

Course Syllabus

**Chaminade
University of
Honolulu**

MBA600

Please print a copy of this syllabus for handy reference.

Whenever there is a question about what assignments are due, please remember this syllabus is considered to be the ruling document.

GENERAL COURSE INFORMATION

COURSE TITLE/NUMBER: Leading People In Organizations (MBA600)

COURSE START DATE: January 11, 2021

COURSE END DATE: March 20, 2021

COURSE WITHDRAW-LAST DAY: February 22, 2021

****Note:** There are ten weeks for this course. For this MBA600 course the week begins on Monday and ends on Sunday (e.g. Week One: 1/11/2021-1/17/2021), except week ten begins on a Monday and ends on Saturday (e.g. Week Ten: 3/15/2021-3/20/2021).

REQUIRED COURSE TEXT: For this MBA600 course the bundle, Northouse text and Interactive e-book is required. From the CUH bookstore, the Interactive e-book and 8e Northouse text is available for purchase as a bundle (only). SAGE offers for purchase separately the Interactive e-book and 8e Northouse text. The Interactive e-book can only be purchased from the CUH bookstore or SAGE and not another source. **Adult learners enrolled in the MBA600 course are responsible for having access to the Northouse 8e text and Interactive e-book content by the MBA600 course start date.** Consult the sources directly for pricing. The ISBN are as follows:

Northouse, P. G. (2018). *Leadership: Theory and Practice*. (8th ed.). Los Angeles, CA. SAGE

Required: Bundle: Northouse: Leadership 8e text + Northouse: Leadership 8e Interactive e-book
ISBN: 9781544326443

Required: APA 7TH ed. Manual (ISBN: 978-1-4338-3215-4)

Recommended: Slimpack (Northouse Interactive e-book only): 9781344325200

Professor: Dr. Stefanie Wilson

Professor's Wilson's Email: stefanie.wilson@chaminade.edu

Professor Wilson's Point of Contact Number: (808) 351-3066

Professor's Wilson's Bio:

Prior to joining Chaminade University of Honolulu, I currently hold and have held education and business positions. I am currently a professor of business at the University of Hawaii West Oahu (UHWO), and for five years prior to joining UHWO was the business chair for the University of Phoenix (UOP) leading the undergraduate, graduate and information systems technology academic disciplines. Prior to the assuming the business chair capacity at UOP, I held marketing management capacities for over 17 years at Motorola, Inc. In these aforementioned positions, I gained a wealth of organizational, managerial and leadership expertise. At Motorola, my experience entailed managing global product portfolios and introducing products such as two-way radios, paging, cellular phones and satellite communications systems worldwide. I have also managed marketing communication budgets totaling millions of dollars to support product launches that were global in scope. At University of Hawaii, West Oahu and University of Phoenix, managing academic programs was my primary focus. I earned my Bachelor of Science in Business Management degree from Hampton Institute, Masters degree in Business Administration with specializations in International Business and Marketing from the University of Miami, and Doctor of Management in Organizational Leadership degree from the University of Phoenix.

E-Mail: Post your course inquiry via the Canvas Dashboard, "Inbox".

Availability:

I am available to dialogue with each adult learner, both individually or in-groups to answer course related questions and offer any assistance needed. I will respond to email inquiries between Monday-Friday within a 24-hour period. In short, if an email is received at 3 pm on Wednesday, the latest that I will respond is 2:55 pm on Thursday. If there is an urgent question or issue, I can be reached via phone on weekdays (except on holidays) at (808) 351-3066.

Welcome!

Welcome to the Chaminade University of Honolulu (CUH) MBA600 course. This course is a continuation of your exciting educational journey, and it is my pleasure to be your professor and assist you in your learning experience. This course provides the concepts and best practices which help participants to advance their ability in leading individuals and groups to effective performance at work. Central issues include working with different personalities, motivating others, using people's best abilities, and building social influence and personal power. I will do everything to ensure the upcoming weeks will be a stimulating learning experience for all of us. Together, I trust that we will have an exciting and rewarding class.

Catalog Course Description:

This course provides concepts and best practices for leading individuals and groups toward working more effectively. Central issues include dealing with different personalities, motivating others, and using people's best abilities, and building social influence and personal power. Also, the impact of management culture and organizational structure on success of individuals and teams is examined. Attention is also given to strategic and political dimensions of leadership in organizations.

Course Prerequisite: None

Course Orientation:

This course is intended to enhance your familiarity with the central perspectives on leading people at work and your ability to engage those concepts critically in ways that will benefit your other management coursework in the MBA program, your own work satisfaction and performance, and your efforts as a leader. To give you a head start on critical thinking about people at work, we will include this opportunity for you to use what you have learned in the course to make sense of several organizational situations.

This course is constructed as a master's level seminar. All adult learners are expected to contribute their knowledge and experience to the course. The reading and participation requirements of the course are likely to be personally challenging. This is by design. Taking on the demands of leading people in organizations requires that we (a) integrate past and present research on people at work with an eye toward how organizations will function in the years ahead, (b) use the theories to examine ourselves in organizational contexts so that we can move toward having work lives we enjoy in our own futures, and (c) push our own skill development so that our knowledge can have an impact on our success in leading others. These goals suggest that our plates will be full in this course, and that we have the opportunity for a significant learning experience as well.

Characteristics of a Marianist Education:

The following are characteristics of the approach to education engaged at Marianist schools, including Chaminade University:

- Educate for formation in faith
- Provide an integral quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Students with Disabilities:

Chaminade University provides reasonable accommodations for individuals with a disability in compliance with the Americans with Disabilities Act (ADA) of 1990. If you would like to know if you qualify for ADA accommodations, please contact our Counseling Center at 808-735-4845. Current appropriate documentation will be required for determination of accommodation eligibility.

Associated Program Learning Outcome:

Master of Business Administration Learning Outcomes

A graduate with a Masters of Business Administration degree will be able to:

1. Use financial tools and analysis to inform organizational decisions utilizing a knowledge of the issues central to financial management of an organization.
2. Use concepts and processes of marketing and management to inform organizational decisions that enhance value creation.
3. Use the appropriate framework to analyze ethical dilemmas and inform organizational decisions.
4. Use economic data and knowledge of domestic and global economic environments to inform organizational decisions.
5. Identify appropriate leader actions for enhancing individual, group and organization effectiveness in accordance with principles of leadership dynamics.
6. Assess and create strategy for organizations in specified business environments in accordance with central components and processes of strategic management.
7. Develop and present a strategic plan for an organization promoting service, justice and peace within the community.

MBA600 Course Outcomes:

Demonstrate an understanding of leadership dynamics and the ability to identify appropriate leader actions for enhancing individual, group, and system effectiveness.

Learning Outcome 1: Demonstrate an understanding of theories of leadership and human behavior at work for addressing personal and case situations.

When talking about people at work, we are really thinking about ourselves as well. After all, it is our leadership skills and perspectives we are looking to advance in a course like this. What this means is that the MBA600 course is also centrally about you leading and working with others in groups and organizations. Consequently, a second goal of the course is to facilitate your understanding of how you operate at work. In tandem with examining what the management theorists have to say, this course will encourage you to identify your personal theories and assumptions about people at work... yourself and others. This facet of the MBA600 course requires that you use the reading and case study research assignments to do some substantive reflection on your unique perspective and how you came to think and act the way you do.

Learning Outcome 2: Demonstrate an understanding of your own “theory “of people and work as well as your own strengths and opportunities for growth in working with others.

Of course, while expanding your understanding of people at work is valuable, left at that it could make you smarter about why you failed this time or how your organization did you in. So understanding is

not enough. This course is also intended to provide you opportunities to push your leadership skills by allowing you to try yourself out through leadership case study research analysis. Using your knowledge to perform more effectively is the central aim of this course.

Learning Outcome 3: Demonstrate the ability to be a scholar-practitioner, to use knowledge of theory to determine appropriate actions when facing leadership situations.

This course is constructed as a master's level seminar. All adult learners are expected to contribute their knowledge and experience to the course. The course required reading material, case study research assignments and course exams are likely to be personally challenging. This is by design. Taking on the demands of leading people in organizations requires that we (a) integrate past and present research on people at work with an eye toward how organizations will function in the years ahead, (b) use the theories to examine ourselves in organizational contexts so that we can move toward having work lives we enjoy in our own futures, and (c) push our own skill development so that our knowledge can have an impact on our success in leading others. These goals suggest that our plates will be full in this course, and that we have the opportunity for a significant learning experience as well.

In order to help you achieve these objectives, there are several course activities for you to take part in and accomplish. First, complete the assigned readings as required. Second, give critical thought to and submit the MBA600 course case study research and discussion question assignments. Third, access and complete the course exams via Canvas.

Basic Computer System Requirements To Use Canvas: For basic computer system requirements to use Canvas, view guides frequently asked questions (FAQs) link stated below for additional details (e.g. browser Canvas supports, Mobile browser/applications that support Canvas features):
<https://community.canvaslms.com/docs/DOC-4241>

Canvas: Technical Assistance: Should you experience a technical issue with Canvas, Logon to Canvas at <https://chaminade.instructure.com>, click "Help", then "Report a Problem" while in Canvas. You should receive a response subsequent to reporting the problem in writing. Canvas support staff can be reached via phone at The Canvas Support Hot Line [1.877.251.6615](tel:18772516615). *Subsequent to your dialogue with the Canvas support staff if you need my assistance, please do not hesitate to let me know.*

Netiquette: Adult learners are expected to follow rules of common courtesy in all in-class or online class sessions. If I deem any of the course activities or email messages to be inappropriate or offensive, I will advise the business school dean accordingly and appropriate action will be taken. Refer to the MBA600 course "Files" tool and review the "Online Tone" link provided for additional details.

Grading Scale:

Individual grade totals will be computed at the end of the semester based on the following Chaminade University of Honolulu grading scale.

A	90%-100%
B	80%-89.99%
C	65%-79.99%
F	Below 65%

Adult learners who earn “A” grades have evidenced thorough understanding of theory of leadership and of themselves. They have sought opportunities to contribute to class discussions and their contributions have reflected preparation, insight, and the willingness to take risks. They communicate effectively in writing. Leadership skills and skill development are evident in class assignments and/ or activities.

Adult learners who earn “B” grades have evidenced basic understanding of theory and of themselves. Typically, one or both of these could be developed further in the scope of the course. They contribute to some class discussions, and their participation shows preparation for the class. Their communication skills are satisfactory in writing, though there are opportunities for improvement to be professionally functional. Leadership skill development is evident in class assignments and/or activities.

Adult learners who earn “C” grades in the course have evidenced inadequate performance and understanding of course material. This grade is typically earned through lack of preparation, inadequate attention to assignments, and limited participation in class discussion and activities. Communication skills are often in significant need of improvement to be professionally adequate.

Adult learners who earn “F” grades have not completed required assignments and/or have missed three or more class sessions.

How I Grade Case Study Research Papers: (Note: Refer to “Case Study Research Paper Assignment Requirements and Rubric” on pages 9-11, and 16 for additional details)

How I Grade Discussion Question Assignments: (Note: Refer to “Discussion Question Assignment Requirements and Rubric” on pages 11-13, and 17-18 for additional details)

Attendance:

Chaminade University of Honolulu (CUH) Business Graduate Program attendance policy allows one absence per course without penalty. Students are expected to makeup work. A second absence, if permitted by the instructor, requires additional work to be completed as arranged with the instructor. A third or subsequent absence is not acceptable, the course will need to be repeated if there are three or more absences. For additional comments regarding attendance, please refer to the CUH Catalog 2020-2021, page 303.

Syllabus Modification:

This syllabus is only a plan. The professor may modify the plan during the course. The requirements of the course may be altered from those appearing in the syllabus. Further, the plan contains criteria by which adult learner's progress and performance in the course will be measured. These criteria may also be changed.

Academic Honesty and Integrity:

As members of the Chaminade University community, we are all committed to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Chaminade degree. Therefore, we shall not tolerate lying, cheating, plagiarism, or stealing in any form.

Academic honesty is highly valued at Chaminade University of Honolulu (CUH). An adult learner must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the adult learner's original words or ideas, the adult learner must cite all relevant sources. The adult learner should also make clear the extent to which such sources were used. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications—whether copyrighted or not—and all verbal or visual communication, when the content of such communication clearly originates from an identifiable source.

Academic dishonesty in a learning environment could involve:

- Having a tutor or friend complete a portion of your assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another adult learner to a public class meeting
- Using information from online information services without proper citation

Adult learners are responsible for promoting academic honesty at Chaminade University by not participating in any act of dishonesty and by reporting any incidence of dishonesty to a professor or to a university official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism. Questions of academic dishonesty in a particular class are first reviewed by the professor who must make a report with recommendations to the business school dean. Consequences for academic dishonesty may range from an "F" grade for the work in question to an "F" grade for the course to suspension or dismissal from the university.

For additional comments regarding Academic Honesty, please refer to the Chaminade University Graduate Catalog 2020-2021.

Time Commitment and Weekly Interactions Requirements:

To be successful in this MBA600 course, you must allocate sufficient time to access course materials and complete all assignments. During this MBA600 course you should plan on scheduling 12 to 15 hours per week to successfully participate and achieve the course objectives.

Late assignments:

All assignments are expected to be turned in on time via the “Assignments” course menu link via Canvas unless otherwise specified. Assignments are considered on time when the CUH Canvas system indicates a time stamp by 11:55 p.m. (Hawaii Standard Time) on the assignment due date.

Odd things happen in cyberspace—emails get lost, servers disconnect temporarily, and logins fail. Do not wait until the last minute to do your work. Allow time to meet deadlines. You are responsible for getting the work to me on time. Be sure to copy yourself on all assignments emailed to me via Canvas, to ensure that the assignment was submitted on time. **Late assignments are not accepted for this course.**

Late exams or assignments are only granted for extenuating situations where evidence is provided by the adult learner to the professor. Examples of extenuating situations would include illness (with verification by a doctor) or the death of a family member. Adult learners should notify their professor before the exam or assignment due date of an extenuating situation. **Also, no assignments will be accepted after the last day of instruction (March 20, 2021). Feedback on each assignment will be provided by seven days after the assignment due date. All assignments must be submitted by week ten to receive a passing grade for the course.**

Incompletes or Extra Credit:

Incompletes or extra credit assignments will not be granted in this course.

Course Requirements:

Discussion Question (DQ) Assignments (Total: 20%)

	DUE DATE	PERCENTAGE
DQ1: ** DQ1: Define power as it is explained in the course text authored by Northouse, and then distinguish between position power and personal power. Next, define coercion as a specific type of power. Give examples of a leader or leaders you have observed using each of these forms of power.	1/25-1/28	10%
DQ2: ** DQ2: Define/describe pseudotransformational leadership as it is explained in the course text authored by Northouse. Give two examples of leaders that fit this leadership style. Explain the difference between personalized leadership and socialized leadership.	2/22-2/25	10%

**Note: For DQ1 and DQ2 assignments refer to pages 11-13 of the course syllabus for additional details regarding the due dates and other DQ assignment particulars, and pages 17 and 18 for the DQ rubrics. Be sure to review the DQ rubrics to ensure the five DQ grading criteria: initial response, response to classmates, timeliness of responses, frequency of responses and writing and APA are met.

Case Study Research Assignments (Total: 50%)

	DUE DATE	PERCENTAGE
Case Study: 3.1 A Strained Research Team (refer to page 10 for additional details)	1/24	10%
Case Study: 8.2 An Exploration in Leadership (refer to page 10 for additional details)	2/7	20%
Case Study: 16.3 Whose Latino Center Is It? (refer to page 10 for additional details)	3/8	20%

Course Exams (Total: 30%)

Each exam will include forty (40) multiple choice and/or true/false questions from the required reading (Text: *Leadership: Theory and Practice, 8th ed., Author, Peter Northouse*). Each exam question is worth .25 points as you may earn up to 10% for each exam. The exams will be available for you to access via Canvas from 5 a.m. until 11:55 p.m. Hawaii Standard Time (HST) on the designated dates. You will have up to one hour and thirty minutes to complete each exam.

Exam 1: Date: January 30-Feb. 1 (Leadership: Northouse Chapters 1-6) (Up to 10% may be earned)

Exam 2: Date: February 13-15 (Leadership: Northouse Chapters 7-12) (Up to 10% may be earned)

Exam 3: Date: Feb. 27-March 1 (Leadership: Northouse Chapters 13-16) (Up to 10% may be earned)

Total Points (Course Assignments & Exams): 100%

Assignments:

Case Study Research Assignments:

Case 3.1: A Strained Research Team (Pages:60-61): Skills Approach

Written Paper Due Date: January 24

Prepare a three to four-page paper in which the “A Strained Research Team” case study questions are answered. Provide an overview of the case, of up to 200 words maximum (as part of the three to four-page paper). Your case study research assignment submittal should include a minimum of three peer-reviewed sources (published 2016 to date) stated on the reference page and in-text cited. Post your case study research paper to the CUH Canvas “Assignments” tool by January 24, 2021 no later than 11:55 pm (Hawaii Standard Time). **To avoid point deductions be sure to adhere to (do not fall short or exceed) the assignment page count requirement. Up to 10% (or 10 points) may be earned on this assignment.**

Case 8.2: An Exploration in Leadership (Pages: 186-187): Transformational Leadership

Written Paper Due Date: February 7

Prepare a three to four-page paper in which the “An Exploration in Leadership” case study questions are answered. Provide an overview of the case, of up to 200 words maximum (as part of the three to four-page paper requirement). Your case study research assignment submittal should include a minimum of three peer-reviewed sources (published 2016 to date) stated on the reference page and in-text cited. Post your case study research paper to the CUH Canvas “Assignments” tool by February 7, 2021 no later than 11:55 pm (Hawaii Standard Time). **To avoid point deductions be sure to adhere to (do not fall short or exceed) the assignment page count requirement. Up to 20% (or 20 points) may be earned on this assignment.**

Case 16.3: Whose Latino Center Is It? (Pages: 460-462): Culture and Leadership

Written Paper Due Date: March 8

Prepare a three to four-page paper in which the “Whose Latino Center Is It?” case study questions are answered. Provide an overview of the case, of up to 200 words maximum (as part of the three to four-page paper). Your case study research assignment submittal should include a minimum of three peer-reviewed sources (published 2016 to date) stated on the reference page and in-text cited. Post your case study research paper to the CUH Canvas “Assignments” tool by March 8, 2021 no later than 11:55 pm (Hawaii Standard Time). **To avoid point deductions be sure to adhere to (do not fall short or exceed) the assignment page count requirement. Up to 20% (or 20 points) may be earned on this assignment.**

Course Case Study Research Assignments & Writing Format:

It is assumed that all adult learners will perform professionally in preparing work for this class. All papers will be typed, spell-checked, and grammar-checked. All MBA600 course case study research assignments should adhere to the guidelines as stated in the American Psychological Association (APA) Publication Manual 7th edition. All case study research assignments should be written in APA 7e format, as the Sample Student Paper on pages 61-67 of the APA Publication Manual is the required format for the case study research assignments and should be used as a guide. **Additionally, for the case research assignments; (a) the use of headings (level 1 and level 2) is required, (b) exclude an abstract, direct quotes and long quotes, and (c) be sure to in-text cite appropriately when paraphrasing. A minimum of three peer-reviewed sources (published 2016 to date) stated on the reference page and in-text cited is required for all course case study research assignments.**

Refer to the Canvas "Files" tool for the APA 7e Sample Paper. Consult the APA 7e publication for guidance on how to cite references in-text and on the reference page, as well as other style of writing particulars.

All adult learners are expected to have graduate-level writing proficiency before they enter the MBA program. Should you need tutorial assistance to enhance your writing skills, **CUH K kua Ike Center for Student Learning offers tutoring services to assist adult learners with editing papers and checking writing style formatting.** Contact the CUH K kua Ike Center for Student Learning at 739-8305 or via email at tutoring@chaminade.edu should you require tutorial assistance.

For additional comments regarding Tutoring Services, please refer to the *Chaminade University Catalog 2020-2021*, page 124.

Discussion Question (DQ) Assignments

For this course two discussion question assignments must be completed. Up to 10% (or 10 points) may be earned for each discussion question assignment, based on the following five criteria requirements (worth up to 2%, or 2 points each): initial response, responses to classmates, frequency of responses, timeliness of response, writing and APA, that will be used to grade each DQ assignment. **Your discussion question response must be posted as a separate posting to receive a grade for your discussion question posting**

To post your discussion question response the process is as follows:

1. Click on the Canvas "Discussion" tool, and select the discussion question assignment.
2. For the initial posting, you must post to this topic before you can view other messages and/or responses.
3. Click reply to initial message at the top of the conversation to reply to the first message in the conversation or thread
4. Also, you may click on the title of a classmates post to view the conversation; click the reply link within the message itself to reply to the item you are currently viewing.
This is the option you want to use if you would like to reply to someone else's response.

Please see below the discussion questions and due dates for each discussion question assignment. **Your initial DQ post and subsequent replies posted to your classmates should be posted via the Canvas "Discussion" tool in WORD (as an embedded response, and NOT as an attachment) in 10, 11 or 12 pt. font size in double-spaced format. Your initial post (300 minimum, 600 maximum word count) is due by Monday at 11:55 pm (Hawaii Standard Time). Each DQ reply to your classmates (150 minimum, 300, maximum word count) are due by Thursday at 11:55 pm (Hawaii Standard Time).** Adult learners are expected to respond to "at least" two different classmates per discussion question, as two represents the minimum.

Note: For the discussion question assignment initial posting and replies to your classmates paraphrasing only is accepted (no direct quotes or long quotes are accepted for the discussion question assignment responses) and writing in first or third person is permitted. Writing in second person is not permitted. The minimum and maximum word count includes in-text citing and references.

DQ1: Define power as it is explained in the course text authored by Northouse, and then distinguish between position power and personal power. Next, define coercion as a specific type of power. Give examples of a leader or leaders you have observed using each of these forms of power.

DQ1--Initial post, due date: Monday: January 25, 11:55 pm HST

DQ1--Replies to classmates, due dates: Monday-Thursday: January 25- January 28, 11:55 pm Hawaii Standard Time (HST)

DQ2: Define/describe pseudotransformational leadership as it is explained in the course text authored by Northouse. Give two examples of leaders that fit this leadership style. Explain the difference between personalized leadership and socialized leadership.

DQ2--Initial post, due date: Monday: February 22, 11:55 pm HST

DQ2--Replies to classmates, due dates: Monday-Thursday: February 22-25, 11:55 pm Hawaii Standard Time (HST)

If you have difficulty posting during the week, then you will want to prepare the initial discussion responses in advance and post your DQ response by the due date. Working ahead requires you to manage your time to meet the requirements of the course assignment. It is a good habit to prepare your responses in Word and save the file prior to submitting the post. **Be sure to paragraph indent, double-space, spell and grammar check, and use 10, 11, or 12 point font size for the DQ posts submitted via Canvas.**

Refer to the discussion question assignment and grading rubric details on pages 11, 12, 13, 17 and 18 of this course syllabus before starting each discussion question assignment. Be certain to read each discussion question carefully and address each question posted. Be sure to include APA 7e formatted in-text citations for paraphrasing and a reference list. Also, read the grading rubric carefully.

Initial Post: You are expected to answer all parts of the discussion question(s) when posting your initial response, which is the first criteria of the assignment. When you support your ideas, reasoning

or conclusion, you will also need to cite in-text the source document when appropriate. Supporting ideas may require you to use facts from a scenario, as you are always required to relate what you present back to the concepts learned in the course. Supporting ideas gives you an opportunity to provide a well-reasoned argument or to take ideas and show what is in the course text or peer-reviewed source(s) that supports that idea. **A minimum of three in-text citations for paraphrasing (published 2016 to date) and a minimum of three references (published 2016 to date) for each discussion question assignment is required.** **Note: The course text may be used as one of the three references.** The goal is to demonstrate your understanding of the course readings so be prepared to demonstrate a prolific use of the course readings, which means that three or more peer-reviewed sources (published 2016 to date) is used. Personal experience is fine but be sure to relate to the course readings and peer-reviewed sources, **which again requires the use of in-text citations when posting your paraphrased response.**

Responses to Classmates: Responses to your classmates also requires use of the course readings and are graded using the second criteria of the grading rubric. You are required to respond to other adult learners extending the discussion bringing in new ideas rather than repeating what a classmate has already stated or what you have stated. The idea is to go beyond agreeing or disagreeing but to provide a well-reasoned argument.

Timeliness: Discussions require students to participate in the discussions across a designated week as stated in the course syllabus. For this criteria, you are required to post the initial response by Monday and post follow up responses to classmates by Thursday of the same week.

Frequency: This criteria represents the number of responses made to classmates. **Adult learners are expected to respond to “at least” two different classmates per discussion question, as two represents the minimum.** Responses to your professor are not counted toward the grade but are expected when asked a question by the professor. Note that when given instructions to respond to 'at least' or 'a minimum' of two different classmates per discussion question assignment, two responses represents an average grade for frequency on the participation grading rubric. To earn a higher score, you will need to provide additional responses. Providing many posts only affects 'frequency.' Many posts does not translate into quality for responses to classmates. Refer to the DQ rubric for additional criteria on page 18. Be sure to include a minimum of one in-text citation and reference in your response.

Writing: This criteria is a competency at the university and a learning outcome for this course. You are expected to demonstrate good writing skills so make sure that what is presented is well written, concise, in complete sentences and grammatically correct with use of proper English. Your classmates or the professor should be able to read the DQ response and know what discussion topic is being addressed so each paragraph presented should have a topic sentence.

APA: Be sure to always in- text cite and reference source materials as stated in the Publication Manual of the American Psychological Association, 7e. As a reference, you may use the course text book and other recommended peer-reviewed sources (posted via the CUH Canvas “Files” tool). The sources referenced must be published 2016 to date.

ASSIGNMENT DUE DATE BREAKDOWN:

THIS IS VERY IMPORTANT, PLEASE READ CAREFULLY AND PRINT THIS OUT FOR
HANDY REFERENCE:

(of course you are always more than welcome to turn in assignments early, due dates are listed as
the last possible day to submit each assignment)

Course Schedule

There are ten weeks for this course. For this MBA600 course the week begins on Monday and ends on Sunday (e.g. Week One: 1/11/2021-1/17/2021), except week ten begins on a Monday and ends on Saturday (e.g. Week Ten: 3/15/2021-3/20/2021).

<u>Course Date</u>	<u>Course Topic(s) & Assignments Due</u>
(W1) 1/11-1/17	Introduction <ul style="list-style-type: none">• MBA600 Course: Syllabus & Canvas Review• Post Bio/Welcome Due By 1/12
(W2) 1/18-1/24	Trait Approach, Skills Approach <ul style="list-style-type: none">• Required Reading: <i>Leadership</i>, Northouse 8e (Chapters 1,2 & 3) Due By 1/18• Case Study: 3.1 --Due By 1/24 (by 11:55 pm HST)
(W3) 1/25-1/31	Behavioral Approach, Situation Approach, Path-Goal Theory <ul style="list-style-type: none">• Discussion Question One Assignment: 1/25, 11:55 pm HST (initial Post); Replies to Classmates, 1/25-1/28, 11:55 pm HST• Required Reading: <i>Leadership</i>, Northouse 8e (Chapters 4, 5, & 6) Due By 1/26• Exam 1 (Chapters 1- 6): 1/30-2/1 (Access 5am-11:55 pm HST)
(W4) 2/1-2/7	Leader-Member Exchange Theory, Transformational Leadership, Authentic Leadership <ul style="list-style-type: none">• Required Reading: <i>Leadership</i>, Northouse 8e (Chapters 7, 8 & 9) Due By 2/2• Case Study 8.2: Due By 2/7

<u>Course Date</u>	<u>Course Topic(s) & Assignments Due</u>
(W5) 2/8-2/14	<p>Servant Leadership, Adaptive Leadership, and Followership</p> <ul style="list-style-type: none"> • Required Reading: <i>Leadership</i>, Northouse 8e (Chapters 10,11 & 12) Due By 2/9 • Exam 2 (Chapters 7-12): 2/13-2/15 (Access 5am-11:55 pm HST)
(W6) 2/15-2/21	<p>Leadership Ethics, Team Leadership</p> <ul style="list-style-type: none"> • Required Reading: <i>Leadership</i>, Northouse 8e (Chapters 13 & 14) Due By 2/16
(W7) 2/22-2/28	<p>Gender and Leadership, Culture and Leadership</p> <ul style="list-style-type: none"> • Discussion Question Two Assignment: 2/22, 11:55 pm HST (initial Post); Replies to Classmates, 2/22-2/25, 11:55 pm HST • Required Reading: <i>Leadership</i>, Northouse 8e (Chapters 15 & 16) Due By 2/23
(W8) 3/1-3/7	<ul style="list-style-type: none"> • Exam 3 (Chapters 13- 16): 2/27-3/1 (Access 5am-11:55 pm HST)
(W9) 3/8-3/14	<ul style="list-style-type: none"> • Case Study 16.3: Due By 3/8
(W10) 3/15-3/20	<ul style="list-style-type: none"> • MBA600 Course: Grade Update • MBA600 Course: Wrap Up and Leadership Reflection

Case Study 3.1 Research Assignment Rubric

Criteria	Ratings				Points
Content Development: Subject Matter and Higher Order Thinking: 60% The case study research assignment content development criteria requirements include: (1) assignment displays an understanding of the relevant theory to include a minimum of three peer-reviewed sources, (2) research is timely to include a minimum of three sources published 2016 to date, (3) major points were supported by specific details/examples (e.g. comparing/contrasting, and integrating theory and subject matter (e.g. work environment, work experience), (4) content is comprehensive, accurate and persuasive, and (5) writer has gone beyond the textbook for resources.	6.0 pts Excellent Adult learner fulfilled all five requirements of the case study research assignment content development criteria with total accuracy.	5.0 pts Good Adult learner fulfilled four of the five the case study research content development requirements with accuracy.	3.0 pts Needs Development Adult learner fulfilled three of the five case study research content development requirements, as more time and effort is required.	0.0 pts Missing Adult learner fulfilled two or less than two of the five case study research content development requirements, as substantive development is required.	6.0 pts
Organization: 10% The case study research assignment organization criteria requirements include: (1) Sufficient background on the topic is stated to include previews of major points (2) central theme/purpose is immediately clear, (3) structure is clear, logical and easy to follow, (4) subsequent sections develop/support the central theme, (5) conclusions and recommendations follow logically from the body of the paper	1.0 pts Excellent Adult learner fulfilled all five requirements of the case study research assignment organization criteria with total accuracy.	.75 pts Good Adult learner fulfilled four requirements of the case study research assignment organization criteria with total accuracy.	.5 pts Need Improvement Adult learner fulfilled three requirements of the case study research assignment organization criteria with total accuracy.	0.0 pts Missing Adult learner fulfilled two or less than two requirements of the case study research assignment organization criteria with total accuracy.	1.0 pts
Style and Mechanics: 10% The case study research assignment style and mechanics criteria requirements include: (1) all citations and references follow APA 7e guidelines (2) paper is neat, shows attention to detail, and laid out effectively using headings level one and two appropriately, (3) rules of grammar and punctuation are followed; spelling is correct, (4) sentences are complete, clear, concise, well-constructed with consistently strong, varied structure, and (5) transitions between sentences/paragraphs/sections help maintain the flow of thought; words are precise and unambiguous	3.0 pts Excellent Adult learner fulfilled all five requirements of the case study research assignment style and mechanics criteria with total accuracy. Little to no (e.g. 0-2 errors) format, grammar and readability errors are evident in the assignment submittal.	2.0 pts Good Adult learner fulfilled four requirements of the case study research assignment style and mechanics criteria with total accuracy. Some (e.g. 3-7 errors) format, grammar and readability errors are evident in the assignment submittal.	1.0 pts Need Improvement Adult learner fulfilled three requirements of the case study research assignment style and mechanics criteria with total accuracy. Several (e.g. 7-10 errors) format, grammar and readability errors are evident in the assignment submittal.	0.0 pts Missing Adult learner fulfilled two or less than two requirements of the case study research assignment style and mechanics criteria with total accuracy. Numerous (e.g. 11 or more errors) format, grammar and readability errors are evident in the assignment submittal.	3.0 pts
Total Points: 10.0					

Case Study 8.2 and 16.3 Research Assignment Rubric

Criteria	Ratings				Points
Content Development: Subject Matter and Higher Order Thinking: 60% The case study research assignment content development criteria requirements include: (1) assignment displays an understanding of the relevant theory to include a minimum of three peer-reviewed sources, (2) research is timely to include a minimum of three sources published 2016 to date, (3) major points were supported by specific details/examples (e.g. comparing/contrasting, and integrating theory and subject matter (e.g. work environment, work experience), (4) content is comprehensive, accurate and persuasive, and (5) writer has gone beyond the textbook for resources.	12.0 pts Excellent Adult learner fulfilled all five requirements of the case study research assignment content development criteria with total accuracy.	10.0 pts Good Adult learner fulfilled four of the five the case study research content development requirements with accuracy.	6.0 pts Needs Development Adult learner fulfilled three of the five case study research content development requirements, as more time and effort is required.	0.0 pts Missing Adult learner fulfilled two or less than two of the five case study research content development requirements, as substantive development is required.	12.0 pts
Organization: 20% The case study research assignment organization criteria requirements include: (1) Sufficient background on the topic is stated to include previews of major points (2) central theme/purpose is immediately clear, (3) structure is clear, logical and easy to follow, (4) subsequent sections develop/support the central theme, (5) conclusions and recommendations follow logically from the body of the paper	2.0 pts Excellent Adult learner fulfilled all five requirements of the case study research assignment organization criteria with total accuracy.	1.0 pts Good Adult learner fulfilled four requirements of the case study research assignment organization criteria with total accuracy.	.5 pts Need Improvement Adult learner fulfilled three requirements of the case study research assignment organization criteria with total accuracy.	0.0 pts Missing Adult learner fulfilled two or less than two requirements of the case study research assignment organization criteria with total accuracy.	2.0 pts
Style and Mechanics: 10% The case study research assignment style and mechanics criteria requirements include: (1) all citations and references follow APA 7e guidelines (2) paper is neat, shows attention to detail, and laid out effectively using headings level one and two appropriately, (3) rules of grammar and punctuation are followed; spelling is correct, (4) sentences are complete, clear, concise, well-constructed with consistently strong, varied structure, and (5) transitions between sentences/paragraphs/sections help maintain the flow of thought; words are precise and unambiguous	6.0 pts Excellent Adult learner fulfilled all five requirements of the case study research assignment style and mechanics criteria with total accuracy. Little to no (e.g. 0-2 errors) format, grammar and readability errors are evident in the assignment submittal.	5.0 pts Good Adult learner fulfilled four requirements of the case study research assignment style and mechanics criteria with total accuracy. Some (e.g. 3-7 errors) format, grammar and readability errors are evident in the assignment submittal.	4.0 pts Need Improvement Adult learner fulfilled three requirements of the case study research assignment style and mechanics criteria with total accuracy. Several (e.g. 7-10 errors) format, grammar and readability errors are evident in the assignment submittal.	0.0 pts Missing Adult learner fulfilled two or less than two requirements of the case study research assignment style and mechanics criteria with total accuracy. Numerous (e.g. 11 or more errors) format, grammar and readability errors are evident in the assignment submittal.	6.0 pts
Total Points: 20.0					

Discussion Question Assignment Rubric

Criteria	Ratings					Points
Initial Response	Excellent 2 points Excellent use of required course materials and research to post discussion response that correctly answers the discussion question and demonstrates strong connections between the course concept(s) and research/scenario to include examples and applications. In-text cites three or more different sources AND states three or more different sources on the reference list. Meets the minimum word count requirement and does not exceed the maximum word count requirement.	Good 1.6 points: Uses required course materials and research to post discussion response that answers the questions shows some connection between the course concept(s) and research/scenario. Needs some additional development of the response. In-text cites two different sources AND states two different sources on the reference list, Meets the minimum word count requirement and does not exceed the maximum word count requirement.	Fair 1.4 points Minimal use of the course materials and research. Some understanding of the discussion question course concept(s) or needs additional development to answer the discussion topic. Could be enhanced with significantly more information that includes explanations, examples or application. In-text cites one source AND states one source on the reference list. Does not meet the minimum word count requirement and/or exceeds the maximum word count requirement.	Needs Improvement 1.2 points: Initial discussion post does not reflect the student has read or understands the topic(s) /course concept(s). Posting could have been made without the student doing any course readings or did require research. Opinion provided without connection to the course materials or does not answer the questions. No source in-text cited or omits the reference list to include reference entries.	Missing 0 points Fails to post an initial response by the required due date. A direct quote and/or long quote was stated in the content submitted, as this is not permitted.	2 pts
Responses to Classmates	Excellent 2 points Uses required course materials (to include a minimum of one peer reviewed source in-text and a stated reference entry) in all responses to different classmates to move the discussion forward. Does not repeat what has been stated and consistently brings in new ideas or aspects related to the discussion topic to enhance the discussion.	Good 1.6 points: Uses required course materials (to include a minimum of one peer reviewed source in-text cited and stated reference entry) in all responses to different classmates, however, needs additional development or explanations.	Fair 1.4 points Responses tend to agree or may repeat what is already stated and seldom moves the discussion forward to different classmates; omits in-text citing a minimum of one peer reviewed source and stated reference entry in one or more responses to different classmates.	Needs Improvement 1.2 points: Responses to different classmates do not move the discussion forward and poor in quality and could have been enhanced with more explanation, content or examples. Omits in-text citing, as a minimum of a peer reviewed source stated in-text and as a reference in one or more responses to different classmates	Missing 0 points Fails to post responses to different classmates by the required due date. A direct quote and/or long quote was stated in the content submitted, as this is not permitted.	2 pts
Timeliness of Responses	Excellent 2 points Post the initial response by the due date and responds to classmates across three or more days of the week.	Good 1.6 points: Post the initial response by the due date and responds to classmates across two days of the week.	Fair 1.4 points Post the initial response by the due date and/or all responses to classmates are posted the same day.	Needs Improvement 1.2 points: Post initial response after the due date and/or all responses to classmates on the last two days of the week.	Missing 0 points No initial response or classmate responses to the discussion question posted by the due date.	2 pts

Discussion Question Assignment Rubric (Continued)

Criteria	Ratings					Points
Frequency of Responses	<p>Excellent 2 points</p> <p>Note: Adult learners are expected to respond to “at least” two different classmates per discussion question, as two represents the minimum.</p> <p>Responds to two or more different classmates <u>above the minimum requirement</u>. Meets the minimum word count requirement and does not exceed the maximum word count requirement for all classmate responses..</p>	<p>Good 1.6 points:</p> <p>Responds to one more different classmate(s) <u>above the minimum requirement</u>.</p> <p>Meets the minimum word count requirement and does not exceed the maximum word count requirement. for all classmate responses.</p>	<p>Fair 1.4 points</p> <p>Responds to different classmates <u>the minimum number of times</u>. Does not meet the minimum word count requirement and/or exceeds the maximum word count requirement for one classmate response.</p>	<p>Needs Improvement 1.2 points:</p> <p>Responds to fewer different classmates <u>than the minimum number of times</u>. Does not meet the minimum word count requirement and/or exceeds the maximum word count requirement for one or more classmate responses.</p>	<p>Missing 0 points</p> <p>Fails to respond to any classmates.</p>	2 pts
Writing and APA	<p>Excellent 2 points</p> <p>Contributes to discussion with clear and concise comments that are style appropriate, rich in vocabulary and up to two grammatical, punctuation, and spelling errors, In text citations are correctly used when source material are used, Reference list matches in-text citations, no reference entries or reference heading errors are present.</p>	<p>Good 1.6 points:</p> <p>Shows above average writing style that is clear and uses standard English with minor (three to four) in grammar, punctuation, usage and /or spelling, Generally follows APA guidelines, Three to four errors noted in the following: formatting (e.g. double-spacing, reference heading or reference entries) paraphrasing, accuracy of paraphrasing, and in-text citing when needed.</p>	<p>Fair 1.4 points</p> <p>Contributes to discussion with understandable, as style and vocabulary are at times inconsistent or imprecise, and/or has several (five to six) writing errors. Attempts to follow APA guidelines. At least five to six errors noted in the following: (e.g. double-spacing, reference heading or reference entries) paraphrasing, accuracy of paraphrasing, and in-text citing when needed. One or more reference entries do not match in-text citations.</p>	<p>Needs Improvement 1.2 points:</p> <p>Contributes to discussion with errors in clarity, style, vocabulary selection, and/or many (seven to nine) writing errors without properly conforming to proper English. Attempts or does not attempt in-text citations or reference list, however, omits one or the other. Little to no evidence of APA guidelines used or at least seven to nine errors noted in the following: formatting, (e.g. double-spacing, reference heading or reference entries) paraphrasing, accuracy of paraphrasing, and in-text citing when needed.</p>	<p>Missing 0 points</p> <p>Contributes to discussion with errors in clarity, style vocabulary selection, and/or many errors (ten or more) in writing and/or APA formatting (e.g. double-spacing, reference heading or reference entries, paraphrasing, and in-text citing when needed. Errors with little to no conforming to proper English. Reference heading to include one or more reference entries are missing.</p>	2 pts
						Total Points: 10