

Wayland 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.

Contact Information

Course: MGMT 5306 VC01 – Leadership and Management Development

Campus: WBUonline

Term/Session: Summer 2026

Instructor: Bashir Easter, PhD

Office Phone Number/Cell #: (806) 291-1037; Monday-Friday, 8:15 am – 5:00 pm (Central Time).

WBU Email Address: easterb@wbu.edu

Office Hours, Building, and Location: Monday-Friday, 8:15 am – 5:00 pm (Central Time).

Class Meeting Time and Location: ONLINE

Catalog Description:

Current and historical leadership theories with emphasis on viewing the leadership function in the context of organizational behavior and design; assessment of organization change, performance, staffing, training and development, and diversity; measurement of results; ethical implications and social responsibility

Prerequisite:

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

Textbook Information

Required Textbook(s) and/or Required Materials:

BOOK	AUTHOR	ED	YEAR	PUBLISHER	ISBN#
<u>Developing Management Skills</u>	Whetten	10th	2020	Pearson	9780-13517-6825

*This course is part of the **Pioneer Academic Access Program**. You will have access to an eBook, access code, and interactive learning material on the first day of class through your Blackboard course site. You will be notified via email with access instructions and additional information. If the course requires a physical book you can order at bookstore.wbu.edu. You can choose to opt-out, however if you do you will lose access to **EVERY class/material** and have to source through third party vendors.*

Course Outcome Competencies:

- Evaluate how the various leadership and management theories function in organizational behavior and design.
- Evaluate the essential components of managing and leading change.
- Develop core competencies found in effective leadership.
- Synthesize Spiritual Gifts into three views of leadership.

Attendance Requirements

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

University Policies

Academic Integrity:

[Link to Statement on Academic Integrity](#)

Artificial Intelligence: Generative AI tools permitted in specific context and with proper citations.

- i. Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work.
- ii. While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate content must be properly referenced and cited.
- iii. Specific parameters for generative AI usage are provided by the instructor.
- iv. Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.

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 Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests. Office: (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

Course Requirements and Grading Criteria

1. **Dialogues:** There will be 4, 1-week dialogues. Students are required to post 3 times during these one-week periods. [3 posts only per week] Worth: **40%**.
2. Students will write a **1750-Word (around 7 pages, not counting Cover page, abstract, references, or appendices) 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 **25%** 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: **15%**.
5. Complete the **Spiritual Gifts Test** at <http://giftstest.com/>. Write a 3-page paper (1 in" margins, 12-point font, double-spaced) on how this might apply to three views (theories) of leadership. The survey on gifts may also be used in your major paper. Worth: **10%**
6. Complete **1 Exam** covering the textbook material. Worth: **10%**

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

- 40% Dialogs
- 25% Research Philosophy Paper
- 15% Power Point Presentation
- 10% Spiritual Gifts Test Paper
- 10% Final EXAM

LATE WORK: Must be approved by the professor for partial credit.

Student Grade Appeals: 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 Vice President of Academic Affairs 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.

Tentative Schedule

Week – Beginning & Ending Dates	Dialogue Topics	Readings	Assignment
1: June 1–7, 2026	Dialog 1: Effective Management	Intro, Ch. 9: Whetten	Dialog 1 and Introductions
2: June 8–14, 2026	Dialog 2: Leadership Communication and Motivation	Chapters 4, 6: Whetten	Dialog 2
3: June 15–21, 2026	—	Outside Research using WBU Library’s database	PowerPoint Presentation
4: June 22–28, 2026	Dialog 3: Leading Change	Chapters 1, 8, 10: Whetten	Dialog 3
5: June 29–July 5, 2026	—	Spiritual Gifts Test: http://giftstest.com/	Spiritual Gifts Paper Due
6: July 6–12, 2026	Dialog 4: Scriptural Leadership	Chapters 2–3: Whetten (prep for Exam)	Dialog 4; Work on Research Paper (due next week)
7: July 13–19, 2026	—	Chapters 5, 7: Whetten (prep for Exam)	Research Paper Due
8: July 20–26, 2026	Exam Review	Chapters 1–10: Whetten	EXAM (Open Book)

Additional Information

1. RESEARCH PHILOSOPHY PAPER and 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, abstract, references, and the appendix) should be 1750 words.

PROJECT’S SUBJECT

The Leadership Paper will address two areas: 1) Using a research-based theory describe the student’s philosophy of leadership (What kind of leader am I?) and 2) 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; 2 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 (10th ed.):

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

Ch 1: Several Self-Awareness assessments: 38-43 Scoring Keys: 77-81

Ch 2: Managing Stress: 84-88 Scoring Key: 129-130 (Some require **MYManagementLab**)

Ch3: Creative Problem Solving: 132-136 Scoring Key: 182-184

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: 406-407 Scoring Key: 442-443

Ch 10: Leading Change: 446-448 Leading Positive Change Scoring Key: This exercise does not have a solution or comparative data. Answers will vary among students.

Online: Spiritual Gifts Test: <http://giftstest.com/>

Additional Information: Specific parameters for generative AI usage in this course.

You may use generative AI tools (e.g., ChatGPT, Claude, Gemini) for the following purposes only:

- *Summarizing or explaining textbook theories (for your understanding)
- *Generating ideas or outlines
- *Rephrasing your own drafts for clarity

You may not use AI to:

- *Write full paragraphs or the entire paper
- *Generate citations or fabricate sources or guess citations
- *Paraphrase academic articles without reading them yourself and understanding them

Proper Citation:

*If you use a generative AI tool in any capacity, **you must include a “Use of Generative AI” statement** at the end of your assignment, (See example below):

Use of Generative AI: I used ChatGPT (April 2024 version) to help brainstorm an outline and explain the differences between Maslow’s and Self-Determination Theory. All ideas are my own, and sources are properly cited.

***Failure to include this statement, or use beyond these parameters, will be treated as a violation of the academic honesty policy.**