Course Description

Presents the importance of leadership in conjunction with various leadership traits, styles, and qualities. Enhances the importance of having a vision, the motivation to lead, social motives in the workplace, levels of morality and values, and the significance of empowerment for effective leadership. Topics include situational leadership, organizational climate, moral dilemmas, personal integrity, servant leadership, participative management, human relations, high-performance teams, diversity, cultural and interpersonal differences, workplace stress, performance management, and organizational change.

Course Textbook


Course Learning Outcomes

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

1. Analyze the significance regarding the concept of leadership and different types of leaders.
2. Examine the variables that determine effective leadership and methodologies used to measure it.
3. Evaluate different styles of leadership such as directive, participative, or free-rein.
4. Distinguish between the importance of vision, the motive to lead, and organizational climate.
5. Apply techniques for demonstrating the role of ethics and values in guiding organizational behavior.
6. Examine the participative, charismatic, and transformational styles of leadership.
7. Analyze organizational change and methods used to appropriately manage groups and teams.
8. Evaluate methods used to decrease workplace stress and burnout.

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 Unit 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. Supplemental Readings are provided for each chapter to aid students in their course of study.
4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided in Units I-VIII 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 a part of all CSU term courses. Information and specifications regarding these assignments are provided in the Academic Policies 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.
8. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units II 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.

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**CSU Online Library**

There is a virtual library with resources, including both journals and ebooks, to support your program and your course at Columbia Southern University. eResources are accessible 24 hours a day/7 days a week from the CSU Online Library gateway page. To access the library, log into myCSU, and then click on CSU Online Library. Resources are organized in the library by title, but if you click on Research Guides, you will find eResources arranged by subject.

The Library Reference service is available 7 days a week; you can reach CSU’s virtual librarians by e-mailing thevirtuallibrarian@columbiasouthern.edu. These professional librarians will be glad to help you develop your research plan or to assist you in any way in finding relevant, appropriate, and timely information.

Librarian responses may occur within minutes or hours, but it will never take more than 24 hours for a librarian to send a response to the e-mail address you have provided. Replies to reference requests may include customized keyword search strategies, links to videos, research guides, screen captures, attachments, a phone call, live screen sharing, and meeting room appointments, as well as other forms of instruction.

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**Unit Assignments**

**Unit II Case Study**

Using the CSU Online library (Academic Search Complete database), locate and read the case study, “Change Management in Adult Educational Organizations: A Slovenian Case Study,” by Romana Martinčič. Then complete a review of the case study that includes the following information:

- A description of the research
- An analysis of the criteria and methods used to effectively lead change
- A discussion on characteristics and personal traits that are important in managing change

Your review should be a minimum of 500 words in length, not counting cover and reference pages. Use APA style when writing your review and cite any direct quotes or paraphrases from the article.

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

**Unit VIII Article Critique**

Utilize the research databases at the CSU Online Library and select two peer-reviewed, scholarly articles. The first article should be related to the topic of Chapter 13: Creating Vision and Strategic Direction. The second article should be on the topic of Chapter 15: Leading Change. Be sure that the articles relate to this course material. As you prepare your article critiques, follow the instructions below.

If possible, search for articles that have been published within the last five years. To locate scholarly articles on these topics, you will want to access the CSU Online Library database of your choice and utilize the advanced search option to search for a peer-reviewed, scholarly article. You may want to begin your search by experimenting with the keywords. Below are a few examples of key words:

- Leadership
- Vision or leadership
- Change
- Human resources (HR)
- Planning
- Recruiting

Include both of your critiques in one APA-formatted document. Identify your author and title as part of the introduction to your topic; this should not be considered a reference for the article. Here is an example: In reading “The Wayward Cat” by Dr. Seuss, I was intrigued by the way the author addressed…” Begin with an introduction that defines the subject of your
critique and the author’s point of view. Defend your point of view by raising specific issues or aspects of the argument. Conclude each critique by summarizing your argument and re-emphasizing your opinion.

- You will first need to identify and explain the author’s ideas. Include specific passages that support your description of the author’s point of view.
- Offer your own opinion. Explain what you think about the argument. Describe several points with that you agree or disagree with.
- For each of the points you mention, include specific passages from the articles (you may summarize, quote, or paraphrase) that provide evidence for your point of view.
- Explain how the passages from the articles support your opinion.

Please format the critiques in the following manner:

Title Page
“Title of Article 1” Critique (use bold type for the title)
Body of the Critique/Summary
“Title of Article 2” Critique (use bold type for the title)
Body of the Critique/Summary
References

Be sure to put the title of the article in bold for your heading to help your reader distinguish between the two critiques.

Complete both critiques in one document for a paper totaling four pages in length (not including title and reference pages). Your document should be in APA style.

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

**APA Guidelines**

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. A document titled “APA Guidelines Summary” is available for you to download from the APA Guide Link, found in the Learning Resources area of the myCSU Student Portal. It may also be accessed from the Student Resources link on the Course Menu. This document provides links to several internet sites that provide comprehensive information on APA formatting, including examples and sample papers.

**Blackboard Grading Rubrics**

**Assignment Rubrics**

One or more assignments in this course utilizes a Blackboard Grading Rubric. A rubric is a tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of an assignment. Your professor will use the Blackboard Grading Rubric to assign points and provide feedback for the assignment.

You are encouraged to view the assignment rubric before submitting your work. This will allow you to review the evaluation criteria as you prepare your assignments. You may access the rubric in “My Grades” through the “Tools” button in your course menu. Click the “View Rubric” link to see the evaluation criteria for the assignment. Upon receiving your assignment grade, you may view your grade breakdown and feedback in the rubric.

**CSU Grading Rubric for Papers/Projects**

The course papers will be graded based on the CSU Grading Rubric for all types of papers, unless otherwise specified within assignment instructions. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project specific grading criteria defined in the project directions. To view the rubric, click the Academic Policies link on the Course Menu, or access it through the CSU Grading Rubric link found in the Learning Resources area of the myCSU Student Portal.
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

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
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<tr>
<td>Unit Assessments (8 @ 8%)</td>
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<tr>
<td>Unit II Case Study</td>
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<td>Unit VIII Article Critique</td>
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<td>Total</td>
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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.
BBA 3651, Leadership  

Course Schedule

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

## Unit I  
**Introduction to Leadership**

<table>
<thead>
<tr>
<th>Review</th>
</tr>
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</table>
| ✔️ Unit Study Guide  
| ✔️ **Learning Activities (Non-Graded):** See Study Guide  
|  
| Read |  
| ✔️ Chapter 1: What Does It Mean to Be a Leader?  
| ✔️ **Supplemental Reading:** See Study Guide  
|  
| Discuss |  
| ✔️ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
|  
| Submit |  
| ✔️ Assessment by Tuesday, Midnight (Central Time)  
|  
| Notes/Goals |  

## Unit II  
**Research Perspectives on Leadership**

<table>
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<th>Review</th>
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| ✔️ Unit Study Guide  
| ✔️ **Learning Activities (Non-Graded):** See Study Guide  
|  
| Read |  
| ✔️ Chapter 2: Traits, Behaviors, and Relationships  
| ✔️ Chapter 3: Contingency Approaches to Leadership  
| ✔️ **Supplemental Reading:** See Study Guide  
|  
| Discuss |  
| ✔️ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
| ✔️ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)  
|  
| Submit |  
| ✔️ Assessment by Tuesday, Midnight (Central Time)  
| ✔️ Case Study by Tuesday, Midnight (Central Time)  
|  
| Notes/Goals |  

## Unit III  
**The Personal Side of Leadership I**

<table>
<thead>
<tr>
<th>Review</th>
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</table>
| ✔️ Unit Study Guide  
| ✔️ **Learning Activities (Non-Graded):** See Study Guide  
|  
| Read |  
| ✔️ Chapter 4: The Leader as an Individual  
| ✔️ Chapter 5: Leadership Mind and Heart  
| ✔️ **Supplemental Reading:** See Study Guide  
|  
| Discuss |  
| ✔️ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
| ✔️ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)  
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| Submit |  
| ✔️ Assessment by Tuesday, Midnight (Central Time)  
|  
| Notes/Goals |  

# Course Schedule

## Unit IV
### The Personal Side of Leadership II

<table>
<thead>
<tr>
<th>Review:</th>
<th>Unit Study Guide</th>
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<tbody>
<tr>
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<td><strong>Learning Activities (Non-Graded):</strong> See Study Guide</td>
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<tr>
<td>Read:</td>
<td>Chapter 6: Courage and Moral Leadership</td>
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<td>Chapter 7: Followership</td>
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<td><strong>Supplemental Reading:</strong> See Study Guide</td>
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## Unit V
### The Leader as a Relationship Builder I

<table>
<thead>
<tr>
<th>Review:</th>
<th>Unit Study Guide</th>
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<tbody>
<tr>
<td></td>
<td><strong>Learning Activities (Non-Graded):</strong> See Study Guide</td>
</tr>
<tr>
<td>Read:</td>
<td>Chapter 8: Motivation and Empowerment</td>
</tr>
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<td></td>
<td>Chapter 9: Leadership Communication</td>
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<td><strong>Supplemental Reading:</strong> See Study Guide</td>
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## Unit VI
### The Leader as a Relationship Builder II

<table>
<thead>
<tr>
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<tr>
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<td><strong>Learning Activities (Non-Graded):</strong> See Study Guide</td>
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<tr>
<td>Read:</td>
<td>Chapter 10: Leading Teams</td>
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<tr>
<td></td>
<td>Chapter 12: Leadership Power and Influence</td>
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<tr>
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<td><strong>Supplemental Reading:</strong> See Study Guide</td>
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## Notes/Goals:
## Unit VII: Diversity and Culture

### Review:
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

### Read:
- Chapter 11: Developing Leadership Diversity
- Chapter 14: Shaping Culture and Values
- **Supplemental Reading:** See Study Guide

### Discuss:
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student's Discussion Board response by Tuesday, Midnight (Central Time)

### Submit:
- **Assessment** by Tuesday, Midnight (Central Time)

### Notes/Goals:

## Unit VIII: Creating Vision, Strategic Direction, and Change

### Review:
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

### Read:
- Chapter 13: Creating Vision and Strategic Direction
- Chapter 15: Leading Change
- **Supplemental Reading:** See Study Guide

### Discuss:
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- **Discussion Board Comment:** Comment on another student's Discussion Board response by Tuesday, Midnight (Central Time)

### Submit:
- **Assessment** by Tuesday, Midnight (Central Time)
- **Article Critique** by Tuesday, Midnight (Central Time)

### Notes/Goals: