COURSE TITLE: BUS 2012 Business Leadership

DESCRIPTION: Surveys the major concepts, examples, practices and theories of organizational leadership with a special emphasis on analyzing and developing one's own personal leadership skills in a business context.

PREREQUISITES: None

SEMESTER: Summer 2020

COURSE START: May 11, 2020

CLASS HOURS: Asynchronous online


Instructor: Dr. Therese M. Madden

Email: tmadden@ndnu.edu

Office Hours: Please contact me via email for an appointment

Instructor Background
I have been teaching at NDNU since 2008; before that, I worked for nearly two decades in Human Resources Management with positions in the private, non-profit, and public sectors. My Master’s Degree is in Human Resources Management (from Golden Gate University) and I received a Doctorate in Leadership and Organization from the University of San Francisco, where I wrote my doctoral dissertation on meaning and work.
**Syllabus Updates**

Refer to this syllabus for course assignments. However, the course syllabus and schedule are subject to change in the event of extenuating circumstances. You will be notified of any changes made to the syllabus on a weekly basis. In all circumstances, University policies will be strictly adhered to.

**Class Attendance**

Your attendance is very important to your studies at the University. Nonattendance in an asynchronous online class is judged by weekly participation in online assignments. Failure to complete weekly assignments online will be considered an absence. As consistent with Intensive course requirements, a student who misses more than one class period or the equivalent (four accumulated hours) **must withdraw** from the class and will be assigned a failing grade for the course unless officially dropping the class. It is the student’s responsibility to initiate the drop or withdrawal. There are no exceptions.

**Late Homework**

Assignments are due on time. Late assignments will be accepted only for one week, after the due date; after which time the assignment will not be accepted. Late assignments will incur an automatic reduction of one letter grade. This policy is not intended to be punitive, but to facilitate your success within an intensive schedule, which allows little room for putting off assignments.

**Participation**

Both lecture and classroom activities are organized to maximize student involvement in the learning process. You will be evaluated on your comprehension of the material as well as your ability to discuss the relevancy (i.e., research pros and cons) of what was noteworthy in context of this class.

**Extra Credit**

None specified, although the opportunity to introduce it will be at the discretion of the instructor.

**Academic Honesty**

Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Consult the NDNU Student Handbook regarding consequences of misrepresenting your work.

**Privacy and Confidentiality**

One of the highlights of the NDNU academic experience is that students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share information that is confidential,
privileged, or proprietary in nature. Students must be mindful of any contracts they have agreed to with their companies.

**Learning and Other Disabilities**
If you have a learning disability or other condition or circumstance that require accommodations in this class, arrange for possible accommodations through the Academic Success Center.

**Class Format**
During the class period a combination of teaching and learning techniques will be utilized. Textbook lessons and theory will be covered in a variety of methods. Group work and case studies will occur throughout the class sessions.

**Workload**
In addition to class attendance, every intensive class at NDNU includes assignments estimated to take approximately three (or more) hours per week per unit outside of class (14 hours). The distribution of average weekly hours of instruction/study for this class will follow that norm, equaling a total of 18 hours a week, generally in accordance with the following:

**Distribution of Average Weekly Hours of Instruction /Study = Total of 18 per week**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Class Contact Hours</td>
<td>4</td>
</tr>
<tr>
<td>Text Readings and Note Taking</td>
<td>4</td>
</tr>
<tr>
<td>Research and Writing Assignments</td>
<td>6</td>
</tr>
<tr>
<td>Team Projects Research</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL NUMBER OF HOURS PER COURSE</strong></td>
<td><strong>126</strong></td>
</tr>
</tbody>
</table>

**Written Assignment Style**
All papers must follow the American Psychology Association (APA) style. This style uses parenthetical reference citations within the text of the paper and a list of references at the end of the paper. They must be typed with a 12-point font, double-spaced. In the upper right-hand corner of the first page, type your name, assignment identification, course number, and date.

Paragraphs are to be indented with a tab or by indenting 5 spaces (not less or more). Do not add additional space between paragraphs. Please review your grammar and punctuation throughout your paper. Points may be deducted for not following these instructions. If you need help with your writing or need more information about writing in the APA format style, please make an appointment at the NDNU Writing Center. You can also visit the APA style webpage at [http://www.apastyle.org/previoustips.html](http://www.apastyle.org/previoustips.html).
Grading for Papers
All assignments will be evaluated using the following criteria:
• The student demonstrates a solid comprehension of the concepts described in the texts and discussed in class, as well as, integrates these concepts with her or his own ideas and experiences.
• The writing documents have the appropriate sources, which mean integrating source material smoothly into the paper while maintaining the writer’s critical voice. Correct grammar and spelling are essential.

Course Material
Published Textbook Information in accordance with the federal Higher Education Opportunity Act, to the extent practicable, NDNU makes textbook information available as part of its class schedule. NDNU makes every effort to ensure the accuracy of the textbook information provided. Due to issues such as textbook availability, errors, and academic reasons, NDNU may need to change textbook information that has been published NDNU cannot take financial responsibility when a student purchases a non-refundable textbook and a change occurs to published textbook information. Students wishing to avoid this risk should purchase textbooks from sources that allow returns for refunds, such as the NDNU Bookstore.

INTENSIVE BUSINESS ADMINISTRATION PROGRAM LEARNING OBJECTIVES (PLO):
Students will:
1. Acquire and demonstrate analytical and problem solving skills within various disciplines of business—accounting, economics, finance, management and marketing;

2. Learn to describe, discuss and analyze current events in American business with attention to the global, social and ethical dimensions of events;

3. Acquire the communication, research and technological skills needed to analyze a business situation, and prepare and present a management report;

4. Develop critical thinking abilities and a foundation of ethical principles that allows them to work effectively, respectfully, ethically, and professionally with people of diverse ethnic, cultural, gender and other backgrounds.

Course Learning Objectives – combinations of PLO#1 and PLO#4
• Optimizing your leadership effectiveness by understanding common leadership styles
• Understanding your motivations and capabilities, and finding the point where they align
• Developing critical thinking while identifying your life purpose using ethical principles that allow you to work and lead effectively, respectfully, ethically, and
professionally with people of diverse ethnic, cultural, gender and other backgrounds.
- Becoming more self-aware by benefitting from honest feedback
- Recognizing and overcoming personal impulses that can lead to problematic leadership behavior
- Choosing the leadership style most appropriate to your authentic leadership

**Grading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-97</td>
</tr>
<tr>
<td>A</td>
<td>96-96</td>
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<tr>
<td>A-</td>
<td>93-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-84</td>
</tr>
<tr>
<td>B-</td>
<td>83-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-74</td>
</tr>
<tr>
<td>C-</td>
<td>73-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-64</td>
</tr>
<tr>
<td>D-</td>
<td>63-60</td>
</tr>
<tr>
<td>F</td>
<td>59 or lower</td>
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**Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in online assignments</td>
<td>15 %</td>
</tr>
<tr>
<td><em>Most Effective Leader</em> paper</td>
<td>15 %</td>
</tr>
<tr>
<td>Articles and analysis (3)</td>
<td>15 %</td>
</tr>
<tr>
<td><em>Values &amp; Motivators</em> paper</td>
<td>25 %</td>
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<tr>
<td>Final project paper</td>
<td>25 %</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>
# Schedule

**PRE-CLASS READING ASSIGNMENT—Strength-Based Leadership, Part I, pgs 3-17**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assigned Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1    | • Course overview  
• Introductions  
• What is leadership?  
• Leadership elements  
• Leadership vs. management  
• Strength Finder assessment | Strength-Based Leadership (SBL), Part I, pgs 3-17 | None                                                  |
| 2    | Understanding your Strengths Leadership Effectiveness Plan  
Leading from your strengths | SBL, Parts II & III, pgs 19-93 | • Complete the Strength Finder instrument  
• PAPER—Most Effective Leader |
| 3    | Theories of leadership  
Openness and control—a leadership paradox | *Take the Lead*, pgs 1 – 69  
*Social Intelligence* article |                                                      |
| 4    | Emotional intelligence and social Intelligence | *Leadership Values* article  
*Take the Lead*, pgs. 70 - 133 | • *Social Intelligence* article and analysis |
| 5    | Assertiveness and authenticity  
Gender and Leadership | Assertiveness and authenticity handouts  
Ethics article | • PAPER—Values & Motivators That Drive My Leadership  
• Article analysis on gender and leadership |
| 6    | Ethical dilemmas for leaders | None | • Article analysis on Ethics |
| 7    | Leadership potential | None | PAPER;  
Achieving My Leadership Potential |
**FINAL PROJECT**

Create a plan to help you achieve your leadership potential:

Components of this paper and presentation should include:

1. Assumptions and beliefs as a leader. Discuss how these have changed or evolved over the course of the semester.
2. Your personal mission statement including talents and abilities you possess.
3. Discuss and define how you will use the strengths you currently possess to become and effective leader (using the results from Strength Finder 2.0).
4. Analysis of appropriate leadership methods, approaches, techniques that stem from your assumptions.
5. The theories of leadership and models that inform and support your philosophy of leadership, and the reasons for these as your focus.
6. The role of integrity and how it applies to your leadership style.
7. Identify and discuss key short term (next 6 months) and medium term (next 2 to 3 years) goals and define the type of activities that you will do to achieve these goals.
8. Establish a timeline for each element and plot your goals and supporting activities along the timeline.
9. Define and discuss how you will build accountability into your plan. Who will support you? How can you hold yourself accountable from swaying from your plan?
10. Define and discuss your ideas of how you will incorporate technology as a means to enhance/strengthen your leadership style (be sure to include a discussion of why technology and the appropriate use thereof is essential).
11. The evaluative criteria that you would apply if you were trying to judge whether a specific practice exemplified your philosophy. How will you measure your leadership? What metrics will you put in place? Think of goals and specific objectives here (#7 above).
12. Your summary of what you want to accomplish as a leader: for yourself, for those you work with and for, and for the wider society (NDNU theme of social justice).
13. Your plan for building a way of thinking that helps you continue to practice the continuous process of critical reflection?