# "WBUlogo"

Virtual Campus

School of Business

# 2. UNIVERSITY MISSION STATEMENT

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

# 3. COURSE NUMBER & NAME:

MGMT 6306-VC01, Theories of Leadership

# **4. TERM**:

Winter, 2018 (November 12, 2018 to February 16, 2019)

# **5. INSTRUCTOR**:

Mark Bell, Ph.D.

# **6. CONTACT INFORMATION**:

Office phone: 731-937-1095

WBU Email: richard.bell@wayland.wbu.edu

Cell phone: 731-937-1095

# **7. OFFICE HOURS, BUILDING & LOCATION**:

Let’s schedule a time. I’m generally available to schedule phone calls: Mon. – Sat. from 9am to 8pm CT or Sun. afternoons from 1pm CT to 5pm CT.

# **8. COURSE MEETING TIME & LOCATION**:

Meeting day & time: Virtual Campus, Online through Blackboard

# **9. CATALOG DESCRIPTION**:

Examination of the effect of leadership in the organization including organizational vision and mission, organizational effectiveness, leadership and followership characteristics and styles, and other organizational performance related topics

# 10. PREREQUISITE:

None

# **11. REQUIRED TEXTBOOK AND RESOURCE MATERIAL**:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **BOOK** | **AUTHOR** | **ED** | **YEAR** | **PUBLISHER** | **ISBN#** | **UPDATED** |
| The Leadership Experience | Daft | 7th | 2018 | Cengage | 9781-33710-2278 | 4/24/17 |

# 12. OPTIONAL MATERIALS

 Various articles provided in Blackboard

# **13. COURSE OUTCOMES AND COMPETENCIES**:

* Compare theories of leadership in business organizations
* Propose research projects that extend or combine research in leadership in business organizations
* Apply leadership research theories to current management problems
* Evaluate leadership models that maximize organizational effectiveness

# 14. ATTENDANCE REQUIREMENTS:

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

# **15. STATEMENT ON PLAGIARISM & 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.

# **16. 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.

# **17. COURSE REQUIREMENTS and GRADING CRITERIA**:

 **Grading Criteria: Points**

Exploration Essays (4 x 100) 400

Weekly Discussion (8 x 50) 400

Final Research Paper 200

 **Total Points 1000**

**Grading Scale:**

* 1. **A**
	2. **B**
	3. **C**

**Below 70 F**

W= Approved Withdrawal

WP= Approved Withdrawal Passing

WF= Withdrawal Failing

I= Incomplete

**17.1 Include Grade Appeal Statement:** “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/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.”

# 18. TENTATIVE SCHEDULE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Start** **Date** | **Topic/Reading** | **Assignments** | **Points** | **Due** **Date** |
| 1 | Nov 12 | Introduction to Leadership* Daft: Ch. 1

Research Perspectives on Leadership* Daft: Ch. 2
* Daft: Ch. 3
 | IntroductionsDiscussion | 50 | Nov 18 |
| **Thanksgiving Break Nov 19 - 23** |
| 2 | Nov 26 | The Personal Side of Leadership* Daft: Ch. 4
* Daft: Ch. 5
 | Discussion Exploration Essay 1 | 50100 | Dec 2 |
| 3 | Dec 3 | The Personal Side of Leadership* Daft: Ch. 6
* Daft: Ch. 7
 | Discussion | 50 | Dec 9 |
| 4 | Dec 10 | The Leader as a Relationship Builder* Daft: Ch. 8
* Daft: Ch. 9
 | DiscussionExploration Essay 2 | 50100 | Dec 16 |
| 5 | Dec 17 | The Leader as a Relationship Builder* Daft: Ch. 10
 | DiscussionExploration Essay 3 | 50100 | Jan 6 |
| **Christmas Break Dec 20 – Jan 2** |
| 6 | Jan 7 | The Leader as a Relationship Builder* Daft: Ch. 11
* Daft: Ch. 12
 | Discussion | 50 | Jan 13 |
| 7 | Jan 14 | The Leader as Social Architect* Daft Ch. 13
* Daft Ch. 14
 | DiscussionExploration Essay 4 | 50100 | Jan 20 |
| 8 | Jan 21 | The Leader as Social Architect* Daft Ch. 15
 | Discussion | 50 | Jan 27 |
| 9 | Jan 28 |  | Final Research Paper Due | 200 | Feb 3 |
| 10 | Feb 4 | Applied Research Project |
| 11 | Feb 11 | Applied Research ProjectFinal Day of this Course is February 16. |
| **Total Points** | **1000** |

* Professor reserves the right to alter this schedule as needed. Students will be given appropriate, advanced notice of any changes to course schedule and/or assignments.

# 19. ADDITIONAL INFORMATION

**Assignment Descriptions and Grading Rubrics**

Weekly Discussion:

Students are required to answer all the discussion questions posted by the instructor.

Main post: 250-400 words; 1-2 scholarly sources in addition to the textbook; 2-3 citations

Replies: 100-150 words; 1 scholarly source; 1 citation

|  |  |
| --- | --- |
|   | Levels of Achievement |
| Criteria | Novice | Competent | Proficient |
| Content Weight 50.00% | 75.00 %The content of your discussion is limited and does not demonstrate a through grasp of the discussion topics for the week | 85.00 %Content is substantive and relevant to the discussion topic for the week | 100.00 %Content is substantive and relevant to the discussion topic for the week |
| Organization/CitationsWeight 25.00% | 75.00 %Your thoughts are not well organization and do not represent good use of cited material | 85.00 %Your thoughts are well organized, and you appropriate cite and reference material from your sources | 100.00 %Your thoughts are well organized, and you appropriate cite and reference material from your sources |
| Grammar/style/formatWeight 25.00% | 75.00 %Your style and use of grammar does not represent good writing at the level of graduate study for this course. | 85.00 %Your writing style is appropriate, sentence structure, grammar and format meet the assignment criteria | 100.00 %Your writing style is appropriate, sentence structure, grammar and format meet the assignment criteria |

Threaded Discussions are designed for maximum student participation and engagement. It is critical for the success of these courses that students contribute to the Threaded Discussions in a timely manner. Therefore, no late postings to the Threaded Discussions will be accepted without prior arrangement with the instructor.

Exploration Essays:

Students will research and explore the scholarly literature on assigned topics. Essays must be 5-6 pages in length (excluding cover & reference page) and formatted in APA style. Exploration essay will require 4 scholarly, peer-reviewed sources in addition to the textbook. Assignment topics are outlined within the course pages in Blackboard.  The criteria for grading the essays is as follows:

|  |  |
| --- | --- |
|   | Levels of Achievement |
| Criteria | **Novice** | **Competent** | **Proficient** |
| FormattingWeight 20.00% | **75.00 %**Format does meets standard APA rules with errors in the discussion, citations, and list of references | **90.00 %**Format meets standard APA rules with some errors in the discussion, citations, and list of references | **100.00 %**Format meets standard APA rules with no errors in the discussion, citations, and list of references |
| OrganizationWeight 20.00% | **75.00 %**The organization of the discussion is somewhat thoughtful but provides insufficient detail. Use of subheadings and other writing format tools is not well organized per APA | **90.00 %**The organization of the discussion is mostly thoughtful and provides enough detail. Use of subheadings and other writing format tools is well organized per APA | **100.00 %**The organization of the discussion is thoughtful and provides enough detail. Use of subheadings and other writing format tools is well organized per APA |
| Grammar Weight 20.00% | **75.00 %**Provides a few sentence types and uses some inaccurate, non-descriptive language. Contains several errors in the conventions of the English language. Errors are first draft in nature. | **90.00 %**Provides a variety of sentence types and uses precise, descriptive language. Contains several errors in the conventions of the English language. Errors are first draft in nature. | **100.00 %**Provides a variety of sentence types and uses precise, descriptive language. Contains few, if any, errors in the conventions of the English language. |
| Content Weight 40.00% | **75.00 %**The discussion is not clearly synthesized from the content from sources dealing with a single issue, paraphrasing the ideas and connecting them to other sources and related topics to demonstrate comprehension. Demonstrates a limited amount of comprehensive grasp of the text. Some inaccuracies of specific textual details and examples to support the thesis and main ideas from two or more sources. There is a potential misunderstandings, biases, and expectations in the discussion that is incomplete. | **90.00 %**Clearly synthesizes the content from sources dealing with a single issue, paraphrasing the ideas and connecting them to other sources and related topics to demonstrate comprehension. Demonstrates a thorough comprehensive grasp of the text. Accurately and coherently provides specific textual details and examples to support the thesis and main ideas from two or more sources. Thoughtfully anticipates and addresses the reader’s potential misunderstandings, biases, and expectations. | **100.00 %**Clearly synthesizes the content from sources dealing with a single issue, paraphrasing the ideas and connecting them to other sources and related topics to demonstrate comprehension. Demonstrates a thorough comprehensive grasp of the text. Accurately and coherently provides specific textual details and examples to support the thesis and main ideas from two or more sources. Thoughtfully anticipates and addresses the reader’s potential misunderstandings, biases, and expectations. |

Final Research Paper:

Students will complete one research paper for this class. The paper should be a minimum of fifteen (15) pages of content, excluding coversheet, abstract and references, and it should utilize at least ten scholarly sources (journal articles). The sources may include the articles chosen for your “Article Summaries” assignment. Papers must utilize proper APA format. Topics for papers must also be pre-approved by the professor. The paper will be submitted to Safe Assignment. If Safe Assignment detects more than a 25% match of previously written work, or use of direct quotes, you will need to revise your paper so that you do not exceed more than 25% use of direct quotes or previously submitted work for your program. Grading rubric for research paper:

|  |
| --- |
| Levels of Achievement |
| Criteria | **Novice** | **Competent** | **Proficient** |
| Research Weight 40.00% | **80.00 %**Valid sources are inconsistently used. The bibliography is missing some pieces. | **90.00 %**The evidence comes from valid sources. The bibliography is complete. The evidence used reflects multiple views. | **100.00 %**The evidence comes from a wide variety of valid sources. The bibliography is complete and reflects appropriate sources. The evidence used reflects multiple views. |
| Visual Presentation/FormatWeight 15.00% | **80.00 %**Most relevant information present. Some section headings, captions, or graphics used. Looks like H.S. paper. | **90.00 %**Cover page. Sections headings. Graphics included. Professional looking. | **100.00 %**Cover page with relevant info, including descriptive title. Section headings. Good graphics, with appropriate citations. Clean and professional looking. |
| Structure Weight 15.00% | **80.00 %**Thesis is fairly clear. Inconsistent support for thesis. Paper weakly organized. Conclusion is acceptable. | **90.00 %**Thesis is clear and appropriate. Thesis fairly well supported. Paper is fairly well organized. Conclusion follows from the rest of the paper. | **100.00 %**Thesis is clear, easy to find, and appropriate to the assignment. Thesis is supported by the rest of the paper. Paper contains a “roadmap” for the reader. There is a logical flow to the topics/arguments. Conclusion follows clearly from the arguments presented |
| Thinking Weight 15.00% | **80.00 %**Arguments are not consistently pertinent, logical, or supported. Few key arguments have been made. | **90.00 %**Arguments are pertinent to the topic. Arguments are fairly logical and reasonably supported. Most key arguments have been made. | **100.00 %**Arguments are pertinent to the topic. Arguments are logical, supported with evidence. The key arguments have been made – no major points have been left out. |
| Interest Factor Weight 15.00% | **80.00 %**Language and style only fair. Less-developed analysis and synthesis. Nuance, inference and subtlety lacking. Main points present, not well made. | **90.00 %**Language and style appropriate. Paper presents reasonable analysis and synthesis. There is a little nuance, inference and subtlety. Main points clear. Reader is engaged. | **100.00 %**Language and style appropriate for intended audience. Paper presents well-developed analysis and synthesis. There is nuance, inference and subtlety to the paper. Main points are memorable. Reader is very engaged. |

Other Important Information:

* Homework is due by 11:59pm on the last day of the specified week in Central Time Zone.
* Late homework will result in 10% reduction of the score.
* Written work is graded on the basis of content first, but also on the quality of grammar and punctuation, which should go without saying at this doctoral level.
* All written assignments should be 12-point type and using APA Manuscript Writing Style.
* All written papers should be submitted via Safe Assign.
* Questions concerning grades will be resolved within one week after the assignment has been returned.
* Unless noted as a group assignment, all work should be original work of the individual student.
* Academic honesty is expected of all students. Plagiarism, cheating, and other acts that lack academic honesty may result in a zero on the particular assignment.
* Your discussions and interactions need to remain professional and facilitate learning and growth.
* Always contact the professor if you need assistance.
* No work will be accepted after the last day of class!