



DIVISION OF ADULT LEARNING

SYLLABUS

CLDR-440: Leadership and Groups

Date: 06/29/2016

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University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course will focus on importance of forming and developing groups in a productive organization. A view of the nature of groups and the unique human behavior within effective groups provides a foundation for discerning the leader's role in forming and training effective group leaders. Motivation, empowerment, and collaborative skills form the innovative and systemic core of developing productive teams. Self assessments, group case studies and field projects will provide a context to observe and test theories and principles.

Required Text(s) and/or Supporting Resources:

Required Text:

Nelson, Debra L. and James Campbell Quick. *Organizational Behavior: Science, the Real World and You*, 8th ed. Thomson/South Western, 2012. . **(Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.)**

Additional Supporting Resources:

Textbook Website: http://websites.swlearning.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=0324224702&discipline_number=416

Prerequisite Skills and Knowledge:

None

Course Goals and Learning Outcomes:

PURPOSE

This course is intended to provide the student with a core understanding in the field of psychology. In developing a connection between psychology and everyday life, the student will develop a better understanding of human behavior.

General Learning Objectives (Course Goals):

This course seeks to equip the student to:

1. Identify individual and interpersonal behaviors affecting organizational dynamics
2. Understand the effect of individual attitudes, values, and ethics on organizational outcomes
3. Analyze motivational theory at work in an organization and predict the outcome.
4. Identify critical factors differentiating learning organizations from others
5. Describe and determine key elements of organizational culture, climate and norms.
6. Analyze effectiveness of work groups in organizations.

7. Understand how effective organizational communication enhances the organization's effectiveness.
8. Evaluate effective and ethical use of power and influence personally and organizationally
9. Identify leader styles and effectiveness in organizations.
10. Understand personal style of conflict management.
11. Distinguish various organizational structures.
12. Assess jobs, organizational design, and organizational structure.
13. Identify functions and effect of an organization's culture on organizational effectiveness.
14. Investigate the effectiveness of an organization's dynamics.

Specific Behavioral Objectives (*Learning Outcomes*):

As a result of the activities and study in this course, the successful student will be able to:

1. Understand how groups form and develop.
2. Identify elements of effective organizational behavior and function.
3. Distinguish unique human behavior within effective groups.
4. Measure leadership styles and behaviors.
5. Discern leader roles in forming and developing effective groups.
6. Understand motivation, empowerment, and collaborative behavior and their effect on organizational members.
7. Recognize systemic core of developing productive teams.

Major Topics:

- A. Foundations of Organizational Dynamics
- B. Challenges facing Today's Organizational Leaders
- C. Individual Personality, Attitudes, and Values
- D. Individual and Organizational Ethics
- E. Motivation in Organizational Settings
- F. Organizational Learning and Performance Management
- G. Effective Communication in Organizational Settings
- H. Working in Teams
- I. Leadership of Organizations
- J. The Leader and Decision-Making
- K. Leadership Traits, Behaviors, and Situational Influences
- L. Conflict Management in Teams and Organizations
- M. Job Design and Organizational Motivation
- N. Organizational Structure, Design, and Culture
- O. Career Management for Self and Followers
- P. Managing Change in Organizations

Course Assessments:

- A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
- B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of "a" and "b" above) and then response posts

interacting to other students' initial posts (evaluation of "c" above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor. There are 16 threaded discussions throughout this course.

- C. **Exams.** The student will complete three exams during this course. Students should work alone and without textbook, notes, or other resources to complete the exams. Exams will be multiple choice and discussion in format. All exams are timed, as instructed with each exam, and will "force completion" after the end of the allotted time. Students may access the Exam only once; therefore, it is important that the student schedule a time that is uninterrupted and when a reliable Internet connection is insured.
- D. **Course Project.** Students will complete a number of leadership self-discovery assessments (surveys) during this course designed to lead you to identify, understand, and appreciate the giftedness with which God had honored you. Assessments are assigned in each unit of the course. Some are located in the textbook and others are in the course. After completion of each assessment, the student will compose an entry in the *My Leadership Profile* report. Each entry should be from one-half to one page in length and be titled with the trait assessed. Each entry must include (a) an explanation of the trait assessed (i.e., learning, motivation, locus of control, etc.) including names of key researchers studied; (b) assessment taken; (c) results of the assessment; (d) explanation of the meaning of the results; (e) the meaning of the results to your unique leadership profile; and (f) how you intend to greater utilize the gifts identified in the assessment as an organizational leader. Students will submit a section of their *My Leadership Profile* report each week and provide the Final Report which includes all sections in Unit 7.

Evaluation:

A. Threaded Discussions	350
B. Exams	285
C. Course Project	365

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
C-	1.7	700 – 729
D+	1.3	670 – 699

D	1.0	600 – 669
F	.0	0 - 599

Letter Grade Equivalencies:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work in and out of class is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

D = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES

Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not the your own.

- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document.

Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion)
- No late assignments will be accepted after the close of the final Unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.

- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

BIBLIOGRAPHY

Knowledge Base/Working Bibliography (Reading List):

Bolman, L.G. & Deal, T.E. *Reframing Organizations: Artistry, Choice and Leadership*, 3rd ed. San Francisco: Jossey Bass, 2003.

Daft, R. L. *Organizational Theory & Design* (8th ed.). Mason, OH: Southwestern Publishing/Thomson Learning, 2001.

Ivancevich, J.M, & Matteson, M.T. *Organizational Behavior & Management*, 6th ed. Boston: McGraw-Hill Irwin, 2002.

Pugh, D.S. & Hickson, D.J. *Great Writers on Organizations*. Aldershot, ENG: Ashgate, 2000.