MIDSTATE COLLEGE
411 W. NORTHMOOR RD.   PEORIA, IL 61614
(309) 692-4092

Course: MBA602 Management and Leadership
Credit: 4 Quarter Hours   **Method of Delivery:** On Campus/eLearning

Course Description:
This course focuses on behaviors of effective leaders and the application of management skills and techniques. Students will develop tactics that facilitate the implementation of change within an organization while distinguishing between the ideas of leadership versus management. Students will apply and analyze concepts in managing groups and teams, negotiation, ethical decision-making, conflict resolution, and be able to anticipate and respond to modern dilemmas in corporations. Through participative learning, students will evaluate individual, cultural, and global leadership concepts as they relate to diverse management styles.

Instructor: Dr. Bridgette Heard
Midstate Email: BHeard@Midstate.edu
Office: 302
Phone: 309-692-4092 X3020
Office Hours: Monday (4 p.m. – 6 p.m.)

Prerequisite(s): NA

Text(s) & Manual(s): Hughes, R.L., Ginnett, R.C., & Curphy, G.J. (2018). Leadership: Enhancing the Lessons of Experience (9th Edition): McGraw-Hill.

Materials Needed for this Course:

Topics:
- Effective behaviors of leaders
- Diverse management styles of leaders
- Developing plans and implementing change
- Managing employees
- Individual, cultural, and global leadership concepts

Learning Objectives: Upon completion of this course, the student will be able to:

1. Examine and critique effective behaviors and diverse management styles of leaders.
2. Formulate and execute plans for implementing and managing successful change.

3. Analyze and apply ideas needed to manage individuals, groups and teams.
4. Appraise and examine individual, cultural, and global leadership concepts.
5. Practice and apply techniques to resolve conflict and learn negotiation skills.

Midstate Grading Scale:

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
less than 59	F

Harvard Business Review Coursepack: Midstate MBA 624
http://hbsp.harvard.edu

Source	Product Number	Type
Creating Grassroots Leaders Through Dhan's Unique Leadership Model	ISB092-PDF-ENG	Case Study
Walmart Update, 2017	717468-PDF-ENG	Case Study
The Rise and Fall of BlackBerry	TB0485-PDF-ENG	Case Study
Ricardo Semler: A Revolutionary Model of Leadership	INS517-PDF-ENG	Case Study
YouTube for Brands	514048-PDF-ENG	Case Study

Materials Needed for this Course:
> Additional Supplies: n/a
> Hardware/Software and Equipment: Microsoft Office 2016 or newer

Assignments by Cognitive Domain and Course Learning Outcomes:

Cognitive Domain	% of Course	Course Learning Objectives	Assignments
Comprehension/ Knowledge		• Appraise and examine individual, cultural, and global leadership concepts. • Practice and apply techniques to resolve conflict and learn negotiation skills.	• **Discussion Forums** • **Read Book Chapters** • **Individual Assignment(s)** • **Problem Based Learning** • **Midterm** • **Final Project**
Application	**20%**	• Examine and critique effective behaviors and diverse management styles of leaders. • Analyze and apply ideas needed to manage individuals, groups and teams. • Appraise and examine individual, cultural, and global leadership concepts. • Practice and apply techniques to resolve conflict and learn negotiation skills.	• **Discussion Forums** • **Individual Assignments** • **Problem Based Learning** • **Midterm** • **Final Project**
Analysis	**20%**	• Examine and critique effective behaviors and diverse management styles of leaders. • Analyze and apply ideas needed to manage individuals, groups and teams. • Appraise and examine individual, cultural, and global leadership concepts. • Practice and apply techniques to resolve conflict and learn negotiation skills.	• **Discussion Forums** • **Individual Assignments** • **Problem Based Learning** • **Midterm Exam** • **Final Project**
Evaluation	**30%**	• Examine and critique effective behaviors and diverse management styles of leaders. • Formulate and execute plans for implementing and managing successful change. • Analyze and apply ideas needed to manage individuals, groups and	• **Individual Assignments** • **Problem Based Learning** • **Midterm Exam** • **Final Project**

		• teams.	
		• Appraise and examine individual, cultural, and global leadership concepts.	
		• Practice and apply techniques to resolve conflict and learn negotiation skills.	
Creating/ Synthesis	**30%**	• Examine and critique effective behaviors and diverse management styles of leaders.	• **Final Project**
		• Formulate and execute plans for implementing and managing successful change.	
		• Analyze and apply ideas needed to manage individuals, groups and teams.	
		• Appraise and examine individual, cultural, and global leadership concepts.	
		• Practice and apply techniques to resolve conflict and learn negotiation skills.	

Discussion Forums:

Getting Started Discussion Post: Students are required to create an initial post at the beginning of each course. In the initial post, students will do the following:

1. Provide a short introduction of him/herself;
2. Explain his/her personal or professional experiences encountered that relate to the general topic(s) of the course; and
3. Review course outcomes and state how the outcomes are relevant to his/her own professional experiences and interests.

All Discussion Forums (Weekly):

Initial Post (For Each Week): Students are required to post an initial response to the question/prompt for the week. The initial post must be at a minimum of 300 words. The initial post must include at least two references. References must be cited at the end of every post.

Response Posts (For Each Week): Students must reply and/or make comments to a minimum of two peers. Posts must be at least 150 words. Reference(s) (minimum of one) must be cited.

Replies/responses to the professor will count as one Response Post. You must respond to the professor each time he/she asks a question or asks for more information. Regardless of the number of replies back and forth, all responses from the student (under the same discussion post) count as one response post.

The discussion rubric will be used to access student contributions to the discussions each week. Points will be derived from the student's comprehensive initial post and response posts, including but not limited to, the student's ability and effectiveness at raising questions, extending the discussion, and using resources that contribute to the topic(s). The success of the discussion forum comes from all learners. We encourage each student to share ideas, opinions, and concepts, and use resources to substantiate his/her position (as needed).

Getting Started Rubric					
Critical Elements	**Exemplary**	**Proficient**	**Needs Improvement**	**Not Evident**	**Value**
Comprehension	Develops an initial post with an organized, clear point of view or idea using rich and significant detail (18-20)	Develops an initial post with a point of view or idea using appropriate detail (16-17)	Develops an initial post with a point of view or idea but with some gaps in organization and detail (14-15)	Does not develop an initial post with an organized point of view or idea (0-13)	20
Timeliness		Submits initial post on time (8-10)	Submits initial post one day late (7)	Submits initial post two or more days late (0-6)	10
Engagement	Provides relevant and meaningful response posts with clarifying explanation and detail (18-20)	Provides relevant response posts with some explanation and detail (16-17)	Provides somewhat relevant response posts with some explanation and detail (14-15)	Provides response posts that are generic with little explanation or detail (0-13)	20
Critical Thinking	Draws insightful conclusions that are thoroughly defended with evidence and examples (25-30)	Draws informed conclusions that are justified with evidence (21-24)	Draws logical conclusions (18-23)	Does not draw logical conclusions (16-17)	30
Writing (Mechanics)	Initial post and responses are easily understood, clear, and concise using proper citation methods where applicable with no errors in citations (18-20)	Initial post and responses are easily understood using proper citation methods where applicable with few errors in citations (16-17)	Initial post and responses are understandable using proper citation methods where applicable with a number of errors in citations (14-15)	Initial post and responses are not understandable and do not use proper citation methods where applicable (0-13)	20
Total					**100%**
Adapted from original source: Southern New Hampshire University. (2017). Retrieved from www.snhu.edu.					

Discussion Rubric

Critical Elements	Exemplary	Proficient	Needs Improvement	Not Evident	Value
References	Ties personal experiences to the concepts being studied, providing an orderly, brief version of the experience, with points stated clearly (9-10)	Ties personal experiences to the concepts being studied, providing a somewhat rambling version of the experience, with points stated (8)	Summarizes the concepts being studied with no ties to personal experiences (7)	Either did not post to the discussion or failed to accurately summarize concepts or tie them to personal experience (0-6)	10
Critique	Engages in collegial debates with peers and instructor (18-20)	Engages in collegial debates with selected peers only (16-17)	Dominates the discussion or is closed to differing points of view (14-15)	Student "lurks" in the forum, but no discussion postings are provided (0-13)	20
Originality	Avoids repeating in a different form points made by others (18-20)	Clarifies points made by others (16-17)	Rephrases ideas presented by others (14-15)	Agrees with what others say but offers no other response (0-13)	20
Evidence	Shows evidence of having completed, understood, and applied the readings and external resources, and provides appropriate citations (9-10)	Shows evidence of having completed and understood the readings and conducted some external research, but does not provide appropriate citations (8)	Shows some evidence of having completed the readings. No evidence of external research (7)	No evidence of completing the readings provided (0-6)	10
Argument	Objectively follows the evidence and the reasoning supports the argument (18-20)	Objectively follows the evidence, but the reasoning provided in the argument is incomplete or inconsistent with the view (16-17)	Exhibits closed-mindedness or hostility to reason (14-15)	Did not enter the discussion, or posted an initial thread and then failed to participate in the ongoing discussion (0-13)	20

Questions	Poses real-life questions or challenges that emerge from the discussion material that shape an informed conclusion (18-20)	Poses real-life questions or challenges that are loosely related to the discussion materials, and attempts to shape an informed conclusion (16-17)	Repeats questions or challenges posed in the discussion materials and repeats the conclusions presented by the authors (14-15)	No evidence of critical thinking (0-13)	20
				Earned Total	**100%**

Adapted from original source: **Southern New Hampshire University. (2017). Retrieved from www.snhu.edu.**

Individual Assignments:

Students are required to submit individual assignments on the weeks specified under assignment details. The individual assignment is a graduate-level paper that includes a cover page, written material, and a reference page. References must all be within the last seven years. Only "source document" references considered to be "seminal sources" are allowed to be older than seven years old.

Papers are to be 2-4 pages (not including the cover or reference page), succinct, informative, and written at the graduate level.

The paper must show understanding, application, and analysis. Superior papers will include the levels of evaluation and possibly creation (as applicable).

Individual / Group (PBL) Assignments Rubric					
Critical Elements	Exemplary	Proficient	Needs Improvement	Not Evident	Value
Main Elements	Includes all of the main elements and requirements and cites multiple examples to illustrate each element (23-25)	Includes most of the main elements and requirements and cites many examples to illustrate each element (20-22)	Includes some of the main elements and requirements (18-19)	Does not include any of the main elements and requirements (16-17)	25
Inquiry and Analysis	Provides in-depth analysis that demonstrates complete understanding of multiple concepts (18-20)	Provides in-depth analysis that demonstrates complete understanding of some concepts (16-17)	Provides in-depth analysis that demonstrates complete understanding of minimal concepts (14-15)	Does not provide in-depth analysis (0-13)	20
Integration and Application	All of the course concepts are correctly applied (9-10)	Most of the course concepts are correctly applied (8)	Some of the course concepts are correctly applied (7)	Does not correctly apply any of the course concepts (0-6)	10
Critical Thinking	Draws insightful conclusions that are thoroughly defended with evidence and examples (18-20)	Draws informed conclusions that are justified with evidence (16-17)	Draws logical conclusions, but does not defend with evidence (14-15)	Does not draw logical conclusions (0-13)	20
Research	Incorporates at least two scholarly/technical resources effectively that reflect depth and breadth of research (14-15)	Incorporates at least two resources effectively that reflect depth and breadth of research (12-13)	Incorporates at least one resource that reflects depth and breadth of research (11)	Does not incorporate scholarly resources that reflect depth and breadth of research (0-10)	15
Articulation of Response	Submission is properly cited, free of errors related to citations, grammar, spelling, syntax, and organization and is presented in a professional and easy-to-read format (9-10)	Submission has no major errors related to citations, grammar, spelling, syntax, or organization (8)	Submission has major errors related to citations, grammar, spelling, syntax, or organization that negatively impact readability and articulation of main ideas (7)	Submission has major errors related to citations, grammar, spelling, syntax, or organization that negatively impact readability and articulation of main ideas (0-6)	10
				Earned Total	**100%**

Adapted from original source: **Southern New Hampshire University. (2017). Retrieved from www.snhu.edu.**

NOTE: The rubric is the same for both individual and group assignments.

Problem Based Learning

Problem based learning includes case studies or additional resources that show the application, analysis, evaluation and synthesis of the issue(s) presented. The paper must be at least six pages but no more than ten pages (not including the cover/reference pages). A minimum of three peer- reviewed articles per group member must be included on the reference page. Students will also be required to make an oral presentation.

Group members will be assigned. For every assignment, the group must identify a mutually agreed upon time to meet (in person and/or virtually) to divide and conquer. Students should ensure each peer as an equal part of the assignment. A "Group Leader" should be selected for each assignment (please rotate this position). The Group Leader will be responsible for reviewing the components, completing final edits, and submitting the paper on behalf of the group. Other group members can assist with the reviewing/editing, but only one paper can be submitted on behalf of the group.

Midterm Exam

The midterm exam will address the following learning objectives:

1. Examine and critique effective behaviors and diverse management styles of leaders.
2. Formulate and execute plans for implementing and managing successful change.
3. Analyze and apply ideas needed to manage individuals, groups and teams.
4. Appraise and examine individual, cultural, and global leadership concepts.
5. Practice and apply techniques to resolve conflict and learn negotiation skills

The midterm exam will include both essay and short answer.

Final Project

The final project will include the development of a research paper evaluating the major functions within an existing HR department. Details will be provided in week 6. Students will be required to submit a 10-12 page paper. A minimum of four peer-reviewed articles must be cited. The final project will be 20% of the overall grade.

Final Project Rubric					
Critical Elements	**Exemplary**	**Proficient**	**Needs Improvement**	**Not Evident**	**Value**
Main Elements	Includes almost all of the main elements and requirements and cites multiple examples to illustrate each element (23-25)	Includes most of the main elements and requirements and cites many examples to illustrate each element (20-22)	Includes some of the main elements and requirements (18-19)	Does not include any of the main elements and requirements (0-17)	25
Inquiry and Analysis	Explores multiple issues through extensive collection and in-depth analysis of evidence to make informed conclusions (18-20)	Explores some issues through collection and in-depth analysis of evidence to make informed conclusions (16-17)	Explores minimal issues through collection and analysis of evidence to make informed conclusions (14-15)	Does not explore issues through collection and analysis of evidence and does not make informed conclusions (0-13)	20
Integration and Application	All of the course concepts are correctly applied (9-10)	Most of the course concepts are correctly applied (8)	Some of the course concepts are correctly applied (7)	Does not correctly apply any of the course concepts (0-6)	10
Critical Thinking	Demonstrates comprehensive exploration of issues and ideas before accepting or forming an opinion or conclusion (18-20)	Demonstrates moderate exploration of issues and ideas before accepting or forming an opinion or conclusion (16-17)	Demonstrates minimal exploration of issues and ideas before accepting or forming an opinion or conclusion (14-15)	Does not demonstrate exploration of issues and ideas before accepting or forming an opinion or conclusion (0-13)	20
Recommendation	Offers extensive alternative solutions via plan of action by applying respective theories (14-15)	Offers extensive alternative solutions via plan of action (12-13)	Attempts to offer an alternative solution via plan of action (11)	Fails to offer an alternative solution via plan of action (0-10)	15
Writing **(Mechanics/ Citations)**	No errors related to organization, grammar and style, and citations (9-10)	Minor errors related to organization, grammar and style, and citations (8)	Some errors related to organization, grammar and style, and citations (7)	Major errors related to organization, grammar and style, and citations (0-6)	10
				Earned Total	**100**
Comments:					

Individual student performance data from the final paper will employ this rubric to assess Program Learning Objective (PLO) #6: create a leadership model and apply managerial theories to meet the ethical, environmental, and motivational needs of the organization and stakeholders.

Assignment Details:

Activity Type	Number of Assignments	% of Grade
Discussion Forums **(Weeks 1 – 12)**	**12**	**10%**
Individual Assignments *Short Papers, Chapter Questions, Etc.* **(Weeks 3, 5, 8, 10, 12)**	**5**	**25%**
Problem Based Learning Projects – **(Weeks 2, 4, 7, 9, 11)** **** Case Analysis and Presentations*****	**5**	**25%**
Midterm Exam and Final Project *Papers/Assignments will be submitted prior to the final class. Students will give individual presentations on their papers. The instructor will grade both the paper and the presentation with a rubric (provided to the student at the beginning of the term).* **(Weeks 6 & 11)**	**2**	**40%**
TOTAL		**100%**

Academic Integrity:

Academic integrity is a basic principle of the College's function. Midstate College students are expected to maintain a high level of academic honesty. Contrary actions may result in penalties such as failure of the assignment(s), a lesser grade on assignment(s), failure of the course and/or suspension from the College. The course instructor will review all submitted documents and supporting evidence in connection to the infraction. The course instructor will also review the student's personal file for other notifications of academic dishonesty before determining the level of action to be applied. The course instructor will complete the Academic Dishonesty Report form to document and describe the incident and actions taken, then kept on file. The student may appeal the decision to administration, whose decision will be final.

The following (**plagiarism, cheating, deception, sabotage, computer misuse and copyright infringement**) are included in the actions Midstate College considers behavior contrary to the academic integrity policy; however, the policy is not limited to these examples. Further discussion of consequences regarding academic dishonesty are addressed in the Student Handbook.

Plagiarism:

Plagiarism is using another person's words, either by paraphrase or direct quotation, without giving credit to the author(s). Plagiarism can also consist of cutting and pasting material from electronic sources by submitting all or a portion of work for assignment credit. This includes papers, computer programs, music, sculptures, paintings, photographs, etc. authored by another person without explicitly citing the original source(s). These actions violate the trust and honesty expected in academic work. Plagiarism is strictly against the academic policy of Midstate College. Its seriousness requires a measured, forceful response which includes consequences for inappropriate and/or no citation.

In courses containing writing assignments, the College promotes the use of Turnitin which compares the student's writing against previously submitted papers, journals, periodicals, books, and web pages. Students and instructors can use this service to reduce the incidence of plagiarism. This electronic resource has been found to conform to legal requirements for fair use and student confidentiality. It is able to provide a report to the student indicating the parts of the assignment that match.

Student Success and Tutoring:

Contact Student Success: Room 110; (309) 692-4092, ext. 1100; studentsuccess@midstate.edu;

The Office of Student Success offers help in the following areas:

- Tutoring: Tutoring is encouraged for students who are doing their best to complete assignments yet still are experiencing difficulty in this course. Tutoring may be provided by the instructor outside of scheduled class times or through the office of Student Success.
- Writing assignment assistance: This may include learning how to conduct research; using proofreading tools such as Turnitin; outlining a topic; and applying MLA/APA standards.
- Math, accounting, and computer skills (including file management).
- Test-taking techniques.
- Note-taking skills development.
- Study skills development.
- Time management.

Policies and Procedures:

1. Late Work: Late work is not accepted and will result in a zero percent on any/all late assignments. Only in extreme extenuating circumstances will late work be accepted (and even in such circumstances, the student has the responsibility to notify the instructor in a timely manner and seek approval for extensions). Even if extensions are granted, late penalties in grading will still apply at the discretion of the instructor.

2. All Writing Assignments: Graduate-level writing is expected. This includes, but is not limited to papers, essays, projects, essay questions on exams, homework assignments, and summaries. These assignments will supplement the textbook, additional readings, and lectures to further your understanding and application of course material. Students may be asked to submit forums or written work online via Turnitin (our online plagiarism and grammar scanning software). All citations must be formatted using APA 6. Late papers will not be accepted (see above policy on late work). All writing must be typed, 12 pt. font, with 1" margins. Writing should pull on details from the course material and should be in your own words (see Academic Dishonesty below).

3. Academic Dishonesty: Material/information taken from ANY source, including the course textbook, should be cited appropriately. Cheating / plagiarism in any form will not be tolerated in this course and may result in the dismissal/suspension from the course/program/college. Do your own work. Not knowing the rules of plagiarism is not a valid defense. Check with me or our numerous campus resources on academic integrity (i.e. Student Success, Library, etc.) if you are not clear on what constitutes plagiarism.

4. Syllabi Changes: The instructor reserves the right to change this syllabus at any time. Students will receive timely notice of all such changes via announcements made online in Moodle Rooms and/or via email.

Participation Requirements:

In class: Students are expected to be in class during each on-campus session. Attendance is taken for each class session, and reported to the college. Likewise, students may receive credit for attending, and/or participating in, class. In the event of an absence, even if it was approved by the instructor in advance, the student will be marked absent and may lose any/all points associated with participation.

eLearning: In accordance with Midstate College policies, class material will be made available in our learning management system (Moodle Rooms) on Monday at 12:00 p.m. of each week and will remain available until the following Monday until 8:00 AM. This allows students one week to access the lecture and related material for that week's session, complete any assignments and/or assessments, and participate in the mandatory discussion and summary boards (see my discussion/summary requirements rubric in Moodle Rooms to ensure full credit in forums). Students must "submit substantial gradable work" in order to be marked as present for each week (see the Midstate eLearning policy on attendance in the student eLearning handbook). While each week extends from Monday at 12:00 PM to the following Monday at 8:00 AM, the instructor has the right to set due dates at their discretion within each week. For instance, your initial discussion posts are due Thursday nights by Midnight (further information is located on my discussion/summary rubric). Certain assignments, exams, and papers/projects may be due in the middle of the week at specified days and times.

Examination Information:
This class will include final project that will be worth 20% of the final grade. The final project will be comprehensive, as it will cover the higher levels of Bloom's Taxonomy

and confirm the student's knowledge of the course content by addressing the course objectives.

Methods of Evaluating Student Performance:
At the MBA level, students will be graded on their performance through content submitted via discussion forums, individual, and group assignments. Student performance will be evaluated with rubrics which are available to students at the beginning of the term.

Week by Week

Week 1

Topic(s): What is Leadership?

Objective(s):

Examine and critique effective behaviors and diverse management styles of leaders.

Assignments:

Read Chapter 1

Getting Started Discussion Forum:

1. Provide a short introduction of yourself.
2. Explain your personal or professional experiences encountered that relate to the general topic(s) of the course.
3. Review course outcomes and state how the outcomes are relevant to your own professional experiences and interests.

Discussion Forum:

Question: What is meant by – leadership is a process, not a position? Name a person who you would consider a leader. What attributes does he/she possess that are likely to be the reasons he/she would be considered a leader?

Assign Case & Questions

Week 2

Topic(s): Leadership Development & Skills for Developing Yourself as a Leader

Objective(s):

Examine and critique effective behaviors and diverse management styles of leaders.
Analyze and apply ideas needed to manage individuals, groups and teams.
Appraise and examine individual, cultural, and global leadership concepts.

__Assignments:__

Read Chapters 2 and 3

Discussion Forum:

Question: What are the most important skills you can develop as a leader (based on your assigned readings)? Examine and critiques those skills as you connect them to necessary management styles. In other words, how do the skills you have identified develop and improve your style of management?

Case Analysis
(Online: PowerPoint Slides and Narrative Due This Week)
(On Campus: Students will discuss the case and submit a narrative – as a group in class.)

Week 3

Topic(s): Power and Influence

Objective(s):

Examine and critique effective behaviors and diverse management styles of leaders.
Analyze and apply ideas needed to manage individuals, groups and teams.
Appraise and examine individual, cultural, and global leadership concepts.

__Assignments:__

Read Chapter 4

Discussion Forum:

Question: Define power (in your own words). Define Influence (in your own words).Do you believe one can exist without the other? Support your answer.

Individual Assignment:
Minicase: The Prime Minister's Powerful Better Half (Pages 138-139)
Questions 1 - 3
Note: Include at least one outside source e.g. from a peer-reviewed scholarly article, etc.

Assign Case & Questions

Week 4

Topic(s): Values, Ethics, and Character

Objective(s):

Examine and critique effective behaviors and diverse management styles of leaders.
Formulate and execute plans for implementing and managing successful change.
Analyze and apply ideas needed to manage individuals, groups and teams.
Appraise and examine individual, cultural, and global leadership concepts.
Practice and apply techniques to resolve conflict and learn negotiation skills.

Assignments:

Read Chapter 5

Discussion Forum:

Question: Identify several values you think might be the basis of conflict or misunderstanding between leaders and followers. Support your answer.

Case Analysis
(Online: PowerPoint Slides and Narrative Due This Week)
(On Campus: Students will discuss the case and submit a narrative – as a group in class.)

Week 5

Topic(s): Leadership Attributes and Behavior

Objective(s):

Examine and critique effective behaviors and diverse management styles of leaders.
Analyze and apply ideas needed to manage individuals, groups and teams.
Appraise and examine individual, cultural, and global leadership concepts.

Assignments:

Read Chapter 6 and 7

Discussion Forum:

Question: Identify two leadership positions and determine the relative importance of the 16 competencies shown in Figure 7.3 You can do this by ranking each competency in the order of importance, with the most important competency being assigned a 1, the second most important 2, etc. Explain your top two competencies.

Individual Assignment:
Minicase: Paying Attention Pays Off for Andra Rush (Pages 276-278)
Questions 1-3
Note: Include at least one outside source e.g. from a peer-reviewed scholarly article, etc.

Assign Case

Week 6 – Midterm Week

Topic(s): Personal Credibility and Influence

Objective(s):

Examine and critique effective behaviors and diverse management styles of leaders.
Analyze and apply ideas needed to manage individuals, groups and teams.
Appraise and examine individual, cultural, and global leadership concepts.

Assignments

Read Chapter 8

Discussion Forum:

Question: Of the eight "basic skills" identified in the assigned reading, name your top two skills that if not done well, will lead to the potential failure of a new leader. Support your answers.

Midterm Exam (Essay and Short Answer)

Information provided for final paper.

Week 7

Topic(s): Motivation, Performance, and Effectiveness

Objective(s):

Examine and critique effective behaviors and diverse management styles of leaders.
Analyze and apply ideas needed to manage individuals, groups and teams.
Appraise and examine individual, cultural, and global leadership concepts.

Assignments:

Read Chapter 9

Discussion Forum:

Question: Why do you think there are so many theories or approaches to understanding motivation? Shouldn't it be possible to determine which one is best and just use it? Support your answer.

Case Analysis
(Online: PowerPoint Slides and Narrative Due This Week)
(On Campus: Students will discuss the case and submit a narrative – as a group in class.)

Week 8

Topic(s): Satisfaction, Engagement, and Potential

Objective(s):

Examine and critique effective behaviors and diverse management styles of leaders.
Analyze and apply ideas needed to manage individuals, groups and teams.
Appraise and examine individual, cultural, and global leadership concepts.

Assignments:

Read Chapters 10

Discussion Forum:

Question: What is more important, raising the engagement levels of current employees or hiring employees with high potential? Support your answer.

Individual Assignment:

Minicase: The Case of the Troubled Casino (Pages 416-417)
Questions 1 – 3.

Assign Case

Week 9

Topic(s): Groups, Teams, and Their Leadership/Skills for Developing Others

Objective(s):

Examine and critique effective behaviors and diverse management styles of leaders.
Analyze and apply ideas needed to manage individuals, groups and teams.
Appraise and examine individual, cultural, and global leadership concepts.

Assignments:

Read Chapters 11 and 12

Discussion Forum:

Question: Distinguish the difference between groups and teams. Which do you believe is most important to work done in your industry or an industry of your choice? Support your answer.

Case Analysis
(Online: PowerPoint Slides and Narrative Due This Week)
(On Campus: Students will discuss the case and submit a narrative – as a group in class.)

Week 10

Topic(s): The Situation

Objective(s):

Examine and critique effective behaviors and diverse management styles of leaders.
Analyze and apply ideas needed to manage individuals, groups and teams.
Appraise and examine individual, cultural, and global leadership concepts.
Practice and apply techniques to resolve conflict and learn negotiation skills.

Assignments:

Read Chapters 13

Discussion Forum:

Question: Think of a crisis situation you are familiar with involving a group, team, organization, or country, and analyze it in terms of the leader-follower-situation framework. For example, were the followers looking for a certain kind of behavior from the leader? Did the situation demand it? Did the situation, in fact contribute to a particular leader's emergence? Support your answer.

Individual Assignment:

Minicase: Innovation at IKEA (Pages 541-542)
Questions 1 - 3

Assign Case

Week 11

Topic(s): Contingency Theories of Leadership/Leadership and Change

Objective(s):

Examine and critique effective behaviors and diverse management styles of leaders.
Formulate and execute plans for implementing and managing successful change.
Analyze and apply ideas needed to manage individuals, groups and teams.
Appraise and examine individual, cultural, and global leadership concepts.
Practice and apply techniques to resolve conflict and learn negotiation skills.

Assignments:

Read Chapters 14 and 15

Discussion Forum:

Question: Think of a leadership situation with which you are familiar. Apply each of the theories in chapter 14 to the situation. Which theory best fits the interaction of the leader, followers, and situation in your example? Does any theory allow you to predict a likely or preferred outcome for a current challenge?

Case Analysis
(Online: PowerPoint Slides and Narrative Due This Week)
(On Campus: Students will discuss the case and submit a narrative – as a group in class.)

Week 12

Topic(s): The Dark Side of Leadership/Skills for Optimizing Leadership as Situations Change

Objective(s):

Examine and critique effective behaviors and diverse management styles of leaders.
Formulate and execute plans for implementing and managing successful change.
Analyze and apply ideas needed to manage individuals, groups and teams.
Appraise and examine individual, cultural, and global leadership concepts.
Practice and apply techniques to resolve conflict and learn negotiation skills.

Assignments:

Read Chapters 16 and 17

Discussion Forum:

Question: Think about the ineffective leaders you have worked or played for in the past. What dark-side traits did these leaders possess that caused them to be ineffective?

Individual Assignment:

Minicase: You Can't Make Stuff Like This Up (Pages 684-685)
Questions 1 - 5

Final Paper Due