BUSI 460, Organizational Leadership, Syllabus
(3 credits)

COURSE DESCRIPTION

Participants learn how to assess organizations in light of strategic objectives and make recommendations for improvement. Topics will include: strategic planning, organizational culture, large scale change, systems thinking, entrepreneurial and intrapreneurial behavior and "new leadership" development. Prerequisite: BUSI 230 Principles of Management

REQUIRED TEXTS & RESOURCES

DuBrin, A. J. (2019). Leadership: Research findings, practice, and skills (9th ed.). Boston, MA: Cengage Learning.

ISBN-13: 978-1337808897

NOTE: The Point University Bookstore may offer the textbook(s) for this course in other formats. Information can found at www.pointuniversityshop.com

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). http://point.edu/course-schedules/

	Learning Activities	Graded Assignments
Week 1		
	Read Chapters 1-2	
	Discussion Board #1	Due Week 1, Day 5
	Welcome to BUSI 460 – Review of requirements and syllabus	
	Interactive lecture on Chapter 1-2	
	Chapter 1 Case Problem A Chapter 2 Case Problem A	Due Week 1, Day 7
	Quiz #1	Due Week 1, Day 7
Week 2		
	Read Chapters 3-5	
	Discussion Board #2	Due Week 2, Day 5
	Interactive Lecture Chapter 3-5	
	Chapter 3 Case Problem B Chapter 4 Case Problem A Chapter 5 Case Problem B	Due Week 2, Day 7
	Quiz #2	Due Week 2, Day 7

Week 3		
	Read Chapter 6-7	
	Discussion Board #3	Due Week 3, Day 5
	Interactive Lecture 6-7	
	Chapter 6 Case Problem B Chapter 7 Case Problem B	Due Week 3, Day 7
	Quiz #3	Due Week 3, Day 7
	Research Paper #1	Due Week 3, Day 7
Week 4		
	Read Chapters 8-10	
	Discussion Board #4	Due Week 4, Day 5
	Interactive Lecture 8-10	
	Chapter 8 Case Problem B Chapter 9 Case Problem A Chapter 10 Case Problem B	Due Week 4, Day 7
	Quiz #4	Due Week 4, Day 7
Week 5		
	Read Chapters 11-12	
	Discussion Board #5	Due Week 5, Day 5
	Interactive Lecture 11-12	
	Chapter 11 Case Problem B Chapter 12 Case Problem A	Due Week 5, Day 7
	Quiz #5	Due Week 5, Day 7
	Research Paper #2	Due Week 5, Day 7
Week 6		
	Read Chapter 13-15	
	Discussion Board #6	Due Week 6, Day 5
	Interactive Lecture 13-15	
	Chapter 13 Case Problem B Chapter 14 Case Problem A Chapter 15 Case Problem B	Due Week 6, Day 7
	Quiz #6	Due Week 6, Day 7
Week 7		
	Discussion Board #7	Due Week 7, Day 5
	Quiz #7	Due Week 7, Day 7
	Final Research Paper	Due Week 7, Day 7
	Final Research Presentation	Due Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan
An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution
Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Weekly Discussion Boards (7 x 25 pts.)	175
Weekly Quizzes (7 x 30 pts.)	210
Chapter Case Studies (15 x 10 pts.)	150
Research Papers (2 x 100 pts.)	200
Final Research Paper	200
Final Research Paper Presentation	65
Total Points:	**1000**

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:
http://point.edu/academic-calendar/

COURSE LEARNING GOALS & OBJECTIVES

Goal 1: The student will explore the nature and importance of leadership, the many different traits, motives and characteristics of leaders and how that applies to charismatic and transformational leadership.		Program Objective(s)
	Objective 1.1: Explain the meaning of leadership, how leadership skills are developed, and how leadership influences organizational performance.	**1.1, 3.3**
	Objective 1.2: Describe how emotional intelligence contributes to leadership effectiveness and identify key motives that contribute to leadership effectiveness.	**1.1, 2.1, 2.4**
	Objective 1.3: Compare and contrast the characteristics of three types of charismatic leaders and give an example from the Bible of a charismatic leader.	**1.1, 4.2**
Goal 2: The student will examine leadership behaviors, attitudes and styles, contingency and situational leadership, leadership ethics and social responsibility and how influence, power and politics play a role in leadership.		
	Objective 2.1: Define task-relate and task oriented attitudes and behaviors.	**1.1, 3.3**
	Objective 2.2: Evaluate Fiedler's contingency theory of leadership effectiveness.	**1.1, 2.1**
	Objective 2.3: Outline the four ethical leadership behaviors and guidelines used for evaluating the ethics of decisions and relate that to a biblical worldview.	**1.1, 4.2**

Objective 2.4: Rate the factors that contribute to organizational politics.	1.1, 3.3
Objective 2.5: Explain influence tactics and how that effects organizational change.	1.1, 2.1
Goal 3: The student will assess teamwork, motivation and coaching skills, creativity and innovation in leadership, and communication and conflict resolution skills in leadership.	
Objective 3.1: Examine the leader's role in a Team-Based organization.	1.1, 2.5
Objective 3.2: Explain employee engagement, expectancy theory, goal theory, using recognition and pride to motivate others, and coaching as an approach to motivation.	1.1, 2.5
Objective 3.3: Discuss overcoming traditional thinking as a creativity strategy, organizational methods to enhance creativity, and self-help techniques to enhance creative problem solving.	1.1, 2.4, 2.5
Objective 3.4: Compare and contrast inspirational and powerful communication along with verbal and nonverbal behavior and give an example from each from the Bible.	1.1, 2.4
Goal 4: The student will analyze strategic leadership, knowledge management, and leadership development and succession.	
Objective 4.1: Demonstrate the nature of strategic leadership as it relates to a biblical worldview.	1.1, 4.2
Objective 4.2: Describe development through self-awareness and self-discipline at it relates to biblical principles.	1.1, 4.2

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (https://point.edu/title-ix) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the "Consumer Information" section of the website (http://point.edu/disclosures) and the "Student Services" section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term's total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (https://point.edu/catalogs/).

Etiquette & Netiquette
Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies
For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (https://point.edu/catalogs/).

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