



Course Description

Examines critical issues in leadership, using a case analysis method. Explores the role of leadership in current business organizations. Serves as the capstone course for the Master of Science in Organizational Leadership curriculum and includes a significant writing component.

Course Textbook

DuBrin, A. J. (2013). *Leadership: Research findings, practice, and skills* (7th ed.). Mason, OH: South-Western.

Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Explain the differences between team and solo leadership vs. management, noting how each influences organizational performances.
2. Compare charismatic leadership to transformational leadership and assess the nature and dynamics of both styles.
3. Analyze how emotional intelligence, key motives, cognitive factors, and heredity vs. environment issues contribute to leadership effectiveness.
4. Explain relationship-oriented and task-oriented attitudes and behaviors of successful leaders.
5. Summarize how leaders use 360-degree feedback to improve their work performances.
6. Compare autocratic and participative leadership styles and assess their effectiveness.
7. Explain the path-goal theory of leadership effectiveness and assess how the situational leadership model differs from the normative decision model.
8. Explain the cognitive resource theory and its applications.
9. Analyze the key principles of ethical and moral leadership and decision making in regards to business ethics.
10. Develop a comprehensive personal leadership training plan that is idiosyncratic and provides a thorough review of different leadership techniques.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook. A Suggested Further Reading entry is listed in the Unit VI Study Guide. The reading itself is not provided in the course, but students are encouraged to read the resource listed if the opportunity arises as it has valuable information that expands upon the lesson material.
4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided in Units I, II, and VI to aid students in their course of study.
5. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
6. **Discussion Boards:** Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.

7. **Unit Assessments:** This course contains eight Unit Assessments, one to be completed at the end of each unit. Assessments are composed of written response questions.
8. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units VII and VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below
9. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.
10. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

CSU Online Library

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

Unit Assignment

Unit VII Research Paper

Write a three- to four-page paper that addresses what leaders can do to foster an ethical and socially responsible organization while explaining the link between business ethics and organizational performances. In addition, explain whether or not leaders should invest in the time necessary to motivate employees. If so, examine and describe the benefits. Refer to the self-assessments on page 175 and 304 of the Dubrin textbook.

Use APA guidelines for reference citations, title page, and reference page. Page count does not include title page or reference page.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VIII Project

Using all of the tools that you have learned in this class, develop a four- or five-page comprehensive leadership plan for your own style of leadership. Include strengths and weaknesses for yourself and how you will improve your leadership effectiveness moving forward.

Use APA style when writing your four- or five-page paper, making sure to correctly format references and in-text citations. Page count does not include title page or reference page. Include a minimum of two references from the CSU library for this project.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking [here](#). This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I's Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting "Tools" and then "My Grades."

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

Discussion Boards (8 @ 2%)	= 16%
Assessments (8 @ 6%)	= 48%
Unit VII Research Paper	= 14%
Unit VIII Project	= 22%
Total	= 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.

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Unit I	Power of Charismatic and Transformational Leadership
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> Learning Activities (Non-Graded): See Study Guide
Read:	<input type="checkbox"/> Chapter 1: The Nature and Importance of Leadership, pp.1-29 <input type="checkbox"/> Chapter 3: Charismatic and Transformational Leadership, pp. 71-99
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
Submit:	<input type="checkbox"/> Assessment by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	

Unit II	Effective Leadership: The Balance between Relationships and Tasks
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> Learning Activities (Non-Graded): See Study Guide
Read:	<input type="checkbox"/> Chapter 4: Leadership Behaviors, Attitudes, and Styles, pp. 107-135
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
Submit:	<input type="checkbox"/> Assessment by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	

Unit III	Inside Out Leadership: Leaders Internal Dimensions and Teamwork
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 2: Traits, Motives, and Characteristics of Leaders, pp. 35-63 <input type="checkbox"/> Chapter 9: Developing Teamwork, pp. 270-294
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
Submit:	<input type="checkbox"/> Assessment by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	

Unit IV	Situational Awareness and Leadership Styles: A Look into Autocratic and Participative Styles of Leadership
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 4: Leadership Behaviors, Attitudes, and Styles, pp. 107-135
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
Submit:	<input type="checkbox"/> Assessment by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	

Unit V	Leadership in Varying Situations: A Look at Different Theories
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 5: Contingency and Situational Leadership, pp. 141-167
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
Submit:	<input type="checkbox"/> Assessment by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	

Unit VI	Leadership in Varying Situations: A Look at Different Theories
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> Learning Activities (Non-Graded): See Study Guide
Read:	<input type="checkbox"/> Suggested Further Reading: See Study Guide
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
Submit:	<input type="checkbox"/> Assessment by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	

Unit VII	Leadership and Ethics: Blending Morality and Decision Making with Judgment
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> Learning Activities (Non-Graded): See Study Guide
Read:	<input type="checkbox"/> Chapter 6: Leadership Ethics and Social Responsibility, pp. 174-195 <input type="checkbox"/> Chapter 10: Motivation and Coaching Skills
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
Submit:	<input type="checkbox"/> Assessment by Tuesday, 11:59 p.m. (Central Time) <input type="checkbox"/> Research Paper by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	

Unit VIII	Developing a Comprehensive Leadership Plan
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Chapter 13: Strategic Leadership and Knowledge Management, pp. 412-432 <input type="checkbox"/> Chapter 15: Leadership Development and Succession, pp. 474-498
Discuss:	<input type="checkbox"/> Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> Discussion Board Comment: Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
Submit:	<input type="checkbox"/> Assessment by Tuesday, 11:59 p.m. (Central Time) <input type="checkbox"/> Project by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	