COURSE SYLLABUS

BUS 322

Business Leadership for Managers

Spring 2020

# Course Information

## Instructor Information

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| **Instructor:** | Jim Servi |
| **Office:** | 104C |
| **Physical Office Hours:** | 4:00-5:00 on Wednesdays immediately before class |
| **Virtual Office Hours:** | 9:00-11:00 most Mondays or anytime it’s flexible for you |
| **Office Telephone:** | (715) 680-0149 |
| **E-mail:** | jservi@uwsp.edu |
| **Expected Instructor Response Time:** | 2 Business Days |

## Course Information

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| **Course Description:** | Explore the various theories of leadership within the context of management. The role of the leader's impact on attainment of organizational goals at various levels is studied. Situational theories are examined. Personal analysis of preferred style is included, as well as skill building techniques needed for development of leadership. |
| **Credits:** | 3.0 |
| **Prerequisites:** | None |

## Textbook & Course Materials

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| **Required Text:** | The Leadership Experience by Richard Daft, 7th Edition, Cengage, ISBN: 978-1337102278 |
| **Recommended Texts:** | None |
| **Other Readings:** | Will be assigned during class |
| **Other Required Materials / Applications:** | Computer and reliable Internet access |

## Course Technology

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| **Course Website:** | UWSP Canvas |
| **Other Websites:** | None |
| **Course Delivery:** | Hybrid: In-Person/Canvas |
| **Canvas Support:** | Use the following support numbers for questions and issues related to the Canvas Learning Management System: 1 (833) 828-9804 |
| **UWSP Technology Support:** | The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit: [https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx](https://www3.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx) |

# Learning Outcomes

## Course Goals

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| This class is intended to prepare you for leadership roles and greater responsibility in the business world, but the concepts can be applied to any organizational setting (government, non-profit, military, etc.). The goal is to gain a deeper understanding of leadership theories and how they apply to different organizational settings from small groups to large corporation. You will be putting these theories into action during our classroom time and this class will challenge you to think outside of the box when it comes to managing and leading people. You will do this by analyzing your personal experience, learning from your classmates, interviewing and observing leaders, and understanding the theories and principles behind leadership and management. You will emerge from class with your own personal leadership philosophy and leadership development plan. |

## Course Learning Objectives

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| * Understand the theories behind leadership and concepts related to leadership * Analyze leadership from the individual, team, and organizational level * Examine contingency approaches to leadership * Explore traits and behaviors of effective leaders * Reflect on the concepts of leadership based on personal experience and observations * Build a leadership development plan and leadership philosophy * Relate followership to effective leadership * Examine how to build an effective culture and lead change * Communicate lessons learned and best practices of effective leadership |

## Academic Unit

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| **SBE Mission:** | The UW-Stevens Point School of Business and Economics creates career ready graduates and leaders through applied learning. We serve the businesses, economy, and people of the greater Central Wisconsin region. We specialize in preparing students for success by providing professional development experiences, access to employers, and in-demand skills.  The SBE achieves its mission by valuing:   * Talent development * Lifelong learning * Career preparation * On the job experiences * Community outreach * Regional partnerships * Continuous improvement |
| **Accreditation Commitment:** | SBE is accredited by the Association to Advance Collegiate Schools of Business (AACSB), a designation earned by only 5 percent of world business schools. Accreditation instills a culture of continuously improving our programs through connections with local business leaders, alumni and the community. |

# Course Policies

## Attendance

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## Late Work

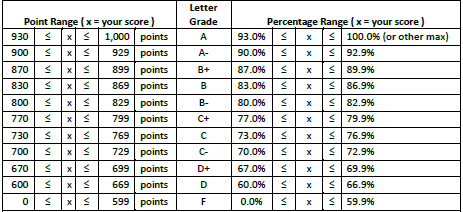
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| Late work will be assessed a deduction of 10% per day unless pre-approved for a valid reason. |

## Etiquette/Netiquette

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| 3.3.1 General Policy Guidelines  Etiquette/Netiquette is a set of rules for behaving properly during on-campus/online components of a UWSP course. As the instructor, it is my goal to provide a safe and nurturing learning environment for all students. Therefore, breaches of Etiquette/Netiquette are defined as any behaviors that are disruptive to the learning environment. The following examples provide a foundational description of Etiquette/Netiquette and breaches thereof:  • Displaying respect for others is required at all times. It is not required that you share the perspectives of your classmates, but rather that you do not discredit their right to have their own opinion. Expressing alternate viewpoints is important, but this should be done in a collegial manner.  • Side discussions (on-campus or online), listening to head phones, sleeping in class, and abusive language is considered disruptive behavior.  • No shouting, no profane language, no verbal or physical threats, no intimidation of any kind.  • Not arriving to class under the influence of any alcohol or drugs.  • Please come to class on time. Students should inform the instructor via email prior to class if he or she must arrive late or leave early.  • Cell phones, tablets, laptops, or any other electronic devices, while permitted in class, must be used in a way that is not disruptive to the class. Electronic devices are to be used only for note taking and to participate in class. Texting, checking social media, email, etc. is not permitted. If you are using technology inappropriately, you will be asked to put your device away for the remainder of the class session. If you or those around you appear severely distracted by an electronic device at any time, the instructor may ask you to show the content of your screen or to leave the classroom.  3.3.2 Penalties for Misconduct  The instructor reserves the right to ask students to leave the class or to issue grade penalties for misconduct. Grade penalties are not given lightly and not without clear and justifiable cause. Grade penalties will only be applied in cases where the student has, without question, diminished the learning environment for others. Students will always be notified via email, without delay, if they incur a grade penalty of any kind. Any continued disruptive behavior may result in a referral to the Dean of Students office. |

# Grading

## Grading Scheme



# Coursework

## Exams

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| There are no exams in this course. |

## Quizzes

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| There are no quizzes in this course. |

## Assignments

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| **Assessments**  Leadership Interview (15%)  ~Interview Guide (5%)  ~Summary/Transcript of Interview (5%)  ~Interview Analysis/Reflection (5%)  Leaders Self Insights (15%)  On-line Discussion Participation (15%)  In-Person Attendance/Participation (15%)  Discussion Group Leader (10%)  Personal Leadership Philosophy (10%)  Leadership Development Plan (10%)  Leadership Presentation/Training (10%)  **Week of January 21, 2020 – January 26, 2020**  **January 22, 2020 – In-Person Class 5:00pm – 7:00pm (I’ll be on the Wausau Campus)**  Covers Chapter 1: What Does It Mean to Be a Leader?  Chapter 2: Traits, Behaviors, and Relationships  Chapter 3: Contingency Approaches to Leadership  Sample Leadership Presentation  Sample Pre-resume/Leadership Development Plan  Create rubric for On-line Discussion Leader  **Week of January 27, 2020 – February 2, 2020**  **January 29, 2020 - In-Person Class 5:00pm – 7:00pm (I’ll be on the Marshfield Campus)**  Covers Chapter 4: Leaders as an Individual  Chapter 5: Leadership Mind and Emotion  Chapter 6: Courage and Moral Leadership  Student Leadership Presentations  Submit Leaders Self Insight #1 (Due February 2, 2020 by 11:59pm)  Canvas Question/Answers on Chapters 1-3 (Due February 2, 2020 by 11:59pm)  **Week of February 3, 2020 – February 9, 2020**  **February 5, 2020 – In-Person Class 5:00pm – 7:00pm (I’ll be on the Wausau Campus)**  Covers  Chapter 7: Followership  Chapter 8: Motivation and Empowerment  Chapter 9: Leadership Communication  Student Leadership Presentations  Submit Leaders Self Insight #2 (Due February 9, 2020 by 11:59pm)  Canvas Question/Answers on Chapters 4-6 (Due February 9, 2020 by 11:59pm)  Submit Interview Guide (Due February 9, 2020 by 11:59pm)  **Week of February 10, 2020 – February 16, 2020**  **February 12, 2020 – In-Person Class 5:00pm – 7:00pm (I’ll be on the Marshfield Campus)**  Covers Chapter 10: Leading Teams  Chapter 11: Developing Leadership Diversity  Chapter 12: Leadership Power and Influence  Student Leadership Presentations  Submit Leaders Self Insight #3 (Due February 16, 2020 by 11:59pm)  Canvas Question/Answers on Chapters 7-9 (Due February 16, 2020 by 11:59pm)  **Week of February 17, 2020 – February 23, 2020**  **February 19, 2020 – In-Person Class 5:00pm – 7:00pm (I’ll be on the Wausau Campus)**  Covers Chapter 13: Creating Vision and Strategic Direction  Chapter 14: Shaping Culture and Values  Chapter 15: Leading Change  Student Leadership Presentations  Submit Leaders Self Insight #4 (Due February 23, 2020 by 11:59pm)  Canvas Question/Answers on Chapters 10-12 (Due February 23, 2020 by 11:59pm)  **Week of February 24, 2020 – March 1, 2020**  **No In-Person Class – Great week to conduct interviews**  Submit Leaders Self Insight #5 (Due March 1, 2020 by 11:59pm)  Canvas Question/Answers on Chapters 13-15 (Due March 1, 2020 by 11:59pm)  Submit Interview Summary/Transcript of Interview (March 1, 2020 by 11:59pm)  **Week of March 2, 2020 – March 8, 202**  **Tentative: March 4, 2020 – In-Person Class 5:00pm – 7:00pm (I’ll be on the Wausau Campus)**  Student Leadership Presentations  Present/Discuss Interviews, Leadership Development Plans, & Personal Leadership Philosophy  Submit Interview Analysis and Reflection (March 8, 2020 by 11:59pm)  Submit Leadership Development Plan (March 8, 2020 by 11:59pm)  **Week of March 9, 2020 – March 15, 2020**  **March 11, 2020 – In-Person Class 5:00pm – 7:00pm (I’ll be on the Marshfield Campus)**  Student Leadership Presentations  Present/Discuss Interviews, Leadership Development Plans, & Personal Leadership Philosophy  Submit Personal Leadership Philosophy (March 11, 2020 by 4:59pm)  **Leaders Self Insights (15%)**  Over the course of the semester you will conduct five (5) self-assessments on leadership topics from the book. You can select any “Leaders Self Insights” from the book. These “Leaders Self Insights” can be found throughout the book (example on page 11) and cover a variety of topics. Focus on the topics that you want to learn more about and understand better. After completing the self-assessment you will complete a one page summary covering the following four areas at minimum: 1) summarize your results; 2) were there any insights/questions that you found surprising or made you really think more deeply and why?; 3) provide examples of how this information is important based on your personal experiences or your observation of other leaders; 4) how will you use this information in the future to develop into a more effective leader?  **Leadership Interview (15%)**  The leadership interview will consist of 3 parts: **Interview Guide (5%); Summary/Transcript of Interview (5%), and Interview Analysis/Reflection (5%)**  Interview Guide: Create a set of questions (minimum of 10) that you would like to ask a leader. Use the book and personal examples that you’ve observed and encountered over the years. Be flexible in your interview as well and think about follow-up and probing questions you would like to ask to dig deeper into your questions.  Next, select a leader that you would like to interview.  Summary/Transcript of the Interview: Provide a summary (minimum of 1 page single-spaced) or transcript of the interview. Please include who you interviewed and your relationship to that person; where and when the interview took place; and any other information that provides background.  Interview Analysis/Reflection: Here’s where you get to think a little deeper about the topic. Discuss (at minimum, 1 page single-spaced, but please add more questions/insights/angles for creativity) what you learned from the interview, any surprise answers, additional information you would like to know, and how you will use this information to be a more effective leader in the future.  **Discussion Group Leader (10%)**  The on-line discussion will be led by one of you each week. From the conversations in class, ideas from the book, and your independent research, you will craft at least one question/scenario to start the on-line conversation for the week you are assigned to be the discussion group leader. You will then monitor the conversation, answer questions, interject as needed, and keep the momentum going on the conversation. Since this is a leadership course, we will be creating a rubric the first day of what is expected from an online leader.  **On-line Discussion Participation (15%)**  For each discussion board you will be expected to post at least four (4) times during the week. You can choose to participate in all the threads or just one if you find that interesting. The ideal post will contain the following:   * Contains a minimum of eighty (80) words, plus proper punctuation and grammar * Contains outstanding information and are made in time for others to read and respond (not on the last night or two before they are due) * Delivers information that is full of thought, insight, and analysis * Makes connections to previous or current content and real-life situations * Stays involved in the conversation at multiple times during the week   **In-Person Attendance/Participation (15%)**  Being present and interacting in class is one of the most important things you can do to learn. Be prepared, ask questions, participate in class, and be open and willing to learn new things. Just showing up will not get you full credit – I’m looking for participation from everyone.  **Personal Leadership Philosophy (10%)**  This is something that you’ll hang above your desk to remind you what kind of leader you want to be like. Something to turn to when you are unsure which path to follow. You’ve probably all seen the posters with rugged mountains and a quote about perseverance. Something like that but expanded and personalized just for you. It can have quotes, traits you want to emulate, pictures of famous leaders or people close to you, WordArt, or all of the above, and more. Please be creative and make it unique to you.  **Leadership Development Plan (10%)**  This assignment combines two elements – first is creating a pre-resume (minimum of 1-page) of what you want your career to be like – what positions, for how long, which companies and where, education, etc. Imagine a resume, but a little different because you will project out from now until you retire. Dream big and make it realistic at the same time. Once you have that created, build a leadership development plan (minimum of 1-page) – what leadership skills do you need to develop and what experiences do you need along your journey to be a well-rounded, effective leader. Use your self-assessments, interview, personal observations, ideas from the book, conversations in-class, and on-line to guide your plan.  **Leadership Presentation/Training (10%)**  Select a blog post, article, book you’ve read, or concept you’re interested in related to leadership and prepare a presentation and training module for the class. You will have approximately 10 minutes to present your information. Presentation should thoroughly cover the topic and involve class participation.  Presentation/presenters should:   * succinctly covers all the key points of your selected material * be approximately 5-10 slides that are easy to read and follow * contain images, charts, and diagrams to properly convey the message * incorporate a hands-on training element that consists of class involvement/participation * contain a question slide with contact information - asks for questions and professionally answers them * properly documents all references * speak clearly and confidently * makes eye contact and relates with the audience |

# Schedule

## Dates and Deadlines

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| The instructor will provide a tentative course schedule in a supplementary file. All provided course schedules are organized by week number in accordance with the official UWSP Academic calendar. A direct link to the UWSP Academic calendar can be found here: [https://www.uwsp.edu/acadaff/Pages/AcademicCalendar.aspx](https://www3.uwsp.edu/acadaff/Pages/AcademicCalendar.aspx) |

# Other Administrative Details

## ADA / Equal Access for Students with Disabilities

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| The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP’s policies, see: [https://www.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx](https://www3.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx)  UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities.  The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.  If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. The Disability and Assistive Technology Center is located on the 6th Floor of Albertson Hall. For more information, call 715-346-3365 or visit: [https://www.uwsp.edu/datc/Pages/default.aspx](https://www3.uwsp.edu/datc/Pages/default.aspx) |

## Inclusivity/Nondiscrimination Statement

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| It is the responsibility of the instructor to present materials and activities that are respectful of diversity, such that students from all diverse backgrounds and perspectives be well-served by this course. No person shall be discriminated against because of race, ethnicity, color, age, religion, creed, gender, gender identity, sexuality, disability, nationality, culture, genetic information, socioeconomic status, marital status, veteran’s status, or political belief or affiliation and equal opportunity and access to facilities shall be available to all. To address concerns regarding any of these issues please call 715‑346‑2606 or visit: <http://www.uwsp.edu/hr/Pages/Affirmative%20Action/About-EAA.aspx> |

## Religious Beliefs Accommodation

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| It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. A direct link to this policy can be found here: <https://docs.legis.wisconsin.gov/code/admin_code/uws/22> |

## Help Resources

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| The Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. The Tutoring and Learning Center is located at 018 Albertson Hall. For more information, call 715‑346‑3568 or visit: [https://www.uwsp.edu/tlc/Pages/default.aspx](https://www3.uwsp.edu/tlc/Pages/default.aspx)  If you need healthcare, UWSP Student Health Service provides student-centered healthcare that empowers and promotes wellness for all UWSP students. Student Health Service is located on the 1st floor of Delzell Hall. For more information, call 715‑346‑4646 or visit: <http://www.uwsp.edu/stuhealth/Pages/default.aspx>  The UWSP Counseling Center is staffed with licensed mental health professionals dedicated to assisting students as they navigate difficult circumstances or resolve personal concerns. Therapy and consultation services are free of charge for registered students. The UWSP Counseling Center is located on the 3rd Floor of Delzell Hall. For more information, call 715-346-3553 or visit: <http://www.uwsp.edu/counseling/Pages/default.aspx>  In addition to the support services provided by Student Health Service and the UWSP Counseling, there are also professional support services available to students through the Dean of Students.  The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As such, an instructor may contact the Office of the Dean of Students if he or she senses that a student is in need of additional support beyond what the instructor is able to provide. For more additional information, please go to <http://www.uwsp.edu/dos/Pages/default.aspx>  UWSP students may also share a concern directly if they or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success and/or the safety of others. Please report any concerns of this nature at [https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx](https://www3.uwsp.edu/dos/Pages/Anonymous-Report.aspx) |

## Emergency Response Guide

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| In the event of an emergency, follow UWSP’s emergency response procedures. For details on all emergency response procedures, please go to <http://www.uwsp.edu/rmgt/Pages/em/procedures> |

## UWSP Community Bill of Rights and Responsibilities

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| UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for all students, staff, and faculty. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, go to: <https://catalog.uwsp.edu/content.php?catoid=10&navoid=422#section-1-communal-bill-of-rights-and-responsibilities> |

## University Attendance Policy

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| In addition to the course attendance policies determined by the instructor (noted above if applicable), the university provide standard guidelines by which students are to abide. All exceptions to the course attendance policy or the university guidelines should be documented in writing. A link to the university’s attendance guidelines can be found at: [https://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx](https://www3.uwsp.edu/regrec/Pages/Attendance-Policy.aspx) |

## University Drop Policy

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| You are expected to complete the courses for which you register. If you decide you do not want to take a course, you must follow the procedures established by the university to officially drop the course. If you never attend or stop attending a course and fail to officially drop, you will receive an F in the course at end of the semester. A link to the university’s drop policy can be found at: <https://catalog.uwsp.edu/content.php?catoid=11&navoid=431&hl=add%2Fdrop&returnto=search#Drop/Add/Withdrawal_Procedures> |

## Academic Honesty

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| UW System policy (UWS 14) states that students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in UWS 14. A direct link to this policy can be found here: <https://docs.legis.wisconsin.gov/code/admin_code/uws/14> |

## Grade Reviews/Appeals

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| A formal grade appeal, also known as a Grade Review, can be requested in instances when the student feels that he or she was not provided a syllabus with a grading scale in a timely manner (i.e., the end of the second week of classes) and/or the instructor did not stick with the grading scale published in the syllabus. Questions of whether or not the instructor appropriately graded one or more of the course assignments, quizzes, exams, etc. are not matters to be decided by a formal grade appeal, but rather should be taken up with the instructor directly. Information on grade reviews can be found in the University Handbook, Chapter 7, Section 5. A link to the university’s policies on non-academic misconduct can be found at [https://www.uwsp.edu/acadaff/Pages/gradeReview.aspx](https://www3.uwsp.edu/acadaff/Pages/gradeReview.aspx) |

## Non-Academic Misconduct

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| Information on non-academic misconduct can be found in Chapters 17 and 18 of the Student Rights and Responsibilities Document. A link to the university’s policies on non-academic misconduct can be found at [https://www.uwsp.edu/dos/Pages/stu-conduct.aspx](https://www3.uwsp.edu/dos/Pages/stu-conduct.aspx). |

## Confidentiality

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| Learning requires risk-taking and sharing ideas. Please keep your classmates’ ideas and experiences confidential outside the classroom unless permission has been granted to share them.  It is important for students to understand that faculty are required to report any incidents of maltreatment, discrimination, self-harm, or sexual violence they become aware of, even if those incidents occurred in the past, off campus, or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow the university to provide resources to help the student continue to be successful. |

## Sample Coursework Permission

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| The instructor may wish to use a sample of your work or some of the feedback you provide on the course in future teaching or research activities. Examples: showing students an example of a well-done assignment; analyzing student responses on a particular question; discussing teaching techniques at a conference. If your coursework or feedback is used, your identity will be concealed. If you prefer not to have your work included in any future projects, please send the instructor an e-mail indicating that you are opting out of this course feature. Otherwise, your participation in the class will be taken as consent to have portions of your coursework or feedback used for teaching or research purposes. |

## Revision Clause

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| This syllabus, the provided schedule, and all aforementioned coursework are subject to change. It is the student’s responsibility to check the course website for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email. |