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Course Description

Application of behavioral science principles and skills to the practice of leadership in a variety of contexts. Topics include team building, motivation, problem-solving, negotiation, and self-management.

- Prerequisite: Junior standing and successful completion of BUSCOM 201 for business majors or ENGL 202 for non-business majors.
- COBE Writing Guide (modified APA style) is the writing standard for this class. You can download a copy from the following link:
- Other reading: news articles, business journals, and film media.

Leadership Competencies Developed

By the end of this course, students are expected to demonstrate each of the following learning outcomes:

- Ethics: Demonstrate sensitivity to ethical issues and apply ethical reasoning that recognizes a responsibility to stakeholders.
- Communication: Understand the basic elements of, identify the barriers to, and determine and use strategies for effective communication.
- Problem-solving: Carry out effective problem solving as an individual and as a member of a team. This includes the development of creative alternatives and the ability to implement plans.
- Self-management: Manage and direct one’s activity to meet personal, organizational, and career goals.
- Teamwork: Recognize and respond to team process problems and carry out team building activities needed to develop team and task effectiveness.
- Motivation: Apply motivational principles to achieve organizational goals.
- Conflict and negotiation: Diagnose conflict sources and develop approaches for effective resolution. Recognize when and how negotiations can enable parties to reach mutually agreeable arrangements.
- Leadership: Identify organizational problems and opportunities and mobilize resources to achieve collective objectives.

These competencies link to the following COBE Core Curriculum concepts, methods, and skills required for this class:

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<tr>
<th>1. Understand and apply analytical and disciplinary concepts and methods related to business and economics:</th>
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Class Format

Ideally, instructing and learning happen in concert. Adjustments in the curriculum may occur to adapt to learning situations or current events. Class content is concrete as well as conceptual and requires multiple thinking strategies to examine real world and business situations. Expect both individual and group work within and outside of the classroom and on Blackboard.
Instruction methodologies are varied to meet the range of learning styles and diversity present in a classroom. Students who believe their tuition for this class entitles them to a primarily professor-led lecture would be well advised to seek a section of Management 301 that better meets their expectations. The methods used in this class include short lectures by the instructor, presentations by students, in-class individual and group activities, role plays, video clips, a movie as a case study, and directed and self-guided research.

Unless the assignment is an in-class exercise, all written assignments are to be typed and submitted through Blackboard. Specific instructions accompany each assignment.

Group Work

Reading the textbook and doing well on quizzes and exams provides leadership knowledge; however, until the knowledge is applied, leadership skills do not develop. Leadership skills develop through interactions with others. The group projects provide the opportunity to strengthen your leadership abilities and experience leadership and citizenship concepts throughout the semester. Activities at the beginning of the semester will focus on building a solid foundation for a successful team experience.

Individuals who are unwilling or unable to contribute to a collaborative team effort and/or to adhere to standards developed by the group can be recommended for expulsion from the group. This results in a failed grade for the class.

Accommodations

Accommodations are available for students who have a temporary or permanent disability. Please notify me the first week of school regarding accommodation(s). Students with or without disabilities are encouraged to share how I can better support their academic success.

Grades

The final grade is a culmination of points earned throughout the semester for all coursework, attendance, and participation. Some criteria are subjective and at the discretion of the instructor. The following descriptions provide general expectations for letter grades. Some description overlap may occur between one letter grade and another. Points earned throughout the semester will be posted on the Blackboard grade book to enable you to monitor your progress and make adjustments as needed to influence the final semester grade.

A+ (650 - 629 points), A (628 - 607 points), A- (606 - 585 points)
An exceptional effort is demonstrated to meet the goals of the course. Reflection papers are free of errors, technically well written, exhibit sound critical thinking and demonstrate an understanding of relevant course concepts. Participation in class is evident from consistently active, thoughtful and respectful involvement with input based on concepts from the course and relevant personal experience. The individual's participation advances the learning of class. Attendance and arrival times demonstrate dependability and support productive class participation. Group project presentations demonstrate skill progression from project 1 to project 2 by enlisting members’ unique differences to share leadership and coaching roles that culminate in engaging, creative, well-rehearsed/polished and unified presentations. The individual is recognized by his or her peers through the peer assessment process as both a leader and a strong team contributor who helps other team members be successful. All assignment deadlines are met.
B+ (584 - 563 points), B (562 - 541 points), B- (540 - 520 points)

Good effort is evident in meeting the goals of the course. Reflection papers have no more than two spelling, punctuation, and grammatical errors, and while technically well written, may miss opportunities to provide supporting evidence or link examples to course concepts. Participation is apparent, thoughtful and respectful and sufficiently focused to benefit the class. Attendance and arrival times are acceptable although may have some impact on group effectiveness. Group project presentations appear to have been sufficiently planned although a lack of coordination and preparation may impact the ability of the group to engage their classmates. Improvement is obvious from project 1 to project 2. The individual is recognized by peers through the peer assessment process as contributing to the success of the team with some missed opportunities to lead in a more effective manner. All assignment deadlines are met.

C+ (519 - 498 points), C (497 – 476 points), C- (475 – 455 points)

Acceptable effort is evident in attempting to meet the goals of the course. Reflection papers are conceptually sound, however, lack sufficient proofing and editing. Participation occurs inconsistently and may lack focus or indicate a lack of understanding about course material. Frequent absences may prevent effective contribution to the class and group activities. The need for improved time management is apparent. Group project presentations fail to hold the interest of the class due to lack of commitment to plan, coordinate and unify the presentation and address inter-group contribution imbalances. Minimal skill improvement is observed between project 1 and project 2. The individual is viewed by peers through the peer assessment process as primarily disengaged or difficult, and unable or unwilling to contribute or address conflicts and problem solving in a way that advances the goals of the team. Deadlines are missed.

D+ (454 – 433 points), D (432 – 411 points), D- (410 – 390 points)

Minimal effort is evident. Reflection papers have numerous errors, lack clarity of thought, and often submitted late. Participation is rare, and when comments or perspectives are shared, these tend to be opinionated and unsupported. Attendance is marked by frequent absence and/or late arrivals for class. Group project presentations lack planning, preparation, and overall group effort. The individual is viewed by peers through the peer assessment process as having failed to earn the respect of the group.

F Work is inferior in some or all characteristics mentioned above.

Tentatively Planned Assignments

The following assignments are tentatively planned for the semester. Any additions or revisions will be announced in class. A schedule will accommodate the syllabus to ensure everyone has advance notice of the assignments and deadlines.

- Discussion board assignments 25 points
- Quizzes (due each Monday by 11:59 pm) 125 points
- Round 1 group project presentation 25 points
- Round 2 group project presentation 50 points
- Reflection paper 1 (due 1 week following presentation) 50 points
- Reflection paper 2 (due 1 week following presentation) 50 points
- Mid-term exam 100 points
- Final exam 100 points
- Peer assessment #1 25 points
- Peer evaluation #2 50 points
- Attendance & participation 50 points

Total assignment points possible: 650 points
Discussion board posts listed below are assignments or brief responses to posted questions and group member posts. Points are awarded based on whether responses are thoughtful, thorough, concise, and posted by the deadline.

- The typology assignment is a free internet assessment based on the Myers-Briggs Personality Indicator. The results provide personal insight about how preferences can be used to strengthen (as well as sometimes derail) team effectiveness. (5 points)

- Group standards are the stated expectations group members develop at the beginning of the semester to help assure a positive group experience. (5 points)

- The movie case study requires each person to view an assigned movie with a leadership theme and post answers to specific questions and respond to the posts provided by other members of the group. (15 points)

Quizzes accessed on Blackboard are due each Monday evening by 11:59 pm. Quizzes are posted well in advance of the due date. If you miss a deadline, there will be no opportunity to make up the quiz. 125 points

Group project presentations—Each group prepares two 25-minute presentations covering 1) a chapter and 2) a topic. Presentation dates are drawn and scheduled so that each group presents once before midterm and once after midterm. The date drawn determines the chapter and the topic. The group that draws the first presentation date earns ten extra credit points. Guidelines for each presentation will be posted on Blackboard.

The following briefly summarizes content expectations for the two presentations:

1. **Chapter presentations.** Select three to five concepts viewed by the group as the most relevant, interesting, or useful and prepare a presentation that demonstrates how the concepts apply in a current event(s) and how use of the concepts can benefit members of the audience.

2. **Going Global.** Select a country viewed as significantly different from the United States, and research its culture and business practices. Interview at least two “cultural informants” who have lived and worked in the selected country as part of the research. Develop an overview to help prepare the class for a successful extended in-country work assignment.

3. **Historical Leaders.** Identify a male and female from the United States who lived in a prior century and whose leadership influence continues to impact others today. Use an investigative approach to conduct your research. For example, who were these people? What were the contexts in which their leadership skills were developed and applied? When and where did they emerge as leaders? Why and how are we still influenced by their leadership? Feel free to expand the 5W+H beyond these questions.

4. **Green Leadership.** Identify and share with the class one or more businesses that have chosen a sustainability strategy to pursue the “triple bottom line” of 1) financial wellbeing of the company, 2) consideration for natural resources, and 3) social advantages for employees and members of the local community. Address what prompts businesses to pursue this strategy and how is it related to effective leadership.

5. **Beyond Our Borders.** Select a contemporary male and female leader from countries other than the United States who are making leadership history today. Use an investigative approach to your research and prepare the presentation. For example, who are these people? What events and circumstances have shaped their leadership skills? When and why did they first appear on
the world’s stage as leaders? How has their life experience influenced their leadership development? Expand the 5W+H (who, what, when, why, and how) examples further to create an audience-centric presentation.

6. *Leading under Pressure.* Identify a male and female leader who have succeeded against the odds, whether through choice or circumstance and share with the class their approaches to leadership. Use the 5W+H investigative model explained in topic #3 to brainstorm elements of an audience-centric presentation.

7. *Servant Leaders.* Select a male and female leader who have exemplified the servant leader characteristics discussed in chapter 14. Use the 5W+H investigative model explained in topic #3 to brainstorm elements of an audience-centric presentation.

8. *Ethical Leadership.* Identify two leaders from this century who serve as examples for ethical and unethical behavior. Discuss their legacies and other relevant implications. Use the 5W+H investigative model explained in topic #3 to brainstorm elements of an audience-centric presentation.

Successful groups find ways to mitigate scheduling, personality differences, and other conflicts among members to create a collaborative and engaging presentation. The following rubric will be used to determine the grade for each presenter with the total score for all presenters posted.

### Rubric for Presentation 1 – 25 points

(Refer to COBE Style Guide, Effective Presentations, pages 58-60, for your preparation.)

<table>
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<tr>
<th>Required Elements</th>
<th>Voice modulation varied and enthusiastic.</th>
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<tr>
<td>5 points – Meets all</td>
<td>Voice projection enables others to easily hear.</td>
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<tr>
<td>3 points – Some elements met</td>
<td>Five or fewer dysfluencies (“um,” “uh,” “like you know”).</td>
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<td>0 Development needed</td>
<td>Maintains eye contact with audience.</td>
</tr>
<tr>
<td>5 points – Meets all</td>
<td>Business professional appearance and conduct.</td>
</tr>
<tr>
<td>3 points – Some elements met</td>
<td>Reflects confidence in posture, stance, and gestures.</td>
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<tr>
<td>0 Development needed</td>
<td>No nonverbal distractions.</td>
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<tr>
<td>5 points – Meets all</td>
<td>Slide preparation follows COBE guidelines (p. 56) using balanced mix of text and graphics easily read/ viewed by audience.</td>
</tr>
<tr>
<td>3 points – Some elements met</td>
<td>Slides well organized and error free.</td>
</tr>
<tr>
<td>0 Development needed</td>
<td>Content appropriate for diverse business audience.</td>
</tr>
<tr>
<td>5 points – Meets all</td>
<td>Knows material well enough not to read or rely on notes.</td>
</tr>
<tr>
<td>3 points – Some elements met</td>
<td>Makes effective use of allotted speaking time.</td>
</tr>
<tr>
<td>0 Development needed</td>
<td>Involves audience.</td>
</tr>
<tr>
<td>5 points – Meets all</td>
<td>Effectively answers audience questions.</td>
</tr>
<tr>
<td>3 points – Some elements met</td>
<td></td>
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<tr>
<td>0 Development needed</td>
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The group’s process and level of team effectiveness have a direct impact on the quality of the presentation. Factors that impact the quality of a presentation include adhering to group-established standards, applying course concepts while working with one another, supporting one another’s success, collaborating in a consistently respectful manner, and advance preparation. The pattern of group behavior established at the beginning of the semester sets the stage for the remainder of the semester. Whether the group experience is positive or negative is determined by the members’ willingness and ability to function as respectful team members and leaders.

Reflection paper — After a group presents, each member writes a one-page reflection paper of 275 to 325 words. The purpose of the reflection paper is to provide the opportunity to think about your leadership and team effectiveness and then determine how you could improve your influence within the group. Secondly, the reflection paper demonstrates the student’s ability to follow instructions and to demonstrate college-level writing ability. This paper is personal and only read by the instructor. Bonus: A well-written paper with two or fewer errors allows the writer to opt out of writing the second paper. Reflection papers are due one week following the group’s presentation.

The following example illustrates the requirements for a correctly prepared, file named, and formatted paper. Papers are to be submitted through Blackboard as Word documents with single-spaced headers and double-spaced content. Use one-inch margins and 12-point font of either Arial, Calibri, or Times New Roman. The file naming protocol provides fast electronic filing and retrieval. Your ability to follow instructions will be rewarded.
Exams—The midterm and the final consist of true/false, multiple choice, and fill-in-the-blank questions. Exam material will cover information from the textbook, quizzes, class lectures, student presentations, in-class activities, and supplemental reading and assignments. You are responsible for taking notes or creating study aids to ensure your success. If an alternative testing date is needed, the request has to be submitted two weeks in advance of the scheduled exam with the understanding that the alternative time can only occur before or on the same day as the scheduled exam. Missed exams cannot be made up.

Peer assessments—The assessments serve as your opportunity to give and receive feedback. Feedback is to be specific, constructive, respectful, and balanced. Peer #1 assessment occurs at midterm and the second occurs at the end of the semester.

Attendance/Participation—Student class participation can occur in a variety of ways—expressing views, asking questions, completing in-class activities, or helping the group stay on task during a group discussion. Participation can be quiet as well as vocal. Please think about your current participation comfort zone is and extend that zone in ways that will broaden your leadership skills.

Writing Assignments

Developing an effective writing style to convey thoughts and ideas is one of the most important skills to attain in college. The COBE Writing Guide is the standard expected for all papers written for this class. The COBE Writing Guide lays out a set of basic writing standards used across all courses in the College of Business and Economics. These standards are a subset of good writing rules taught in English and communication courses that emphasize professional workplace communications.

Other resources include The Gregg Reference Manual by William Sabin. The Writing Center provides writing consultation for students interested in improving their writing skills. Do not expect the Writing Center to proofread and edit your paper. For more on the Writing Center, access information through the following link:

http://writingcenter.boisestate.edu/faq/

Class Attendance

Students who routinely attend class outperform those who don’t. For this class, there is an expectation that students demonstrate conscientious attendance and arrival times as proof of their ability 1) to be dependable members of a team and 2) to be active participants in class discussions. Everyone has three free absences that can occur for any reason during the semester; however, a fourth absence will lower your grade by one letter grade. Students involved in university-sanctioned events may have “official absences” without penalty provided all class work has been submitted on time.

The attendance roster distributed at the beginning of each class serves as a way for students to self-monitor their attendance by signing in with their initials. Do not sign in for another individual. If missing a class is unavoidable, follow up with group members for information and materials covered in class before contacting the instructor. There will be no opportunity to make up in-class graded activities.
Academic honesty

We are all responsible for maintaining academic standards and integrity. All work submitted by a student must represent his or her ideas, concepts, and current understanding. Cheating, plagiarism, or evidence of dishonesty will result in class dismissal and a failing grade. Detailed information about Boise State’s academic honesty policy can be found online at the following links:

http://deanofstudents.boisestate.edu/scp-codeofconduct-article4/

http://deanofstudents.boisestate.edu/scp-codeofconduct-article6/.

Respectful Learning Environment

The University is striving to create an environment that fosters intellectual, personal, social, and ethical development. Each person is integral to the creation of that environment. As a student, you are expected to read, understand, and abide by the entire student code of conduct, which can be read in its entirety at

http://deanofstudents.boisestate.edu/student-code-of-conduct/.

While there are many informal situations in which people don’t have the right to prescribe others’ behavior, a college classroom requires a higher level of courtesy than may be exercised in other public spaces. The class will be asked to discuss and expand upon the following expectations on day 1:

1. Arrive on time. When late arrival cannot be avoided, please do so as quietly as possible.
2. Come to class prepared by bringing your textbook, paper, and a pen or pencil.
3. Be mindful of and practice behaviors that support your learning and the learning of other members of the class.
4. Actively participate in group discussions and other class activities.

Use laptops and other electronic devices in the classroom appropriately, such as when taking notes and accessing information related to the class. If you have life circumstances that require availability by cell phone, set your phone to VIBRATE mode. To avoid disrupting a class, leave the classroom before talking on the phone or returning the call or text. All non-essential laptop and cell phone use once the class has started is viewed as disrespectful to others and interferes with the ability to actively listen and participate.

Management 301 Syllabus Contract

A syllabus contract has been posted on Blackboard. Before the second scheduled class, please go to Blackboard and type your name and return the contract to the designated Blackboard drop box. This contract acknowledges you have received, read, and understand the course information, requirements, and expectations. You are also acknowledging your responsibility to complete assignments within the stated timelines and to attend and participate in a class in a manner that adheres to standards of academic honesty and contributes to a respectful learning environment.