**Cardinal Stritch University**

**BU 401 Senior Seminar: Organizational Leadership (3 Credits)**

**SPRING 2017** **COURSE SYLLABUS (January 20 – May 15, 2017)**

Class Meeting time/days: 11:00 am - 12:20 pm, Tuesday & Thursday, Classroom Location: DS 014

Instructors:

Dr. Eric Sanders. Office phone: (414) 410-4158, Mobile phone: (630) 290-8097, email: ejsanders@stritch.edu, Office: BH2004

Office Hours: M,T/R 1:00 – 3:00 p.m.

Dr. Paul Trebian. Office phone: (414) 410-4451, Mobile phone: (414) 403-9735, email: pftrebian@stritch.edu, Office: BH2018

 Office Hours: M, W, F 11:00 a.m. – 1:00 p.m.; T, R 9:30 – 11:00 a.m. and 1:00 – 2:30 p.m.

**Course Description**

In this culminating course, students will have an opportunity to incorporate concepts from all previous business courses through the writing of an integrative paper, homework, class activities and speakers. Students will address internal and external issues that organizations encounter, with an emphasis on leadership and ethics in decision making.

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| **University Wide Outcomes** | **Department Outcomes** |
| 1. Effective reading, writing, speaking, listening,and visual communication skills. | 1. Communication*Performance Indicators: the student will be able to:*• create clear, effective written documents that are appropriate in a business environment and that meet professional standards.• demonstrate oral communication skills effective in a business environment.• demonstrate interpersonal skills effective for team building. |
| 2. Effective quantitative and technology skills that prepare students for the 21st century workplace. | 2. Quantitative and technological skills*Performance Indicators: the student will be able to:*• use appropriate quantitative and technological skills to compile business documents and report business information appropriate in accounting, business, and international business. |
| 3. Effective critical thinking through problem-solving, informed and ethical decision-making, and synthesis of theory and practice. | 3. Critical thinking, problem solving, informed decision-making. *Performance Indicators: the student will be able to:*• identify practical and theoretical problems, |
| 4. Effective use of research strategies to applyand integrate knowledge to solve problems. | 4. Research*Performance Indicators: the student will be able to:*• find, evaluate, and integrate sources of information for business problem solving. |
| 5. Knowledge of Franciscan Values | 5. Franciscan values*Performance Indicators: the student will be able to:*• demonstrate an understanding of how Franciscan values, laws, regulations, and ethics relate to business decision making. |
| 6. Managerial Knowledge of Discipline | 6. Managerial Knowledge of Discipline*Performance Indicators: the student will be able to:*• demonstrate managerial knowledge in the operational, human relations, and conceptual areas of business. |

**University policy on the Credit Hour**

This three-credit course meets **twice** a week for a total of **2.66** credit hours per week. During the 15-week course, the student spends a total of **40** credit hours in class. Each week, there are also a minimum of **ten** hours of out-of- class student work, for a minimum total of **150** hours of work outside of class during the semester. There are at least **190** total hours of work dedicated to course learning outcomes for this course, as required by the University policy on the Credit Hour.

**Measureable Course Outcomes**

On completion of this course, the student will be able to:

1. Acquire sufficient business, knowledge by applying and, describing various leadership theories such as Trait, Situational, Contingency, Path-Goal, Leader-Member Exchange, Transformational Authentic and others. (Program Outcomes 1, 3, 4, 5 and 6)

2. Communicate effectively both orally and in writing in a variety of contexts through the completion of a

written paper focusing on organizational leadership, with an emphasis on ethical behavior. (Program

Outcomes, 1, 3, 4, 5 and 6)

3. Function effectively in culturally and ethnically diverse groups of peers. (Program Outcomes 3, 4, 5)

4. Demonstrate the development of intellectual skills through self-directed learning. (Program Outcomes 3, 4, 5)

5. Use technology to enhance the research process. (Program Outcomes 2, 4)

**Methods of Assessment**

* Demonstrate comprehension of material through participation, assignments, papers and projects.

(Course Outcomes 1, 2, 3, 4) 40%

* Present a scholarly article on leadership and its corresponding chapter in Lussier & Achua (2013)

(Course Outcomes 1, 2, 3, 4, 5) 10%

* Complete a written paper (Course Outcomes 1, 2, 3, 4, 5) and oral presentation of the paper

(Course Outcomes 1, 2, 3, 5) 50%

* Total 100%

**Assessment Criteria**

**Class Participation**

Active participation in class discussions and activities is critical to learning. There will be a number of assignments and projects done in class and out of class. In addition, there will be occasional on-line discussions in Canvas to involve students in different channels. Students are expected to fully participate throughout the semester. This means completing assignments prior to class, attending all session, arriving on time, and participating in all activities. Students are expected to contribute to the active learning of the entire class.

**Attendance**

While attendance is not mandatory, you are expected to attend and be on time for all sessions of this class. Any information you may miss you must get from one or more of your classmates. Class participation is required, and absences will impact your class participation grade.

**Chapter and Article Summary Presentation**

Teams of 2-3 students will present a summary of a journal article on leadership and the chapter in Lussier and Achua (2013) to which it corresponds, and will lead class discussion of the material.

**Written Paper**

The student will write a 25-40 page paper about business leadership synthesizing previous COBM coursework with an emphasis on ethics, into one culminating paper. Students will research various leadership theories and incorporate previous coursework such as economics, finance, accounting, organizational behavior, and marketing. The purpose of the paper is for the student to determine if the chosen organization exhibits ethical leadership behavior.

**Oral Presentation**

Each student will prepare, present and digitally record a 15-minute synopsis of his/her research for the viewing by

the instructor, fellow students and business guests for grading purposes. There will be short question and answer period that will occur after presentations are due. Presentation and question session will be graded according to the attached rubric.

**Grade Point Distribution**:

93-100 A

90-92 A-

87-89 B+

84-86 B

80-83 B-

77-79 C+

74-76 C

70-73 C-

67-69 D+

64-66 D

60-63 D- Below 60 F

**Sequence of Topics**

INDIVIDUALS AS LEADERS

Who Is a Leader and What Skills Do Leaders Need?

Leadership Traits and Ethics

Leadership Behavior and Motivation

Contingency Leadership Theories

Influencing: Power, Politics, Networking, and Negotiation

TEAM LEADERSHIP

Communication, Coaching, and Conflict Skills

Leader-Member Exchange and Followership

Team Leadership and Self-Managed Teams

ORGANIZATIONAL LEADERSHIP

Charismatic and Transformational Leadership

Leadership of Culture, Ethics, and Diversity

Strategic Leadership and Change Management

Crisis Leadership and the Learning Organization

Capstone Paper Oral Presentations

Exam Week: Continue Oral Presentations and Questions at Scheduled Exam Time (No Final Exam)

Refer to the Canvas course for the specific activities for each week of class, due dates and submission guidelines.

**Required Textbook:**

Lussier, R., & Achua, C. (2013). *Leadership: Theory, application & skill development* (5th ed.). Mason, OH: South- Western Cengage Learning.

**Last Date for Withdrawal**

Last date for withdrawal is Friday, March 27, 2015.

**Guidelines For Writing the Capstone Paper (additional detail available on Canvas)**

**Title Page** *(Contents of the Title Page are centered.)*

Line one begins 1.00 inch from the top of the page. Obviously, you do not include the words “sample title

page” as shown. Spaces down to 2.50 inches and write, centered, in bold capital letters, using 20 characters per inch (cpi), CAPSTONE PAPER. Space down the page two spaces and write, centered, in regular (not capital) letters in bold, using 14 cpi, the title. At 5.25 inches, write, centered, on the next three entries without bold, in

12 cpi, omitting the quotation marks, “by:” on the first line, your name on the second line and BU 401 on the

third line. Note that there are two spaces between each entry. Beginning at 8.50 inches, write, centered BU

401 Senior Seminar, in size 12 font, without quotation marks. Continuing on the next line, write Cardinal Stritch University. On the next line, write “Instructor:” and your instructor’s name. Finally, write the date of the last class making sure that it is placed one inch above the bottom of the page.

**Executive Summary**

When reviewing the entire report, the Executive Summary is the last section written. Present an overview of the

organization and its leaders, describe the major findings from your research, and give your recommendations. Most Executive Summaries contain several paragraphs and are one to two pages long. In the final paper, the Executive Summary is placed at the beginning of the paper, right after the title page.

**Table of Contents (Begin 2.5 inches from tope of page)**

List all sections of the Capstone paper, including any preliminary pages (such as the Table of Contents, List of Tables, List of Figures) numbered with small Roman numerals, and provide page numbers where each begins. Refer to APA guidelines

**List of Figures (if appropriate)**

**List of Tables (if appropriate)**

**Chapter 1: Introduction**

*(Centered, begin 2.5 inches from top; all subsequent pages in section have one inch margins all around)*

Write a paragraph that describes the purpose or intention of this Capstone paper.

**Overview of the Company or Organization**

Describe the organization (e.g. name of company/organization, location of home office, etc.). Is the business of the company or organization primarily local, national, international, or multinational? What is the major product or service? What are the company’s annual sales? What is the target market or market segment served for the product or service (describe the current customer base? (approximately 4 pages).

**History and Background**

This subsection provides the story about the beginning of the company or organization. Provide information in response to the following questions: Who is/are the founder/s? Where and when was the company founded? What was the original mission and purpose? Which ideas of the founders persist today (if any)? Has the historical development of this company or organization been one of rapid, slow, or stable growth, or has it been cyclical? Describe any other aspects that contribute to the context and background of this company or organization. What is the organization’s mission, vision? (approximately 2 pages).

**Chapter 2: Literature Review**

*(Centered, begin 2.5 inches from top; all subsequent pages in section have one inch margins all around)*

Begin the section describing the importance of studying leadership and ethics in business. The purpose of the literature review is to create a scholarly evaluation of what is already known about leadership and business ethics. You may include your research from your core classes and/or any other previous/current business courses. (approximately 15-17 pages).

**Chapter 3: Methodology**

*(Centered, begin 2.5 inches from top; all subsequent pages in section have one inch margins all around)* This section will be the shortest of the paper. Restate your research question, alternative methods to collect the information you need to answer it, and the criteria you used to choose the method you did. Most of you will conduct secondary research (using material written by other authors as sources). A few of you may conduct interviews with executives in your chosen firms or other primary research methods. If so, briefly discuss your data collection procedures and any analytical tools you may use to process the data collected. Interview protocols should be included in the appendix, not placed here.

**Chapter 4: Results and Analysis, Implication(s), Reflection**

*(Centered, begin 2.5 inches from top; all subsequent pages in section have one inch margins all around)* This is the section for you to shine! Take all of the previous information, research, etc. and apply your knowledge and experiences to your paper. Be sure to apply as much as possible from your previous coursework and other knowledge. Also include examples drawn from cases covered in class. Feel free to include personal reflections, “argue” your point in a substantiated manner. (approximately 10-13 pages).

The difference between the literature review and this section is as follows:

• Literature review-what the “experts” have to say.

• Analysis-what you have to say!

• Also, list potential solutions/recommendations, if applicable.

**Chapter 5: Discussion/Conclusion**

*(Centered, begin 2.5 inches from top; all subsequent pages in section have one- inch margins all around)*

Tie everything together. Include your bottom line recommendation/solution. (approximately 4 pages).

**References**

You must have a minimum of ten (10) scholarly references (e.g. journals, books, etc.).

**Appendix (if appropriate)**

The appendix will include data that is important for the reader to see, but that does not fit in the text of the paper. That might include interview protocols, financial tables and other information. This should be limited as much as possible.

**Citations**

Be sure to cite the authors in the text by providing the name of the author and the year the text or reprint was published. Do not include the name of the book or title of the reprint. If the reader wants additional information, it can be found fully referenced in the References section at the end of the report. It is important to remember to include each author cited in the text in the References, with the exception of personal communications. Make sure that you include the page number along with the name of the author and year of publication for any direct quotations. Only a few quotations should be included. Paraphrase most of the sources (e.g., According to author (year), thus and so was observed). When citing Internet sources, be sure to indicate in which paragraph the information you are referring to can be found. The full reference must include all path information in the Internet address so that any reader can access the source. Many examples of cited sources and references are presented in the current APA Manual (6th Ed.). A good summary of the APA format is available on the Purdue University Online Writing Laboratory site: [Purdue OWL APA](https://owl.english.purdue.edu/owl/resource/560/01/)

**Written Paper - Oral Presentation**

Each student will prepare and present a 15 minute synopsis of his/her research to the class via a digital file. The main objective of the presentation will be to share your findings regarding leadership, how the organization “measures up” and what recommendations/solutions you have.

Considerations: Considerations in grading the oral presentation may include the following: organization, breadth and depth of issues covered, appropriate application of course concepts, logical reasoning of analysis and conclusion, persuasive power, use of audio-visual aids, and delivery style (e.g., eye contact with audience, ability to maintain interest of audience, extent to which presenter relied on notes).

**UNIVERSITY POLICIES**

**Policy on Cheating and Plagiarism**

Inherent to the mission of Cardinal Stritch University is the strong belief in the principle of academic integrity.

Student’s actions reflect the moral character and by extension, the University’s reputation. Therefore, all students are expected to recognize and to abide by the following policies from the current Cardinal Stritch University Student Handbook.

**Cheating:** Students who cheat, violate their integrity and the integrity of the University by claiming credit for work they have not done and knowledge they do not possess. Examples of cheating include copying answers from another’s test; permitting someone else to copy answers from their own test; using books, class notes, or any other means or devices to obtain answers to a test questions when any such aid has been prohibited.

**Plagiarism:** Plagiarism is the use of someone else’s words, ideas, or other work without proper documentation. Examples of plagiarism include copying words, sentences, or passages from a text, such as a book, magazine, newspaper, pamphlet, internet source, the paper of another student, or a paper prepared by anyone other than the student who submits the paper without indicating the source of the words, sentences, or passages; using quotations without copying them correctly; paraphrasing or summarizing another writer’s ideas, even if one does not quote the writer directly; without giving credit to the writer; failing to give adequate bibliographical information to the reader who may need to refer to the source the writer used; and using graphs, charts, tables, or other printed or visual aids without giving credit to the source from which they were taken.

**REHABILITATION ACT 504**

***It shall be the policy of Cardinal Stritch University to comply with the Rehabilitation Act and Americans with Disabilities Act and their regulations to the extent applicable to Cardinal Stritch.*** Students should familiarize themselves with the University’s policy regarding disabilities, which is found in its entirety in the Student Handbook.

**RUBRIC FOR CLASS DISCUSSION/PARTICIPATION**

NAME

On a periodic basis, class discussion will be assessed using all or some of the following criteria, depending on the discussion activities used. Each student will receive a numerical score of 6-10 based on the criteria below. The scores will be averaged and grade assigned based on the following scale:

A= 10

B= 9

C= 8

D= 7

F= 6

**10- discussion score:**

Very attentive to classroom activities

Highly engaged in the learning process

Numerous efforts to answer questions posed by the instructor

Consistently high participation in group discussion activities

Demonstrates excellent quality in discussion activities

**9- discussion score:**

Attentive to classroom activities

Engaged in the learning process

Makes several efforts to answer questions posed by the instructor

Strong participation in group discussion activities

Demonstrates very good quality in discussion activities

**8- discussion score:**

Somewhat attentive to classroom activities

Minimally engaged in the learning process

Makes a few efforts to answer questions posed by the instructor

Minimal participation in group discussion activities

Demonstrates adequate quality in discussion activities

**7- discussion score:**

Little attention given to classroom activities

Reluctant engagement in the learning process

Effort to answer questions posed by the instructor are rare

Reluctant participation in group discussion activities

Demonstrates poor quality in discussion activities

**6- discussion score:**

Indicates no interest in being involved in class activities

Demonstrates no engagement in the learning process

Makes no effort to answer questions posed by the instructor

Makes no effort to participate in group discussion activities Demonstrates negligible quality in discussion activities Consistent absenteeism

**STANDARD RUBRIC FOR WRITING**

Student Name

Course Title and Number Date

24-22 =A

21-18 =B

17-14 =C

13-10 =D

9- 0 =F

**Main Idea(s)**

4 Main idea clearly communicated

3 Main idea communicated

2 Main idea vaguely communicated

1 Main idea unclear or nonexistent

**Organization and Content**

4 Ideas well organized and elaborated upon

3 Ideas sufficiently organized and developed

2 Ideas poorly organized and underdeveloped

1 Ideas unorganized and underdeveloped

**Voice**

4 Author’s personality imprinted on the writing task

3 Evidence of author’s response to the writing task

2 Little personal relationship to the writing task

1 No personal relationship to the writing task

**Word Choice and Usage**

4 Effective word choice and usage

3 Appropriate world choice and usage

2 Occasional inappropriate or incorrect language usage

1 Generally inappropriate or incorrect language usage

**Sentence Sense and Variety**

4 Sentence fluency and variety

3 Adequate sentence sense and minimal sentence errors

2 Poor sentence structure; some sentence fragments and run-ons

1 Lack of sentence sense; sentence fragments and run-ons

**Conventions of Spelling, Punctuation, and Capitalization**

4 Correct capitalization, punctuation, and spelling

3 Occasional errors in capitalization, punctuation, and spelling

2 Inconsistent use of capitalization, punctuation, and spelling conventions

1 Incorrect use of capitalization, punctuation, and spelling conventions.

Comments:

Instructor’s Signature Grade:

**ORAL PRESENTATION RUBRIC**

Student(s) Name A=10 10 points – presentation:

B= 9 Subject is addressed very thoroughly

C= 8 Presentation is very well organized

D= 7 Presenter communicates complete understanding of topic

F= 6 Presents many specific, relevant details as evidence

Visual aids are used very effectively

Delivery style thoroughly engages the audience

Has no or very few vocal fillers; can be heard; makes good eye contact

Represents exemplary achievement

9 points – presentation:

Subject is addressed thoroughly

Presentation is well organized

Presenter communicates good understanding of topic

Presents some specific, relevant details as evidence

Visual aids are used effectively

Delivery style engages the audience

Has few vocal fillers; can be heard; makes good eye contact

Represents good achievement

8 points – presentation:

Subject is adequately addressed

Presentation is adequately organized, occasionally gets off track

Presenter demonstrates some understanding of topic Presents few specific, relevant details as evidence Visual aids minimally help presentation

Delivery style is somewhat distracting, doesn’t always engage the audience

Has some vocal fillers; at times difficult to hear; eye contact is intermittent

Represents adequate achievement

7 points – presentation:

Subject is poorly addressed

Presentation gets off track and is poorly organized

Presenter attempts to show understanding of topic but is unclear

Presents very few specific, relevant details as evidence

Visual aids do little to enhance presentation

Delivery style is distracting and minimally engages the audience

Has many vocal fillers; is difficult to hear; student reads mainly from notes

Represents poor achievement

6 points - presentation:

Subject needs more explanation

Presentation lacks organization

Presenter demonstrates no real understanding of topic

Presents no examples

No visual aids

Delivery style does not engage the audience

Has many vocal fillers; cannot be heard; reads only from notes-no eye contact

Represents no evidence of achievement