



# UNIVERSITY OF MARY GRADUATE COURSE SYLLABUS

## BUS 510

### Management and Leadership Theory

**Credit Hours:** 3

**Course Format:** Onsite and Online

**Instructor, email, and contact information:** Please refer to information in Canvas.

#### Course Description:

Leadership is a complex process with multiple dimensions. This course studies and critiques various leadership theories. Each theory is analyzed by identifying strengths and weakness and application to organizations. Students will discuss and contrast key theories and models. Course topics include: Trait approach, Path-Goal theory, servant leadership, virtuous leadership, leadership ethics, and culture and leadership.

## Course's Role in the Curriculum

This course is required for the core curriculum.

#### Relationship of the Course to UMary's Mission and Values:

- **Benedictine Values:** Modeling the values of hospitality, service, community, moderation, respect for persons, and prayer. This course will specifically expose students to the Benedictine values of respect for persons through the interactions between the instructor and students as well as between students with each other. Classes will begin with prayer, and students will uphold the values of hospitality, service, community, and respect for persons in all coursework they complete. The value of moderation will be used in the consistency and accuracy of the student's completed work, as well as the assessment of that work. <https://www.umary.edu/about/mission/benedictine-values.php>
- **Servant Leadership:** Servant leadership at the University of Mary is a pattern of living marked by competence in one's chosen profession, courage in making ethical decisions based on Benedictine values, and compassion in serving the needs of others. In a context of relationship to God, to one another, and to self, we believe that leadership is making a difference for good. Rooted in the Gospel and in the founding vision of the Benedictine Sisters to serve spiritual, intellectual, and cultural needs of others, the model for servant leadership is Jesus Himself. At the University of Mary, students grow into leadership through service. Learners become leaders in the service of truth. Sister Thomas Welder, 2006.

#### Course Objectives:

Program Mission Statement: Using a philosophy of continuous improvement, the Gary Tharaldson School strives to be innovative and responsive to the changing needs of students, faculty and the business community through experience-based curricula.

#### University Graduate Core Competencies: *(See relationship to Course Objectives below)*

1. Communication
2. Moral Courage
3. Professional Distinction
4. Scholarship

**Program Objectives for Graduate Business programs: (See relationship to Course Objectives below)**

1. Integrate decisions utilizing Benedictine values, ethical frameworks, and professional standards.
2. Evaluate the contemporary global business environment in an integrated manner to propose business solutions.
3. Demonstrate Professional business communication.
4. Interpret results from multiple business support tools to inform decision making.
5. Synthesize content from professional journals and scholarly research to make conclusions regarding business practices.
6.
  - a. Assess business best practices using quantitative methodology. (MBA only)
  - b. Assess business best practices using qualitative methodology. (MS only)
  - c. Assess business best practices using methodology as derived from the Project Management Body of Knowledge (PMBok® Guide) (MPM only)
  - d. Assess public sector best practices using quantitative and qualitative methodologies. (MPA only)

<b>Course objectives:</b>	<b>Relationship to program objectives:</b>	<b>Relationship to Core Competencies:</b>
O1: Compare and contrast leadership theories.	Program Objective(s) 1 & 2	Professional Distinction Communication  Case study & Leading Across Generations Paper
O2: Apply research and research methods relevant to advanced fields in the study of leadership	Program Objective(s) 3 & 4	Scholarship Professional Distinction  Discussions, Leadership Presentation, Interview Paper
O3: Critique the ethical responsibilities of a leader.	Program Objective 1	Moral Courage  Discussions and Interview Paper
O4: Develop a self-awareness of one's leadership tendencies.	Program Objective 2	Professional Distinction Moral Courage  Diversity Philosophy Document, Assessments, and Leadership Presentation
O5: Demonstrate a commitment to the development of leadership skills to effectively lead organizations.	Program Objective 3	Professional Distinction Moral Courage  Diversity Philosophy Document, Assessments, and Leadership Presentation

## BOOKS AND SUPPLIES

### **Required Texts, Resource Materials, and Other Materials/Activities that will Incur Student Costs:**

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Online: Presentation Component: Students will need a webcam and microphone or a smartphone to complete.

- Leadership: Theory and Practice, Ninth Edition. Peter G. Northouse ISBN: 978-1544397566
- Virtuous Leadership: An Agenda for Personal Excellence, Second Edition. Alexandre Havard ISBN: 978-1-59417-204-5

### **Optional/Recommended Texts, Readings, Materials:**

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Not Applicable.

## POLICIES

### **Attendance and Excessive Absence Policy:**

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Attendance is vital to student success. Please review the onsite attendance policy, the online attendance policy, and [Excessive Absence policy](#).

#### **Onsite course:**

Students attending classes face-to-face are only allowed one excused absence. Excused absences include work travel, illness, or other circumstances deemed appropriate by the instructor. Upon student request for valid excuses, the instructor will provide one make-up assignment. If you are going to miss more than one class, please enroll for the online section prior to the end of the drop/add period.

#### **Online course:**

It is strongly suggested that you login into the Canvas classroom daily. In addition, it is encouraged that you update your Canvas notifications to alert you when course announcements are posted, or emails are sent from your instructor. This will assist in making sure you are aware of all course communication.

### **Excused Absence Policy:**

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The University has a policy on excused absences related to sponsored/sanctioned activities and events. The policy is available for review [online](#). Students participating in such activities and events are expected to review this policy and comply with it. As long as appropriate prior notification is given according to this policy, students and faculty reach a mutual agreement concerning make-up work, and students complete the work in question, faculty shall not penalize a student for missing a class or exam when they were granted an excused absence from the university. Any questions concerning the policy may be referred to the course instructor who may refer the question to the athletic director, student activities director, or academic affairs for response.

### **Assignment & Exam Policy/ies:**

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Late assignments and exams will NOT be accepted unless prior arrangements have been made with the instructor. Students should contact the instructor PRIOR to due date/time if he or she would need to make arrangements for submitting work late. Arrangements for making up late assignments must be made with the instructor and submitted within the week. Late assignments are subject to a 10% deduction of available points for each day that they are late after the initial due date/time. All assignments will be completed and deposited in Canvas. Assignments will not be accepted via email.

### **Channel for Communication Relating to this Course**

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For questions or concerns related to this course, students should communicate them to the following individuals in the order listed below. Students should also review the university's policy on [academic grievances](#) to learn more about the university's process for responding to academic concerns.

Instructor > Dr. Rod Hair > Dr. Karel Sovak

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**Statement Regarding Academic Honesty:**

Students are expected to read the [University of Mary's Academic Honor Code and Honor System](#) and abide by all the standards of conduct and requirements contained therein. When a student is in doubt about whether or not an action might constitute an Academic Honor Code violation, s/he should request clarification from the instructor **before** the action in question is undertaken. The Academic Honor Code is available for review on [my.umary.edu](http://my.umary.edu) under the General University Policies link.

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**Statement Regarding Reasonable Accommodations<sup>1</sup>:**

The University of Mary, in compliance with the Americans with Disabilities Act and in the spirit of our mission, offers support for disabled students who provide required documentation. Students with disabilities who need accommodations should apply to the [Office of Student Accessibility Services](#). For further information, contact Dr. Lynn Dodge, coordinator of Student Accessibility Services, in the Student Success Center (lower level of Welder Library) at (701) 355-8264 or [ljdodge@umary.edu](mailto:ljdodge@umary.edu).

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**Course Specific Policies/Procedures/Information:**

The university has a [general policy on student conduct in an instructional setting](#).

## WORKLOAD AND GRADING

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**Workload Expectations:**

Since this is a 3-semester credit graduate-level course lasting 5 weeks, students can expect to spend a minimum of 9 hours per week instructional time and another 18 hours per week studying outside of instructional time.

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**Major Assignments:**

Please refer to the assignments in Canvas for assignment due dates.

**Weekly Discussion/Class Participation (60 points)**

Students will meaningfully contribute to the discussion forum and interact with their course mates. Please refer to assignment instructions discussion rubric located in Canvas for specific expectations for online discussion collaboration.

**Reflective Reading Journal (45 points)**

Online and Onsite- Students will be tasked with reading and completing a journal on the assigned Havard text chapters. The Reflecting Reading Journal is comprised of two columns. In the left column, identify the quote from the text and include a properly formatted APA citation (Author (s), publication date, page number) following each quote – in quotation marks. In the right column, provide your analysis: dissect the quote you selected and provide your thoughts about the meaning of the quote or professional experiences related to the quote. Please refer to assignment instructions discussion rubric located in Canvas for specific expectations for online discussion collaboration.

**Assignments/Research (40 points)**

Online and onsite- Students will read additional articles, find additional research, and/or complete assessments and answer questions on the information covered.

## Case Study/Papers (200 points)

Online and onsite –Students will use APA (7<sup>th</sup>) format, demonstrate critical thinking, and use the course text (s), and outside journal articles to support their work. Refer to instructions and grading rubric in Canvas for more information.

## Leadership Presentation (25 points)

Online and onsite – Utilizing the leadership assessments, journal article summaries, and textbook readings throughout the course, students will be provided prompts to address in a 5-7 minute presentation. Refer to instructions and grading rubric in Canvas for more information.

## Methods for Evaluation and Grading Scale:

Each Module will be assessed, and feedback will be provided as a constructive form of evaluation. Students are expected to take the feedback to improve their weekly progress in this course.

Grading Scale:

90 – 100=	A
80 – 89 =	B
70 – 79 =	C
60 – 69 =	D
< 60 =	F

## Tentative course schedule

Module	Topics	Readings	What's due?
1	Evolution of leadership Trait Approach Skills Approach Virtuous Leadership	<b>Northouse:</b> Chapter 1 Chapter 2 Chapter 3 <b>Havard:</b> Part I	<ul style="list-style-type: none"> <li>▪ Everyday Leadership Discussion</li> <li>▪ Emotional Intelligence Discussion</li> <li>▪ Reflective Reading Journal</li> <li>▪ Leadership Foundation Assignment</li> </ul>
2	Behavioral Approach Situational Approach Path-Goal Theory Virtuous Leadership	<b>Northouse:</b> Chapter 4 Chapter 5 Chapter 6 <b>Havard:</b> Part II	<ul style="list-style-type: none"> <li>▪ Prime Matters Website</li> <li>▪ Temperament Discussion</li> <li>▪ Reflective Reading Journal</li> <li>▪ Case Studies</li> </ul>
3	Leader-Member Exchange Theory Transformational Leadership Authentic Leadership Virtuous Leadership	<b>Northouse:</b> Chapter 7 Chapter 8 Chapter 9  <b>Havard:</b> Part III	<ul style="list-style-type: none"> <li>▪ Simon Sinek Discussion</li> <li>▪ Interview paper</li> <li>▪ Reflective Reading Journal</li> </ul>

4	Servant Leadership Adaptive Leadership Inclusive Virtuous Leadership	<b>Northouse:</b> Chapter 10 Chapter 11 Chapter 12 <b>Havard:</b> Part IV and V	<ul style="list-style-type: none"> <li>▪ Servant Leadership Discussion</li> <li>▪ Research &amp; Collaborate</li> <li>▪ Diversity Philosophy One-Page Paper</li> </ul>
5	Gender and Leadership Leadership Ethics Team Leadership	<b>Northouse:</b> Chapter 14 Chapter 15 Chapter 16	<ul style="list-style-type: none"> <li>▪ Ethics Discussion</li> <li>▪ Leadership Presentation</li> <li>▪ Leading Across Generations Paper</li> </ul>