



**Virtual Campus**  
**School of Humanities and Leadership**

**Wayland Baptist University 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.

**Course Name:** LDRS6301 Leadership Theory

**Term and Year:** Fall 1, 2025

**Full Name of Instructor:** Dr. Evans Igho Akpo

**Office Phone and WBU Email Address:** (806)-291-1108. CMB 1300. akpoe@wbu.edu

**Office Hours, Building, and Location:** by Appointment: Gate Hall. Room 202.

**Class Meeting Time and Location:** Online

**Catalog Description:** A historical, theological, psychological, and moral survey as it pertains to the various leadership theories and practices.

**Required Textbook and Resources:**

Maxwell, J. (2022). *The 21 irrefutable laws of leadership: Follow them and people will follow you*, 25<sup>th</sup> Anniversary Edition. Harper-Collins. ISBN: 978-1400236169

Northouse, P.G. (2022). *Leadership: Theory & practice*, 9<sup>th</sup> Edition. SAGE Publishing. ISBN: 978-1544397566

Additional Resources:

Dugan, J. P. (2024). *Leadership Theory* (2nd ed.). Wiley Professional Development (P&T).

Optional Text:  
Bible

Various Articles within Blackboard

**Course Outcome Competencies:** Although the outcomes will be the same, the method of completion may vary according to the topic selected for the semester. Upon the conclusion of this course students actively engaged in learning will be able to:

1. Identify and debate the various leadership theories, concepts, and practices.
2. Analyze and critique leadership styles and their effectiveness.
3. Dissect biblical leading principles and ethical laws as they pertain to the strategic leader.
4. Assess leadership techniques employed within various organizations and groups, and determine which best fits the student's own leadership style.
5. Design and articulate a strategy to apply a specific leadership technique within the student's organization.

## **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.

As stated in the Wayland Catalog, students enrolled should make every effort to participate online. 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.

## **Generative AI tools**

Link to WBU’s Statement on Academic Integrity <https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf> in regard to how generative artificial intelligence (GAI) such as ChatGPT may or may not be used in this course: 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.

**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.

**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.”

**Course Requirements and Grading Criteria:**

<b>Assignments:</b>	<b>Learning Objective(s)</b>	<b>Points</b>	<b>Grade Percentage</b>
<i>Weekly discussion/ Participation</i>	<i>1,4, 2</i>	<b>150</b>	<b>30 %</b>
<i>Class Group Presentation</i>	<i>2 &amp; 3</i>	<b>100</b>	<b>20%</b>
<i>Online Reflection Journal/ Questionnaire</i>	<i>1-5</i>	<b>100</b>	<b>20%</b>
<i>Connection Research Paper</i>	<i>5</i>	<b>150</b>	<b>30%</b>

See blackboard for details of each assignments.

**Late Policy**

Unless there are special circumstances as noted, no late work is accepted, all work (including Discussion Board assignments and any other graded assignment) must be submitted by the due date.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis. To be considered for an exemption to the policy, students must contact the professor in advance of the due date.

**The University has a standard grade scale:**

- A = 90-100,
- B = 80-89,
- C = 70-79,
- D = 60-69,
- F= below 60,
- W = Withdrawal,
- WP = withdrew passing,
- WF = withdrew failing,
- I = incomplete.

An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

“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.”

**Schedule:**

<b>Session:</b>	<b>Topic:</b>	<b>Reading:</b>	<b>Assignments DUE:</b>
<p><b>August 11th/Monday</b></p> <p>-</p> <p><b>August 16<sup>th</sup>/Saturday</b></p>	<p>Introduction/ The Evolving Nature of Leadership/ Critical Perspectives as Interpretative Frameworks</p> <p>Bible Character: Moses</p>	<p>Northouse, Chapter 1 &amp; 2</p> <p>Maxwell, 1, 2 &amp; 3</p> <p>Dugan, Chapter 1</p> <p>Scripture References- Exodus 2, 3, 4, 5, 17, 19</p>	<p>Read chapters and watch the videos</p> <p>Participation in discussions</p> <p>Complete online reflection Journal and Questionnaire</p> <p>Complete syllabus quiz</p> <p>Complete introductory discussion</p>
<p><b>August 17th /Sunday</b></p> <p>-</p> <p><b>August 23<sup>rd</sup>/Saturday</b></p>	<p>Skills &amp; Behavioral Approach</p> <p>Critical Perspective as Interpretative Framework</p> <p>Bible Characters: Abigail, Ester and Mary of Magdalene</p>	<p>Northouse, Chapter 3 &amp; 4</p> <p>Maxwell 4, 5 &amp; 6</p> <p>Dugan, Chapter 2</p> <p>Scripture References— Abigail; 1 Samuel 25:1-42; 2 Samuel 3:3</p> <p>Esther: Book of Esther</p>	<p>Read chapters and watch the videos</p> <p>Participation in discussions</p> <p>Complete online reflection Journal and Questionnaire</p>
<p><b>August 24th / Sunday</b></p> <p>-</p> <p><b>August 30th/ Saturday</b></p>	<p>Situational Approach / Path-Goal Theory</p> <p>Bible Character: Jesus</p>	<p>Northouse, Chapter 5 &amp; 6</p> <p>Maxwell, 7, 8 &amp; 9</p> <p>Dugan, Chapter 5</p> <p>Scripture References—</p>	<p>Read chapters and watch the videos</p> <p>Participation in discussions</p> <p>Complete online reflection Journal and Questionnaire</p>

		Book of Luke and John	
<b>August 31st / Sunday</b> - <b>September 6th/ Saturday</b>	Leader-Member Exchange Theory/ Transformational Leadership	Northouse, Chapter 7 & 8  Maxwell, 10, 11 & 12  Dugan, Chapter 6 & 7  Scripture References—  Book of Luke and John	Read chapters and watch the videos  Participation in discussions  Complete online reflection Journal and Questionnaire
<b>September 7th/ Sunday</b> - <b>September 13th/ Saturday</b>	Authentic and Servant Leadership  Bible Characters: Joseph and Paul	Northouse, Chapter 9 & 10  Maxwell, 13, 14 & 15  Dugan, Chapter 5  Scripture References—  Joseph: Genesis 37-50  Paul-Acts 9, 13,15	Read chapters  Participation in discussions  Complete online reflection Journal and Questionnaire
<b>September 14th/ Sunday</b> - <b>September 20th/ Saturday</b>	Adaptive Leadership and Inclusive Leadership  Leader Driven Theories  Class Group Presentation	Northouse, Chapter 11 & 12  Maxwell 16 & 17  Dugan, Chapter 9	Read chapters  Participation in discussions  Complete online reflection Journal and Questionnaire  Complete Class Group Discussion
<b>September 21st/ Sunday</b>	Followership, Gender and Leadership	Northouse, Chapters 13 & 14	Connection Leadership Paper Due on September 28th by 11:58 pm

<p>-</p> <p><b>September 27th/ Saturday</b></p>	<p>Group Driven Theories</p> <p>Bible Characters: David and Samuel</p>	<p>Maxwell 18 &amp; 19</p> <p>Dugan, Chapters 7</p> <p>David- 1</p> <p>Samuel 16,18 / 2Samuel 11, 23</p> <p>Samuel- Kings 1, 2, 3, 6, 9</p>	<p>Read chapters</p> <p>Participation in discussions</p> <p>Complete online reflection Journal and Questionnaire</p>
<p><b>September 28th/ Sunday</b></p> <p>-</p> <p><b>October 4th / Sunday</b></p>	<p>Leadership Ethics and Team Leadership</p> <p>Relationship, Complexities Driven Theories</p>	<p>Northouse, Chapter 15 &amp; 16</p> <p>Maxwell, 20 &amp; 21.</p> <p>Dugan, Chapters 8, 10, 11.</p>	<p>Read chapters</p> <p>Participation in discussions</p> <p>Complete online reflection Journal and Questionnaire</p> <p>Optional: Complete any extra credit work.</p>

**Note: All work is on Central Standard Time: CST.**

***Class Group Presentation- 100 pts./ 20%***

Topic of the class group leadership presentation should be connected to one of the following strands:

**Group 1: Teamwork.** How does a leader create a culture where teams work well together, accomplish more, and have professional satisfaction?

**Group 2: Empowering Others.** How do leaders empower others to maximize their ability to accomplish big goals?

**Group 3: Implementation.** How do leaders analyze and check the progress implementation of their vision?

**Group 4: Turnaround.** How do leaders initiate change processes in an organization's culture and sustain that change to improve productivity?

**Group 5: Ethics.** How do leaders stay grounded in their principles and relationships as their leadership influence increases?

**Group 6: Higher Purpose.** How do leaders live out their faith in their sphere of influence?

With these themes in mind, please plan to ensure your presentation meets the following standards:

- Plan for a 20-minute session, allowing 5 minutes of question(s) from participants to bring closure to your session. (Someone in your group will ask a question as it would have been in a face-to-face classroom).

- Provide for at least three engagement opportunities so that participants talk about what they are learning. Feel free to use strategies to get people up, moving, and talking with one another.
- Provide at least one “reflection” opportunity so that participants write down applicable next steps they can pursue after leaving your session.
- You could use a PowerPoint slide and ensure there is a voiceover. Vidgrid, youtube or any video of your choice. Ensure you have the names of all the participants.
- Send your power point presentation to the discussion board on the due date, September 20<sup>th</sup>, 2025 at 11:59pm CST.

**Class Group Presentation Rubric:**

<b>Criteria-Expectation Level</b>
<b>Content &amp; Organization -15 points each.</b>
1. All key elements of the assignments are covered
2. The content is comprehensive, accurate, and/or persuasive
3. Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.
4. The introduction/summary provides sufficient background on the topic and previews/reviews major points.
5. Included interactive/hands-on activities which involved the students in the class.
<b>Presentation -5 points each.</b>
<b>1. Professional Virtual Presence.</b> Presents in a professional manner and demeanor.
<b>2. Delivery.</b> Eye contact with audience or the camera. Group members present equally.
<b>3. Mastery of Research Conducted</b> Student shows confidence and mastery of topic researched during entire presentation. Do not read off of slides/paper!