BUA5010
Managerial Leadership

SPRING 2023

SYLLABUS

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University of Northwestern – St. Paul
Office of Adult & Graduate Studies
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BUA5010 Managerial Leadership
University of Northwestern – St. Paul

COURSE DESCRIPTION

Leadership is a key competency for today's competitive business. This course provides a foundational overview of predominant leadership theories and the impact of those theories on organizational management from both Christian and secular perspectives. Students will provide critical analyses of contemporary approaches to organizational leadership and management in the context of structure, organizational culture, and organizational change.

Credits: 4

Prerequisites: None

INSTRUCTOR INFORMATION

Please see "Contacting the Instructor" on the course site.

COURSE OUTCOMES

At the end of this course, a successful student will be able to

1. Examine relationships between modern leadership theories and foundational biblical leadership principles.
2. Develop effective leadership development processes.
3. Apply various business leadership theories to address change management issues.
4. Justify appropriate methods and appraise managerial decision-making for motivating and developing diverse individuals, teams, and organizations.
5. Recommend strategies for leading change in international or multicultural business settings.
6. Differentiate between Transformational Leadership, authentic leadership, and Servant Leadership.

MATERIALS

Required Textbooks and Materials

A Harvard CoursePack is available for purchase on the course site for a reduced price for students. The course pack includes the following.

- "Leadership and Team Simulation: Everest V3" by Michael A. Roberto and Amy C. Edmondson

The following book and others linked from the course site are available for students through the library or through the course site.

- Crowther, Steven. *Biblical Servant Leadership: An Exploration of Leadership for the Contemporary Context*. Year 2018. Publisher: Palgrave Macmillan.

Required Tools

For this course, students will need access to Microsoft Office (available at no cost to students through the University of Northwestern-St. Paul), a PDF reader, and a standard internet browser. Please refer to the Tech Requirements found in the Technology Help section at the top of the course site for the full requirements.

You will need webcam/microphone and internet capabilities enabling you to participate in virtual synchronous class sessions (if you choose that mode of participation week by week) and some recordings for assignments in the online asynchronous modality.

GRADING POLICIES AND PROCEDURES

Course Grade Explanation

Assignments	Grade Points
Weekly Engagement Activities	160
Leadership Style Journal	70
Other Research Assignments	
Leadership Theory Research Assignment	30
Leader Critique Paper	30
Managing Change Scenario Presentation	30
Decision Making Methods Analysis Paper	30
Shifting Culture Case Study	30
Moneyball Paper	30
Everest Simulation Opinion Paper	40
Managerial Leadership Strategy Case (Final Project)	50
Total	500

Grading Scale Percentages

A	≥ 93	B	≥ 83	C	≥ 73	D	≥ 63
A-	≥ 90	B-	≥ 80	C-	≥ 70	D-	≥ 60
B+	≥ 87	C+	≥ 77	D+	≥ 67	F	< 60

Late Work

All assignments are due as described in the course syllabus. Students are responsible for meeting assignment deadlines. Late assignments will be deducted one full letter grade (e.g., A to B) per day; late assignments will not be accepted for a grade beyond 3 calendar days past the original deadline. Forum discussion activities must be completed on time; late forum posts will not receive any credit. Students should contact the instructor via e-mail if an extenuating circumstance exists.

Feedback Expectations

Students should expect feedback for their submitted assignments within 5 days of the assignment due date or the time of their submission, whichever is later.

INSTITUTIONAL POLICIES AND SERVICES

Guidelines and Information

Students are responsible for policies and procedures found in the Office of Adult & Graduate Studies Catalog located on theROCK. These policies include the following:

- Deadlines for dropping or withdrawing
- Attendance
- Class cancellations
- Plagiarism and cheating
- Grading System
- Complaints, exceptions, and appeals

Instructors may have course-related expectations that further detail the policies and procedures outlined in the catalog. Any such expectations must be provided to students in writing (e.g., handout, course site posting) prior to or at the beginning of the class.

Traditional undergraduate students enrolled in A&GS courses are subject to the traditional undergraduate student handbook for all non-course-specific policies and procedures.

Academic Integrity

Members of the Northwestern community mutually commit to personal integrity and honesty. Students submitting work are expected to convey their own thoughts unless the source is cited appropriately. Plagiarism, cheating, and other forms of academic dishonesty violate ethical and intellectual principles.

In every course, students are required to view the Understanding Plagiarism video and complete the Understanding Plagiarism Quiz prior to completing any of the course content. These items are part of the course orientation.

Academic Achievement

UNW students requesting academic accommodations in association with the Americans with Disabilities Act (ADA) are directed to notify Disability Services to begin the application process. Academic Achievement also provides the following: Writing Tutoring, Subject Tutoring, advocating, transitional skill building, Academic Coaching (organization, time management, test taking, etc.).

Contact Academic Achievement for more information: AcademicAchievement@unwsp.edu | 651-628-3316 | N4012 (Revised 07/21).

Support Services

Links to support services are available found in the Student Services section at the top of the course site.

COURSE POLICIES AND INFORMATION

Email and Announcements

Students are responsible to regularly check their Northwestern student email and the announcements in the course site in order to receive updates and information.

Attendance

Due to the accelerated nature of the online curricula, students are expected to participate in all course activities. Students must contact the faculty member in advance or as soon as possible if unable to participate in all or part of the course activities for a given week because of a medical (which includes having to quarantine or isolate due to COVID-19 exposure or confirmed illness), family, or work-related emergency. Students should refer to their course syllabus and/or faculty member for specific requirements. Students who do not participate in course activities and fail to withdraw from the course will receive a failing "F" grade.

Fall 2022 Syllabi Statement Regarding COVID-19

The following academic policies and guidelines are subject to change as state and federal guidelines and university protocols evolve and will be updated as needed.

Expectations for all UNW courses

- If you are feeling unwell due to COVID-like symptoms or are notified of an exposure, please stay home and contact Health Services (651-631-5353) AND instructors of any courses on the same day.
- If you are placed on isolation or quarantine due to your status of testing positive or being exposed to COVID, Academic Achievement will be notified by Health Services and will contact you to determine your need for academic adjustments.
- If you have been placed on isolation or quarantine, you must be cleared through Health Services to return to class.
- You are expected to make up all work and will be responsible for material covered during missed class days.
- You are required to attend class in the modality in which the class is offered (i.e., face-to-face, blended, hybrid, or virtual). If you need a change in modality, submit a formal request to Academic Achievement.

The Minnesota Department of Health (MDH) and the Centers for Disease Control and Prevention (CDC) recommend vaccines for eligible individuals. If unvaccinated, you are encouraged to consult with your health care provider for additional guidance.

Audio/Visual Recording Policy

Class meetings and materials may not be recorded, livestreamed, photographed, or otherwise shared, whether by audio, video, photo and/or other means, without the express consent of the professor and/or any other class presenter. This is due to privacy considerations, including student privacy rights governed by the Family Educational Rights and Privacy Act, and intellectual property rights of instructors and is in accordance with common ethical practice in professional settings. Any authorized visual and/or auditory recordings or imagery of classes and materials (University recordings and/or student personal recordings) made on any devices will not be available or shared beyond class participants except as required or permitted by applicable law. Class recordings made by students for personal use and with authorization must be erased at the close of the term.

While the University has various technologies that it may use to engage in authorized livestreaming and/or recording of classes, the University does not make any guarantee that any particular class or class event

will be recorded. Recordings may not be available for a variety of reasons, such as but not limited to, a decision not to record, inadvertent human error, technology glitches, and recording retention issues.

Submission Standards
All assignments, unless otherwise stated, must be submitted on the course site in Microsoft Word document format (.doc or .docx). For all assignments, use a standard readable font, double-spaced, etc.

Writing Standards
Writing at the graduate level requires a commitment to excellence in the development of content, grammar composition and adherence to APA guidelines. Students are expected to submit well-written papers and assignments free of grammatical and spelling errors. Unless otherwise instructed, all submitted papers for this course should be double spaced, use 12-pt. standard font, and be the assigned length.

Critical Response to Alternate Viewpoints
When students are reading or viewing course materials, they may encounter viewpoints, words, or images that their instructors would not use or endorse. Students should know that materials are chosen for their value in learning to read, write, and view critically, not because the materials are necessarily Christian.

Scholarly Research
Quality participation in this course requires contribution of scholarly research to class interactions. Students can engage in external research via the Berntsen Library website by performing a search of the 60+ databases available to students. Also available on the library site are multiple tutorials to educate learners in effective search techniques. Other credible journals/articles are options as well.

ASSIGNMENTS
See the course site for complete details on the assignments.

Engagement Activities
In the HyFlex format, you are invited to select how you participate each week, either 1) in-person during the Tuesday 6pm class session, 2) virtually via Zoom during the Tuesday 6pm class session, or 3) ONLINE Only, asynchronously, not attending the Tuesday session but engaging concepts by other means.

Each course week includes one or more graded engagement activities. The format of these activities differs based on how you choose to participate that week.

- Those who participate in-person or remotely in the synchronous class session typically engage the learning activity during the session
- Those participating asynchronously usually produce a separate deliverable that can be submitted in the respective course site placeholders marked (ONLINE Only) each week.

If your submission is audio or video, post a sharing link (not the media file itself). If you engaged the learning activity during the synchronous session, no submission is necessary in these placeholders, and they only serve as a grading placeholder for you to view instructor feedback.

Contact your instructor with all questions related to Engagement Activities, assignment instructions, modality expectations, and submissions.

Leadership Style Journals

Throughout this course, starting in Week 3, you will answer a few questions related to leadership style based on your results from a leadership/personality inventory.

In Week 2, you complete the Five Voices inventory and submit your results.

In weeks 3-8, reflect on and assess this inventory's results related to observations related to leadership style that arise throughout your daily interactions in the workplace, home, and community.

For each journal submission, in 1–2 paragraphs (about 200 words) include both

7. a narrative illustrating specific contexts or situations in which your assessment results were confirmed, and
8. a narrative illustrating specific contexts or situations in which your actions or experience seems inconsistent with your results.

See the Reflection Rubric in the Rubric Directory for grading details.

Other Research Assignments

All students regardless of modality, produce an individual research and application assignment most weeks as directed on the course site. See the specific assignment submission area for instructions and expectations. All these assignments are graded using the Research Project rubric in the Rubric Directory, and require APA format and citations (as directed in the instructions). Contact your instructor with all questions related to assignment instructions, and submissions.

Mount Everest Simulation

In Weeks 4 and 5, you will participate in a team-based Mount Everest Simulation that focuses on managerial leadership skills of communication, decision-making, and team dynamics. You will be assigned groups of at least 5, and must complete the activity synchronously as a team some time before the end of Week 5. Tips and an Introductory Video have been provided on the course site. Please make sure you have purchased your course pack on the course site in order to get access to the simulation.

By the end of Week 5, produce and submit a Everest Simulation Opinion Paper reflecting on your simulation experience and learning.

Moneyball Paper

In a 4-page paper using at least 3 external resources to assist in solidifying and reinforcing your positions, consider three leaders or "influencers" in *Moneyball*. Start your research with the Head Start Research Resources provided this week and expand to similar sources. Include an introduction, conclusion, citations, and reference page, but a cover page is not needed.

Questions
1. Describe the characteristics on which they leveraged their influence.
2. How were these characters similar? How were they different?
3. What methods or leverage did they use to either solicit or resist change?
4. How could they have been more effective in their approaches?

For grading details see the Research Project Rubric in the Rubric Directory.

Managerial Leadership Strategy Case (Final Project)

The purpose of this assignment is to help you put in practice many of the managerial leadership concepts from the course in an organizational context. Reflect on your core values, expectations, and idiosyncrasies as they relate to managerial leadership, and your understanding of leading change with various stakeholders.

Choose one of the scenarios presented in the assignment submission area in Week 8 of the course site. For your selected case, create a **strategy and plan to foster a dynamic culture shift**, including elements such as the following:

- mission statement
- vision
- underlying philosophical statement
- conduct policy statements
- culture shift plan (including specific actions)

Furthermore, consider each **stakeholder** (or each category of stakeholders). What type of motivation/value proposition would you anticipate that would fuel either their acceptance or resistance to change? Make sure you address these value propositions in your strategy and planning. Feel free to use some creative license to add details or characters to the case.

Incorporate **at least 3** external, scholarly resources to support your strategic choices. This final project should be **at least 5 pages** in length, excluding your reference page. Use APA formatting, but a cover page is not required. This final project is worth 50 points.

COURSE SCHEDULE

Format

This course is delivered in a **HyFlex format** described below. The day the course starts is considered Day 1 of Week 1 for the course. For example, if a course begins on a Monday, then Day 1 is Monday, Day 4 is Thursday, and Day 7 is the following Sunday.

"HyFlex format" means that every week there is an in-person class in a classroom, synchronous (or scheduled) virtual meeting during the class time, or online only (asynchronous, not attending the class session). Each week, you may choose to either

1. come to campus on Tuesday nights from 6pm-8pm and join the classroom OR
2. join our live class session in your study space via Zoom OR
3. those students who cannot commit to the classroom session or time may work through the content independently online.

Every week gives you another opportunity to best fit your learning space and time to your life. Because your attendance choices determine how many hours of which you engage with course material, the way you participate in class each week can change your take-home workload, however, how you attend each week will not impact your access to your instructor.

This course is an accelerated course. As a rule of thumb, students should expect to spend on average 17.5 hours on course work each week.

Due Dates

Unless otherwise noted, all assignments are to be submitted on the course site by 11:59 p.m. CT on Day 7 of each week. Please see the following schedule for details on when an assignment is due.

For any questions regarding these assignments, contact the instructor.

Orientation

- Read the Getting Started Page
- Participate in the Introductions Forum
- View and Complete Understanding Plagiarism Presentation and Quiz
- Complete Student Responsibilities Exercise

Week 1: Leadership Style and Theory

- View Week Overview video above to guide your modality decisions
  - Select how you will be participating in Week 1 (complete as soon as possible)
- Post video introduction in Introductions: FlipGrid
- Read/view Week 1 Resources
  - Essential Leadership (chp. 2)
  - Biblical Servant Leadership (chp. 1)
  - Biblical Servant Leadership (chp. 2)
- Video: How to search for scholarly library resources (6:40)
  - Differentiating scholarly vs popular research sources
- (ONLINE only) Video: A Discussion of Leadership Theory—Northouse (15:37)

(Optional each week)

- Submit any Praise/Prayer requests in the Social Discussion Forum near the top of the course site
- Submit any questions or clarifications by email to your instructor or by posting in the Course Support Forum near the top of the course site

Due Day 7, Sunday 11:59 pm (CT)

- Engagement Activities
  - In your selected modality, engage in Week 1 Engagement Activity: Leadership Models (ONLINE only submit)
  - In your selected modality, engage in Week 1 Engagement Activity: Northouse Reflection Essay (ONLINE only submit)
- Submit Leadership Theory Research Assignment
  - Start your research with the Head Start Research Resources provided this week, and expand to similar scholarly sources.
- Select how you will be participating in Week 2

Week 2: Leadership Development

- View Week Overview video above to guide your modality decisions
  - Review feedback from instructor on last week's tasks.
- If you have not yet done so, select how you will be participating in Week 2
- Read/view Week 2 Resources
  - Essential Leadership (chp. 12)
  - (ONLINE only) Biblical Servant Leadership (chp. 5)

Due Day 7, Sunday 11:59 pm (CT)

- Engagement Activities
  - o In your selected modality, engage in Week 2 Engagement Activity: The Leadership Style of Jesus (ONLINE only submit)
  - o In your selected modality, engage in Week 2 Engagement Activity: Leadership Assessment Tool Matrix (ONLINE only submit)
- Submit 5 Voices Assessment Results
- Submit Leader Critique Paper (CO-1,2,6)
  - o Start your research with the Head Start Research Resources provided this week, and expand to similar scholarly sources.
- Select how you will be participating in Week 3

Week 3: Creating Change
- View Week Overview video above to guide your modality decisions
  - o Review feedback from instructor on last week's tasks.
- If you have not yet done so, select how you will be participating in Week 3
- Read/view Week 3 Resources
  - o (ONLINE only) Video: TedxTalk: Embracing Change—Jason Clarke (18:03)
  - o (ONLINE only) Video: TedTalk: As work gets more complex, 6 rules to simplify—Yves Morieux (11:49)

Due Day 7, Sunday 11:59 pm (CT)
- Engagement Activities
  - o In your selected modality, engage in Week 3 Engagement Activity: Managing Change Comparative Reflection (ONLINE only submit here) (CO-3,4)
  - o In your selected modality, engage in Week 3 Engagement Activity: Jesus Changing Culture (ONLINE only submit on the Jesus Changing Culture Shared Document) (CO-3,4)
- Submit Week 3 Leadership Style Journal (CO-2)
- Submit Managing Change Scenario Presentation (CO-3,4,5)
  - o Start your research with the Head Start Research Resources provided this week, and expand to similar scholarly sources.
- Select how you will be participating in Week 4

Week 4: Everest — Communication and Decision Making
- View Week Overview video above to guide your modality decisions
  - o Review feedback from instructor on last week's tasks.
- If you have not yet done so, select how you will be participating in Week 4
- Read/view Week 4 Resources
  - o (ONLINE Only) Video: The Three Signs of Job Misery (2:04)
  - o Mount Everest Simulation Resources
    - ▪ Video: Mount Everest Simulation Online Introduction (11:48)
    - ▪ Tour of Mount Everest Simulation Website
    - ▪ Mount Everest Instructions for Students (PPT)

Due Day 7, Sunday 11:59 pm (CT)
- Engagement Activities

- In your selected modality, engage in Week 4 Engagement Activity: Workplace Barriers Paper (ONLINE Only submit here) (CO-4,5)
  - Start your research with the Head Start Research Resources provided this week, and expand to similar sources.
- In your selected modality, engage in Week 4 Engagement Activity: Incentive and Engagement Program Paper (ONLINE only submit here) (CO-3,4,5)
  - Start your research with the Head Start Research Resources provided this week, and expand to similar sources.
- Submit Week 4 Leadership Style Journal (CO-2)
- Everest Simulation Begins (CO-4,5)
  - Feel free to use the (Optional) Everest Team Communication Forum as needed.
- Select how you will be participating in Week 5

Week 5: Everest—Team Dynamics
- View Week Overview video above to guide your modality decisions
  - Review feedback from instructor on last week's tasks.
- If you have not yet done so, select how you will be participating in Week 5
- Read/view Week 5 Resources
  - Determinants of the decision-making process in organizations—Beyer
  - 5 Ways to Improve Organizational Decision-Making—Mallon
  - Untangling your organization's decision making—DeSmet
  - It's Time to Reset Decision-Making in Your Organization—Abbott

Due Day 4, Thursday 11:59pm (CT)
- Participate initially in Week 5 Engagement Activity: Organizational Change in Media Discussion Forum
  - Start your research with the Head Start Research Resources provided this week, and expand to similar scholarly sources.

Due Day 7, Sunday 11:59pm (CT)
- Engagement Activities
  - Complete participation in Week 5 Engagement Activity: Organizational Change in Media Discussion Forum
- Submit Week 5 Leadership Style Journal (CO-2)
- Submit Everest Simulation Opinion Paper (CO-3,4,5)
  - Feel free to use the (Optional) Everest Team Communication Forum (in Week 4) as needed.
- Submit Decision Making Methods Analysis Paper (CO-4)
  - Start your research with the Head Start Research Resources provided this week, and expand to similar sources.
- Select how you will be participating in Week 6

Week 6: The People—Diversity, Equity, Inclusion, Access
- View Week Overview video above to guide your modality decisions
  - Review feedback from instructor on last week's tasks.
- If you have not yet done so, select how you will be participating in Week 6
- Read/view Week 6 Resources

- o Video: Implicit Bias (8:09)
- o 12 Reasons Why Diversity, Equity, and Inclusion Are Important in Business
- o Biblical Servant Leadership (chp. 8)

Due Day 4, Thursday 11:59pm (CT)
- (ONLINE Only) Participate initially in Week 6 Engagement Activity: Definitions Forum (CO-1,4,5)

Due Day 7, Sunday 11:59pm (CT)
- Engagement Activities
  - o Complete participation in (ONLINE Only) Week 6 Engagement Activity: Definitions Forum (CO-1,4,5)
  - o In your selected modality, engage in Week 6 Engagement Activity: Bias Matrix (ONLINE Only submit) (CO-1,4,5)
  - o In your selected modality, engage in Week 6 Engagement Activity: DEIA Toolbox (ONLINE Only submit) (CO-4,5)
- Submit Week 6 Leadership Style Journal (CO-2)
- Submit Shifting Culture Case Study (CO-4,5)
  - o Start your research with the Head Start Research Resources provided this week, and expand to similar sources.
- Select how you will be participating in Week 7

Week 7: The Culture
- View Week Overview video above to guide your modality decisions
  - o Review feedback from instructor on last week's tasks.
- If you have not yet done so, select how you will be participating in Week 7
- Read/view Week 7 Resources
  - o Film: Moneyball (2:13:00)
    - ▪ Use the course site link to access Moneyball film via the University Library services
  - o Organization Development Fundamentals: Managing Strategic Change (chp. 6)

Due Day 7, Sunday 11:59pm (CT)
- Engagement Activities
  - o In your selected modality, engage in Week 7 Engagement Activity: Toolbox Assessment (ONLINE Only submit here) (CO-1,3,4,5)
  - o In your selected modality, engage in Week 7 Engagement Activity: Culture Type Reflection (ONLINE Only submit) (CO-1,4,5)
- Submit Week 7 Leadership Style Journal (CO-2)
- Submit Moneyball Paper (CO-3,4)
  - o Start your research with the Head Start Research Resources provided this week, and expand to similar sources.
- Select how you will be participating in Week 8

Week 8: The Strategy
- View Week Overview video above to guide your modality decisions
  - o Review feedback from instructor on last week's tasks.
- If you have not yet done so, select how you will be participating in Week 7
- Read/view Week 8 Resources
  - o Leadership and Change Management (chp. 5)

- o Video: Why good leaders make you feel safe (11:59)
- o Video: A Plan Is Not a Strategy (9:31)

Due Day 7, Sunday 11:59pm (CT)
- Engagement Activities
  - o In your selected modality, engage in Week 8 Engagement Activity: Workplace Safety Opinion FlipGrid (ONLINE only submit here)
  - o In your selected modality, engage in Week 8 Engagement Activity: Planning vs. Strategy Reflection (ONLINE Only submit here)
    - ▪ Start your research with the Head Start Research Resources provided this week, and expand to similar sources.
- Submit Week 8 Leadership Style Journal (CO-2)
- Submit Managerial Leadership Strategy Case (Final Project) (CO-1,2,3,4,5)

HyFlex Experience Final Feedback Survey
Also by Day 7, Sunday 11:59pm (CT)
- Please complete the ungraded, anonymous HyFlex Experience Final Feedback Survey by the end of this week to help your instructor and the university make this the best experience it can be for you and future students.