Course Syllabus

Course Information

BUS 415 ONL

Leadership in Organizations

3 Credit Hours

Start Date: 18 January 2021   End Date: 13 March 2021

Instructor Information

Terri A. Deems, PhD
Doane University

Contact Information

Office Hours: Arranged
Email Address: Terri.deems@doane.edu
Phone: 515-988-5559 (cell)

Preliminary Class Plan and Topics

Please see the schedule provided in the course and the Course Outline included here in the syllabus.

Communicating with the Instructor

This course uses a "three before me" policy in regards to student-to-faculty communications regarding course content or assignments. When questions arise during the course please remember to check these three sources for an answer before asking me to reply to your individual questions:
1. Course syllabus
2. Announcements in Canvas
3. The "Question Center" discussion board

This policy will help you in potentially identifying answers before I can get back to you and it also helps me avoid answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the "Question Center" discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature such as relating to a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated

privately, you are welcome to contact me via email or phone. My preference is that you will try to email me first. Please allow 24 hours for me to respond to emails Monday-Friday and 48 hours on the weekend.

If you have a question about the technology being used in the course, please contact the Doane University Help Desk for assistance (contact information is listed below).

Course Catalog Description

Leadership in Organizations is a course designed to investigate attitudes and behaviors which inspire and motivate others to a common purpose through an investigation of current and historic leadership theories, to lead students to a conceptual understanding of the term leadership, and to help students acquire the attitudes and skills necessary for innovation, risk taking and team building.

Course Prerequisites

None

Course Textbook and Materials

Required

Northhouse, P.G. (2020). *Introduction to leadership: Concepts and practice.* 5th edition. Thousand Oaks, CA: SAGE Publications.

Optional

Publication Manual of the American Psychological Association (7th edition) (2020).

> Note: We will make use of APA formatting in this class. An alternative to using the APA manual is to make use of other up-to-date online APA resources.

Learning Objectives

1. Define "leadership" and distinguish between leading and managing others.
2. Develop an understanding of historic and contemporary leadership theories and how these theories are reflected in practice.
3. Increase knowledge of constructive vs. destructive leadership attitudes, traits, styles, and competencies.
4. Demonstrate the ability to analyze a situation and determine effective leadership strategies for high performance, engagement, and collaboration.
5. Identify common challenges and obstacles faced by individuals and groups, and actions effective leaders take to overcome these.
6. Explore implications of visionary, inclusive, ethical, and strengths-based leadership practices for desired performance outcomes.
7. Increase self-awareness of one's own leadership philosophy, characteristics, and competencies.

Course Requirements

Online Course
This is an online course and there will be no face-to-face class sessions. All assignments and course interactions will utilize Internet technologies. You must have a reliable Internet connection throughout the duration of the course.

This course uses Canvas for the facilitation of communication between faculty and students, submission of assignments, and posting of grades. The Canvas Course Site can be accessed at https://doane.instructure.com

Attendance in an online course means logging into the Canvas on a regular basis and participating in all of the activities that are posted in the course. In addition, check your Doane University email account regularly, as your instructor may send important information via email.

Attendance/Participation
Doane University expects active participation by a student in a course, whether the course is on-ground or online. A student is expected to be prompt and regularly attend on-ground classes in their entirety.   Regular engagement is expected for online courses.

You should plan to work on this course everyday. This is a condensed, fast-paced, course. Expect to spend approximately 18 hours a week preparing for and actively participating in this 8-week course.

Class Preparation
Preparation for class means reading the assigned readings and reviewing all information required for that week, as well as completing weekly tasks or assignments.

Computer Requirements
For the successful use of Canvas please refer to Doane University's minimum computer requirements. This also includes:
- Reliable computer and internet connection
- A web browser (Chrome or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Word processing software—Microsoft Word or Google Docs
- Webcam and mic

Campus Network or Canvas Outage
When access to Canvas is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

Drop and Add Dates
If you feel it is necessary to withdraw from the course, please contact your advisor for full details on the types of withdrawals that are available and their procedures.

Federal requirements state that students must complete 75% of the course work to be eligible to receive an incomplete for the course. If students fall more than two weeks behind, they cannot meet this requirement.
**Online Learning Academy Courses are not eligible for incomplete grades.

Academic Integrity
Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs.

http://catalog.doane.edu/content.php?catoid=18&navoid=1448#Academic_Dishonesty

Course Graded Expectations

Learning, I believe, is both an individual and a social activity (my own theoretical orientation is constructivist and humanist) and, as such, the work for this course will consist of individual work, personal reflection and explorations, and group discussions and activities to help foster each other's learning. Your course grade will be based on the following activities:

1. **Weekly knowledge checks (Weeks 1, 2, 3, 5, 6, 7)**: Students will complete brief "knowledge checks" throughout the term—these serve as self-assessments to help ensure students are retaining key course concepts.

2. **Discussion Forums (Weeks 1, 2, 3, 5, 6, 7)**: This term we will have 6 discussion forums that each student will participate in, where discussions will be based on an activity (such as chapter self-assessments or case studies) from the week and on your reflection and application of that week's readings and resources. Discussion posts and peer interactions give you the chance to deepen your learning and contribute to the learning of others.

   Due to the size of our class, students will be randomly placed in one of two small discussion groups. Each student will post an initial discussion each week and respond to at least two peers within their group (even better, respond to everyone!). This is your chance to engage with more members of your class and your discussions should be directed to your classmates rather than simply to me as your instructor.

   - *Initial discussion post (due Wednesdays):* Your initial post in response to a discussion prompt should be substantive and thoughtful (approximately 100-150 words), should add value to the class conversation, and should demonstrate that you have studied each week's material and can think critically about and apply the content.

   - *Responses to your Peers (due Sundays):* Post a substantive response (something more than "I like what you said!") to *at least* 2 classmate's posts for each discussion forum. Engage in a discussion by commenting on, respectfully challenging, and/or extending the ideas of your classmates. Also read the responses others have made to your initial post and address any questions they may have raised.

   Your post content should be based on the theories, principles, and practices in your readings and your thoughts about their application to your current or future career. Your critical thinking matters. Think, create, and reflect deeply! Provoke good questions and responses. You will be evaluated on the *quality* of your online discussion posts and responses including your written communication skills (your clarity, organization, spelling/grammar et al do matter). **Respect for and openness** to learning from and with others is expected.

3. **Chapter Self-Assessment Journal (Week 7)**: Throughout the term students will complete chapter (or other) self-assessments as a way to increase their self-awareness and deepen their understanding of related concepts. In addition to using these assessments as part of their weekly discussions, students will also maintain a journal of their assessment results.

   a. A journal entry should be included for each assessment completed (minimum of 14; there may also be opportunities here for some extra credit).

   b. Each entry (approximately 1 paragraph) should focus on the implications (the "so what?" or "why does this matter to my career or leadership potential?") of your results.

   c. As needed, also describe any changes or areas for development suggested by your self-assessment results.

   d. Journals will be submitted as a single document at the end of Week 7.

4. **3-2-1 Online Explorations (Weeks 2, 4, 6):** You will be asked to complete three online explorations (information searches) where you will investigate a leadership concept or question. I will pose the initial concept/question for you to explore but ultimately you may pursue your own interest agenda (related to our course concepts).

   Upon completing your exploration, you will prepare a brief (2-3 double-spaced pages) summary of your findings, framing these in terms of the following:

   a. 3 main ideas that stood out for you, and your musings or reflections around those ideas;

   b. 2 key take-aways (such as implications you see from the 3 ideas); and

   c. 1 remaining question you have (relevant to the topic) which you will explore for your next 3-2-1.

   You do NOT need to provide a detailed summary of what you read—just briefly discuss the main ideas that caught your attention and your key take-aways.

   Please use APA formatting for any in-text citations and be sure to include your references (also APA formatting). You do NOT need to include a cover page, however.

   Additional 3-2-1 information:
   - Your first 3-2-1 will be based on a prompt from your instructor.

   - You will end your 3-2-1 by posing a new question in which you have a deep interest. That question, then, becomes the subject for your second 3-2-1. Likewise, your second 3-2-1 will also end with a new question you have, and that will become your topic to explore for your third and final 3-2-1 assignment.

   - Each 3-2-1 requires a <u>minimum of 3 credible sources</u>. Include these sources on a reference page (APA format) at the end of your document. Be sure to also use APA format for any in-text citations you may use.

5. **Mid-term Knowledge Check (Week 4)***:* Test yourself to see how much is "sticking" with you so far! While this will technically be "open book" I challenge you to see how much you can complete WITHOUT turning to your resources.

6. **Final Creative Project (components due Weeks 3, 5, and 8)***:* Students will self-enroll (during Week 1) in a team of 3 people to design and carry out a substantial learning experience, in consultation with the instructor. This is your opportunity to

explore, in-depth, an aspect or dimension of leadership that has significant personal or professional interest to you. You will work on your project throughout the term.

- This project should a) reflect your personal interests, creativity, imagination, and learning style; b) demonstrate your mastery of relevant course concepts and theories; and c) extend your course learning (should go significantly beyond our weekly readings). Ultimately, this project will demonstrate your sound understanding of key issues, concepts, and/or theories relevant to leadership in organizations.

- Teams will submit a project plan to the instructor no later than Week 3. After receiving approval from the instructor, you will carry out your creative project throughout the term and develop a way to present your experience to the class during our final week. (Only one person on a team needs to submit.)

- Teams will submit a project outline no later than Week 5. The format of this outline is up to each team but the outline must a) identify the key ideas, argument, theories, models and so on that you intend to include in your project; b) describe how you will present your project to the class (e.g., a paper, narrated PowerPoint, video, link to a website you created, and so on) and c) identify key sources you will use to inform your project (be sure to format your references per APA). (Only one person on a team needs to submit.)

- Each team will present their final project via our Week 8 discussion board and discuss their learning experiences. Your discussion post should include a statement of your project's purpose, brief description of what you did for this project (e.g., you researched something, conducted a survey, interviewed people, designed a web site, etc.), and discussion of what you learned from this project (your key take-aways). Students will also upload relevant files such as their PowerPoint slides or white paper or video or… for other students to view. (Only one person on a team needs to submit.)

- Creative projects will be presented via our Canvas discussion forum no later than Wednesday of Week 8. Individually, students will review the presentations of EACH of the other 4 teams and provide feedback to each team no later than Saturday of Week 8.

- In addition to presenting their project to the class each team will also submit a written creative project reflection (approx. 3 pages, double-spaced) which is due the last day of class. (Only one person on a team needs to submit.)

Individually, students will also complete a team evaluation on themselves and their teammates. Average scores from these evaluations may affect individual creative project scores.

For additional information, ideas, and requirements please review the Creative Project Description & Rubric document in our Course Documents.

Course Grading

Submitting Assignments

All assignments, unless otherwise announced by the instructor, must be submitted via Canvas. Each assignment will have a designated place to submit the assignment. All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor and review the course site regularly to learn about changes to assignments or due dates.

Grading Scale

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned.

Letter grade	Percentage	Points
A	100 – 90	131-145
B	89 – 80	116-130
C	79 – 70	102-115
D	69 – 60	87-101
F	59 and below	<87

Grade/Point Distribution

Assignments	Weeks	Points	Total Points	Approx. % of Course Grade
Discussion forums	1, 2, 3, 5, 6, 7	5	30	21
Knowledge Checks	1, 2, 3, 5, 6, 7	5	30	21
3-2-1 Online explorations	*2, 4, 6*	5	15	10
Mid-term	4	15	15	10
Creative project team plan	3	3	3	2
Creative project outline	5	3	3	2
Assessment journal	7	15	15	10
Creative project team presentation & reflection	8	30	30	21
Team evaluation	8	4	4	3
TOTAL			145	100%

Late or Missed Assignments

All assignments must be completed and turned in to finish the course. Unless you discuss a late assignment with your instructor prior to the assignment due date, your assignment will lose 20% each day it is late.

Students are required to complete 75% of the course material in order to receive credit for the course. If students fall more than two weeks behind, they cannot meet this requirement and will receive a withdrawal (W) for the course if this occurs within the first four weeks of the course. If this happens after the fourth week students will receive an F for the course.

Feedback

Please allow 1-3 days for feedback on most assignments. Please review instructor feedback for assignments and assessments since this will help you reflect on what you have learned while receiving suggestions for improvement.

Course Outline

This is the tentative outline for our course. Any changes to this schedule will be provided to you in writing via our Canvas course.

Class Session	Topics	Readings	Activities / Assignments Due
Week 1 January 18-24	What IS leadership; leadership vs. management; historical perspectives and overview of theories	• Text chpt. 1 • Canvas materials	• Self-enroll in project teams (by Sun.) • Discussion forum (Wed. & Sun.) • Knowledge check (Sun.)
Week 2 January 25-31	Leader traits and styles; transformational and servant leadership	• Text chpts 2, 3 • Canvas materials	• Discussion forum (Wed. & Sun.) • Knowledge check (Sun.) • 3-2-1 exploration (Sun.)
Week 3 February 1-7	Leading through tasks and relationships; strengths-based approach to leadership;	• Text chpts. 4, 5, 6 • Canvas materials	• Discussion forum (Wed. & Sun.) • Knowledge check (Sun.) • Creative project team plan (Sun.)
Week 4 February 8-14	The visionary leader; work climate and the leader's impact	• Text chpts. 7, 8 • Canvas materials	• Mid-term knowledge check (Sun.) • 3-2-1 exploration (Sun.)
Week 5 February 15-21	Diversity and inclusion; in-groups and out-groups; conflict management	• Text chpts. 9, 10, 11 • Canvas materials	• Discussion forum (Wed. & Sun.) • Knowledge check (Sun.) • Creative project team outline (Sun.)
Week 6 February 22-28	Ethics and leadership; overcoming obstacles; more on situational leadership	• Text chpts. 12, 13 • Canvas materials	• Discussion forum (Wed. & Sun.) • Knowledge check (Sun.) • 3-2-1 exploration

Week 7 March 1-7	The dark side of leadership; susceptible followers and conducive environments; confronting destructive leaders	• Text chpt. 14 • Canvas materials	• Discussion forum (Wed. & Sun.) • Knowledge check (Sun.) • Assessment journal (Sun.)
Week 8 March 8-13	*Creative project presentations and wrap-up!*	Optional Canvas materials	• Creative project presentation (Wed. discussion board) • Project reflection (Saturday) • Team evaluation (Saturday)

Tips to Be Successful

- Be present – everything starts with showing up (physically and mentally)!

- Study the assigned readings and intentionally use additional resources to both broaden and deepen your understanding. "Study" goes beyond simply reading material – do your best to really digest material and make use of the wealth of online resources to help further your understanding.

- Polish your writing skills—spell check AND proofread your written work since this impacts your credibility as a learner and leader. Grammar, punctuation, spelling, general organization and clarity of writing will be factored into your scores.

- Commit to approaching our online course as seriously as you would if we were face-to-face. Give the readings, videos, web site explorations, and other activities the time, attention, and thoughtfulness they deserve.

- Use APA formatting for any required papers and use in-text citations and references, as needed, within your discussion posts.

- Allow yourself to be creative and fully engaged during our time together. *Have some fun!*

Technical Support

If you are in need of technical assistance please access the Self Service Portal. You may reach the help desk at 402-826-8411 or by email at helpdesk@doane.edu.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at Doane University facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Doane University staff coordinate student transitions from high schools and community colleges, conduct in-service training for faculty and staff, enable the resolution of accessibility issues, conduct community

outreach, and facilitate collaboration among Doane University staff on disability policies, procedures, and accommodations.

Disability Services

[Doane University's Disability Services Office](#) will provide guidance on accommodations and universal access. To request accommodations please complete the [Self-Identification Form](#) and visit the website for additional information.

Academic Support

Doane offers a range of academic support services for students.

For students taking courses online or for our Non-Residential students:
https://www.doane.edu/graduate-and-adult/academic-support

For students taking courses on our Crete campus:
https://www.doane.edu/students/resources/academic-support

Title IX Requirements: Mandatory Reporting

At Doane, all university employees, including faculty, are considered Mandatory Reporters. As a Mandatory Reporter, I am required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell me about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, I have to share the information with the University's Title IX Coordinator. My report does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able to receive the support and resources you need. For additional information, including confidential resources, please visit the [Campus Advocacy, Prevention, and Education (CAPE) Project](#).

Instructional Technology Accessibility and Privacy Policies

If your course uses additional technology tools, information on the [technology's accessibility and privacy is available on our website](#).

Syllabus Disclaimer

The instructor and Doane University views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email or in the course site Announcements. Please remember to check your Doane University email and the course site Announcements often.

Doane Syllabus Addendum

Each student is responsible for being aware of the policies, resources, and expectations as specified in the Doane Syllabus Addendum located at:
https://www.doane.edu/Syllabus