5% Spiritual Gifts Test

17. Tentative Schedule: (Calendar, Topics, Assignments) **Feb 26 – May 19**

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| --- | --- | --- | --- |
| **Week - Beginning & Ending Dates** | **Dialogue Topics** | **Reading** | **Assignment** |
| **1:** Feb 26 – March 3 |  | Ch1: NorthouseIntro: Whetten |  |
| **2:** March 4–10 | **Dialogue 1**: Leadership vs. Management | Chapters 2: NorthouseChapter 1: Whetten | Dialogue **1** |
| **March 12-16** | **Spring Break** | **Enjoy** | **Enjoy** |
| 3: March 18-24 | **Dialogue 2**: Contingency Models | Chapters 5-6: NorthouseChapter 1: Whetten | Dialogue **2****Book Review Due** |
| **4:** March 25-31 | **Dialogue 3:** Leading Change | Chapters 4: NorthouseChapters 8-9: Whetten | **Dialogue 3** |
| **Good Friday Break** |
| **5:** April 1-7 |  | Ch 7: NorthouseChapters 8-9: Whetten | **Power Point Due** |
| **Easter Monday Break** |
| **6:** April 8-14 | **Dialogue 4:** Leadership Applied | Chapters 8, 11: NorthouseChapters 6-7: Whetten | Dialogue **4** |
| **7:** April 15-21 |  | Chapter 10: NorthouseChapter10: Whetten | **Spiritual Gifts Paper Due** |
| **8:** April 22-28 | **Dialogue 5:** Contemporary Leadership Theories | Chapter 8: NorthouseChapter10: Whetten | Dialogue **5** |
| **9:** April 29-May 5 | **Dialogue 6:**Contemporary Leadership Theories | Chapter 8: NorthouseChapter 8: Whetten | Dialogue **6** |
| **10:** May 6-12  |  | Various: NorthouseChapter 8: Whetten |  |
| **11:** May 13-19 |  |  | **Research Paper Due May 15 (Tuesday)** |

18. **Dialogue Schedule**

|  |  |
| --- | --- |
| **Dates** | **Topic** |
| 1: March 4–10 | Leadership and Management |
| 2: March 18-24 | Various Leadership Models |
| 3: March 25-31 | Leading Change |
| 4: April 8-14 | Leadership Applied |
| 5: April 22-28 | Contemporary Leadership Theories |
| 6: April 29-May 5 | Contemporary Leadership Theories |

**RESEARCH PHILOSOPHY PAPER**

**DESCRIPTION OF THE PROJECT**

REQUIREMENTS

The Leadership Paper should examine the student’s definition of leadership while providing insight into the student’s leadership weaknesses and strengths. The body of the paper (without cover pages and the appendix) should be 3000 words.

PROJECT’S SUBJECT

The Leadership Paper will address two areas: 1) The definition of leadership and 2) the student’s philosophy of leadership (What kind of leader am I?) and 3) application of the student’s leadership style and definition of leadership to the place of employment.

STEP ONE

Before developing the Leadership Paper, the student should first develop his/her definition of leadership using good online research-based studies. Take a position (your definition) and then support that definition with research. Next acquire knowledge about your current weaknesses and strengths. Whetten and Cameron provide several assessments (see list below). A number of tests (I.Q., personality, psychological, vocational, spiritual gifts) are available on-line. The results from these tests should be discussed in the paper’s body, with the actual test, or results page, provided in the appendix. The student should have results from a range (at least six: 3 from the Whetten text; 3 from other sources) of tests to provide insight into their abilities and interests.

STEP TWO

Gather information from leadership scholars through readings from the library’s online resources databases for the definition of leadership and to undergird the philosophy of leadership. Again, make sure that you cover the literature and have plenty of good solid research-based studies.

STEP THREE

Develop and write this paper according to APA guidelines.

STEP FOUR

Check your paper and rewrite if necessary. This paper is to be a graduate scholarly work and will be graded as such.

**ASSESSMENTS**

From the Whetten and Cameron text (**9th ed**.):

Introduction: PAMS: 15-20 Scoring Key: 32-33

Ch 1: Several Self-Awareness assessments (4): 37-44 Scoring Keys: 79-83

Ch 2: Managing Stress: 86-90 Scoring Key: 130-131

Ch3: Creative Problem Solving: 134-138 Scoring Key: 184-186

Ch4: Communication: Must have **MYManagementLab** to access this instrument

Ch 5: Power/Influence: Must have **MYManagementLab** to access this instrument

Ch 6: Motivation: Must have **MYManagementLab** to access this instrument

Ch 7: Managing Conflict: Must have **MYManagementLab** to access this instrument

Ch 8: Empowering: Must have **MYManagementLab** to access this instrument

Ch 9: Building Teams: 402-403 Scoring Key: 440-441

Ch 10: Leading Change: 444-446 Scoring Key: This exercise does not have a solution or comparative data. Answers will vary among students. [At this time we do not have access to **MYManagementLab**] If you want access you can contact the publisher and pay them for an access code. Online: Spiritual Gifts Test: <http://giftstest.com/>