



# Lincoln University

## BA 424 – Leadership Development

### COURSE SYLLABUS

Spring, 2020

<b>Instructor:</b>	Dr. Pete Bogue
<b>Lecture Schedule:</b>	Tuesday, 3:30 – 6:15 PM
<b>Credits:</b>	4 units (3 units / 45 lecture hours + 1 unit individual research project)
<b>Level:</b>	Mastery 2/ Research (M2R)
<b>Office Hours:</b>	Tuesday, 11:30 AM -12:30 PM by appointment. e-mail: <a href="mailto:pbogue@lincolnuca.edu">pbogue@lincolnuca.edu</a>
<b>Textbooks:</b>	Yukl, Gary A., and William L. Gardner, III, “Leadership in Organizations,” 9 <sup>th</sup> ed. (Upper Saddle River, New Jersey: Pearson, 2020). ISBN-13: 978-0134895130
<b>Prerequisite:</b>	BA 308
<b>Last Revision:</b>	January 5, 2020

### CATALOG DESCRIPTION

**The course provides a comprehensive survey of the major theories and research on leadership and managerial effectiveness in organizations with practical suggestions for improving leadership skills. The nature and attributes of leadership are investigated through case studies, biographies, and class presentations. Topics include the difference between leadership and management as well as indentifying traits and abilities which have distinguished effective leaders from ineffective ones. (4 units)**

### Learning Objectives:

The overall purpose of the course is an exploration of what makes an effective leader. The course provides a balance of theory and practice as it covers the major theories and research on leadership and managerial effectiveness in formal organizations. Rather than detailing an endless series of studies or prescribing exactly how leaders must operate, it sticks to the major findings and offers recommendations for improving leadership and managerial effectiveness. Using this approach students understand the implications of their decisions and can determine the best courses of action specific to the situation. The course offers concrete examples, research citations, and practical guidelines for better clarity of leadership concepts. Thus, the course is a relevant and useful tool for students who expect to become leaders/managers in the near future.

**COURSE LEARNING OUTCOMES<sup>1</sup>**

	<b>Course Outcome</b>	<b>PLO</b>	<b>ILO</b>	<b>Assessment</b>
1	<p>*State, explain, and apply the theories of leadership behavior in organizations to include the three levels of organizations, individual, group, and organizational.</p> <p>*Recognize the impact of corporate culture on organizational leadership.</p> <p>*Identify major leadership empowerment interventions including interpersonal, team, and intergroup techniques to enhance organizational effectiveness.</p> <p>* Identify major leadership quality and productivity interventions such as goal setting, MBO, TQM, job design and self-managed work teams. *Identify the leadership strategies and processes that lead to the development of learning organizations, organizational transformations, and strategy-culture matrices.</p> <p>*Identify the culture and organizational factors that lead to effective leadership.</p> <p>*Demonstrate the ability to access, understand, apply, and communicate leadership development research outcomes.</p> <p>*Recognize effective leadership behaviors and summarize the different leadership styles.</p> <p>*Evaluate the key leadership theoretical and applied practices that influence work group and team behaviors in organizations.</p> <p>*Describe the influence of diversity and equal treatment in organizations in relation to leadership development.</p>	PLO 3	ILO 2c, ILO 7c	Assigned textbook chapters: Discussion questions; Application cases questions & answers; Application case Power Point presentation; Self-Assessment library; Comprehensive final exam; Attendance.

<sup>1</sup> Detailed description of learning outcomes and information about the assessment procedure are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

2	<p>*Integrate and apply knowledge from leadership development research areas to actual organizational situations.</p> <p>*Demonstrate an understanding of the meaning of the terminology and the tools used in leadership development research.</p> <p>*Develop an effective skill set in applying leadership development knowledge to organizational problems.</p> <p>*Synthesize and build on leadership development concepts to analyze the internal and external variables that affect the performance of an organization.</p>			<p>Discussion questions;</p> <p>Application cases questions &amp; answers;</p> <p>Application case Power Point presentation;</p> <p>Self-Assessment library;</p> <p>Research project documenting sources;</p> <p>Comprehensive final exam;</p> <p>Attendance.</p>
3	<p>*Leading teams as a change agent: contribute to the effective performance of a team as a team leader, co-leader, leading improvements in organizational functioning.</p> <p>*Diagnose and solve leadership development problems in the context of teams:</p> <p>*Apply leadership development knowledge to demonstrate the ability to diagnose and solve organizational issues and problems.</p> <p>*IT Literacy: Using data for leadership development decision-making; Data storage and extraction; Computer skills.</p> <p>*Critical Thinking: Using information in leadership development issues;</p> <p>*General strategic thinking; Interpreting leadership development and management data.</p> <p>*Leadership Communication: Composing text;</p>	PLO 5	ILO 4c, ILO 5c	<p>Discussion questions;</p> <p>Application cases questions &amp; answers;</p> <p>Application case Power Point presentation;</p> <p>Self-Assessment library;</p> <p>Research project documenting sources;</p> <p>Comprehensive final exam;</p> <p>Attendance.</p>

	Grammar; Oral presentations; Communication skills.			
4	*Apply ethical frameworks to resolve ethical dilemmas faced by leaders/managers. *Explain individual influences on ethical judgements. *Apply personal values in ethical decisions. *Discuss moral dilemmas effectively.	PLO 6	ILO 3c	Discussion questions; Application cases questions & answers; Application case Power Point presentation; Research project documenting sources; Comprehensive final exam; Attendance

## INSTRUCTIONAL METHODS

*This is a direct classroom instruction course.*

Lectures supported by PowerPoint slides with supervised exercises and business case studies. The emphasis will be on learning by doing. Every student must participate in intensive classroom activities, must complete homework, course assignments, and exams.

Assignments and projects require students to actively use resources of the library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

## TOPICAL OUTLINE

**The course provides a complete, comprehensive review of what it actually takes to lead organizations successfully. This course highlights the missing ingredients in current leadership practices and reveals the neglected people and process dynamics that so often cause failure of leadership. The course demonstrates the requirement that leaders become much more conscious of these unseen dynamics, which enables them to create an integrated, process-oriented, leadership strategy. The course introduces the new leadership competency of process thinking and spotlights leader mindset changes as key drivers of successful leadership in organizations.**

## COURSE REQUIREMENTS

Students will be responsible for completing the textbook chapter readings prior to the lectures, homework and classroom activities, case studies, and examinations. The expected amount of time a student will need to spend outside of class to complete his/her individual and/or group out-of-class homework assignments is six (8) hours per week for a 4-unit class.

**ASSESSMENT CRITERIA AND METHODS OF EVALUATING STUDENTS** *The basis for the determination of the final grade for the course will be the total weighted score for all activities according to the percentages shown in the table:*

Questions for Review/Answers	10%
Case Incidents Questions/Answers:	10%
Case Incident Power Point Presentation:	15%
One-Unit Written Research Project/Presentation:	25%
Self-Assessment Library	10%
Final Comprehensive Exam	25%
Attendance	05%
Total	100%

***Grading Scale (Point/Grade Conversion)***

100-95 A	79-77 C+	59 or < F
94-90 A-	76-74 C	
89-87 B+	73-70 C-	
86-84 B	69-65 D+	
83-80 B-	64-60 D	

**ATTENDANCE**

Regular attendance at classes is essential. Attendance is factored into the final grade for the course. Each student is expected to be present for scheduled class periods, to be punctual, and to remain in class for the entire scheduled period. Students who are late must wait until the break to enter class. Students may not come and go during class except for the break. Excessive absences or tardiness may result in loss of credit, lowering of grade, or dismissal from the class. Students are responsible for making up class work missed.

**EXAMINATIONS**

The final exam will consist of short answer and/or essay questions evaluating the student's understanding of the basic concepts, terms, processes, and issues covered in the course.

**ELECTRONIC DEVICES**

Cell phones must be turned off while in the classroom or placed in a vibrating mode. Smart phone and laptop screens may not be viewed in class while lectures are in progress.

**INTEGRITY AND QUALITY OF SCHOLARSHIP**

Integrity of scholarship must be maintained at all times. Plagiarism (copying directly from an author's work) is not permitted. All written work is to be word-processed unless otherwise indicated and should reflect college-level ability in English structure, grammar, spelling, and sophistication of analysis.

**PLAGIARISM DETECTION**

Lincoln University subscribes to Turnitin plagiarism prevention service. Student work will be used for plagiarism detection and for no other purpose. Originality reports will not be available for viewing.

**MODIFICATION OF THE SYLLABUS**

This syllabus and schedule are subject to change in the event of extenuating circumstances. An announcement of any changes will be made in class.

**HOMEWORK AND CLASSROOM ACTIVITIES**

**Team Assignment:** Student teams will answer their assigned “Questions for Review” in advance of lectures, word process the answers, bringing them to class, prepared to respond if called upon by the instructor to summarize the answers to these review questions. Satisfactory answers will be scored as a 2 (strong answer), 1 (satisfactory answer), or 0 (unsatisfactory answer or absence). Student teams will submit the review question answers to the instructor (or CANVAS) by the end of the course.

**Team Assignment:** Student teams will analyze and solve the assigned “Case Incidents” under the guidance of the instructor, apply relevant concepts and practical applications found in the respective chapters, word process the answers to the questions following the cases, and submit them to the instructor (or CANVAS) by the end of the course.

**Team Assignment:** Student teams will be given the opportunity to make Power Point presentations before the class of solutions to their selection of assigned “Case Incidents” and their responses to the questions following the cases. Students must be prepared to deliver credible responses adding value based upon the material in the relevant chapter. Students’ presentation skills will be assessed and evaluated for their professional demeanor. Please be prepared to participate. What you put into the course will determine what you and others get out of it. Student teams will submit the Power Points to the instructor (or CANVAS) by the end of the course.

**Individual Assignment:** Self-Assessment Library: Insights Into Your Skills, Interests, and Abilities. Individual Self-assessment questionnaire handouts will be completed in class in conjunction with the textbook readings. Students will record their self-assessment scores and an analysis/interpretation of them on the questionnaires to be submitted to the instructor (or CANVAS) upon completion of the exercise.

**Individual Assignment - Individual Research Project:** MS and DBA students are required to submit a research paper based upon the subject matter of selected chapter(s) from the textbook reviewing the current research about the chosen subject, summarizing the results, and offering conclusions. Needless to say, the research paper should be carefully and thoughtfully well written. The format of the research paper must adhere to the APA Publication Manual, available in the L.U. library and on the Lincoln University Website, be documented by proper annotation and referencing and must include a bibliography. The 12 point font size should be utilized. Students will include at the beginning of their research paper the statement, “I have done my own work and have neither given nor received unauthorized assistance on this work.” Students will submit their research projects to the instructor (or CANVAS) by the end of the course.

**Individual Assignment: Graduate (MS and DBA) students will prepare one-unit written research papers and make 30-minute Power Point presentations summarizing the research to fellow MS and DBA students and faculty at large at a time and place to be arranged on campus upon conclusion of the course.**

**COURSE SCHEDULE**

**T 01/21/20, Lecture: Chapter 1, The Nature of Leadership**

**Questions for Review**

**Case: Questions**

**Self-Assessment Library**

**T 01/28/20, Lecture: Chapter 2, Leadership Behavior**

**Questions for Review**

**Case: Questions**

**Self-Assessment Library**

**T 02/04/20, Lecture: Chapter 3, The Leadership Situation and Adaptive Leadership**

**Questions for Review**

**Case: Questions**

**Self-Assessment Library**

**T 02/11/20, Lecture: Chapter 4, Decision Making and Empowerment by Leaders**

**Questions for Review**

**Case: Questions**

**Self-Assessment Library**

**T 02/18/20, Lecture: Chapter 5, Leading Change and Innovation**

**Questions for Review**

**Case: Questions**

**Self-Assessment Library**

**T 02/25/20, Lecture: Chapter 6, Power and Influence Tactics**

**Questions for Review**

**Case: Questions**

**Self-Assessment Library**

**T 03/03/20, Lecture: Chapter 7, Leader Traits and Skills**

**Questions for Review**

**Case: Questions**

**Self-Assessment Library**

**TUE 03/10-SAT 03/14/20 Spring Recess**

**T 03/17/20, Lecture: Chapter 8, Charismatic and Transformational Leadership**

**Questions for Review**

**Case: Questions**

**Self-Assessment Library**

**T 03/24/20, Lecture: Chapter 11, Leadership in Teams and Decision Groups**  
**Questions for Review**  
**Case: Questions**  
**Self-Assessment Library**

**T 03/31/20, Lecture: Chapter 12, Strategic Leadership in Organizations**  
**Questions for Review**  
**Case: Questions**  
**Self-Assessment Library**

**T 04/07/20, Lecture: Chapter 13 Cross-Cultural Leadership and Diversity**  
**Questions for Review**  
**Case: Questions**  
**Self-Assessment Library**

**T 04/14/20, Lecture: Chapter 14, Developing Leadership Skills**  
**Questions for Review**  
**Case: Questions**  
**Self-Assessment Library**  
**Case Incident Presentations (Optional Scheduling)**

**T 04/21/20, Case Incident Presentations**

**T 04/28/20, Case Incident Presentations**

**T 05/05/20, Comprehensive Final Exam (Chapters 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14)**  
**DUE to INSTRUCTOR (or ON CANVAS); ALL ASSIGNMENTS DUE to**  
**INSTRUCTOR (or ON CANVAS).**



**INDIVIDUAL RESEARCH PROJECT (1 unit)**

Each student registered for a 400-level course must complete a one-unit research project in addition to the coursework described in this syllabus. The specific topic will be assigned by the instructor.

The project requires 45 hours of independent study with regular consultations in accordance with the schedule determined by the instructor. The project work results in a written report (not less than 15 pages; APA style) and an oral presentation during the class session.

Evaluation of the student’s work on the Individual Research Project will be done using the following rubric:

<b>WRITTEN REPORT</b>				
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Not Present</i>
<i>Research Problem Statement</i>	The statement of a research problem is crystal clear, novel and thought provoking	Clearly and concisely identifies a research problem	The statement of a research problem is incomplete, lacking precision.	The statement of a research problem is absent.
<i>Organization</i>	The report is logically organized; ideas are exceptionally well-developed and support a thoughtful and engaging conclusion.	The development of ideas is present; the conclusion is effective and directly addresses the original thesis.	Organization is confusing, disjointed, and inconsistent; ideas, if present, are not developed; the conclusion is vague and/or does not address the original thesis.	The report lacks organization
<i>Sources and formatting</i>	A variety of high-quality sources is used; all factual claims are supported with citations.  The report follows the APA style guidelines.	A few high-quality sources are used; majority of factual claims are supported with citations  The report mostly follows the APA style guidelines.	Sources used are of a questionable quality; factual claims are not supported.  Use of APA style is inconsistent.	Sources are not identified or of a poor quality; factual claims are unsubstantiated.  The report is poorly formatted
<b>PRESENTATION</b>				
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	
<i>Style and Organization</i>	Presentation is clear, confident and fully engaging; the use of visual aids enhances its effectiveness; the presentation is well timed and structured.	Presentation is clear; the use of visual aids is not detrimental to audience engagement; all necessary components are given appropriate time.	Presentation lacks clarity, no attempt is made to engage the audience; visual aids are haphazard and distracting; lack of structure results in an inefficient use of time.	
<i>Questions and Answers</i>	Student demonstrates extensive knowledge of the topic by providing confident, precise and appropriate responses to all audience questions.	Student demonstrates knowledge of the topic by responding adequately to questions of the audience.	Student demonstrates lack of knowledge of the topic by responding inaccurately and inappropriately to audience questions.	