



WALSH UNIVERSITY

School *for* Professional Studies

BUS 418

Team Management and Leadership Seminar

***ASSIGNMENT DUE ON THE FIRST NIGHT
OF CLASS: SEE PAGE 5***

PREREQUISITE: BUS 319

WALSH UNIVERSITY
School for Professional Studies
BUS 418 Team Management and Leadership Seminar
Course Syllabus

COURSE DESCRIPTION

Senior seminar designed to examine and evaluate existing theories of leadership and of team processes and to survey new developments in the field. The course utilizes a workshop setting to develop each student's leadership and team management skills and abilities.

Prerequisites: BUS 319

LEARNING OUTCOMES

Upon successfully completing this course, students will be able to:

1. Discuss the interrelationships between the various Leadership theories.
2. Explain the universality of traits of effective leaders.
3. Describe how attitudes are used to develop leadership styles.
4. Discuss similarities and differences among the various Motivational theories.
5. Explain the differences among legitimate, reward, coercive, and referent power.
6. Explain substitutes and neutralizers of leadership.
7. Define the five conflict management styles.
8. Describe the main focus of team-building from a Leader-Follower perspective.
9. Discuss the advantages and disadvantages of using teams.
10. Demonstrate communication competencies required in effective team leadership situations.

MATERIALS OF INSTRUCTION

Lussier & Achua (2007). *Leadership: Theory, Application and Skill Development* (3rd Ed.).
Thompson-Southwestern

***Please review the School for Professional Studies textbook list for most up to date edition.**

Additional Materials: "Instructor Only" Stanford video

SUGGESTED GRADING CRITERIA

The grading criteria is the prerogative of the facilitator, who may present an alternative grading procedure, **in writing**, the first night of class as circumstances and experience dictate (for example, the addition of assignments, extra credit options, different weights for the assignments, etc.). Changes to the suggested grading criteria will be announced in Workshop One; otherwise, the criteria presented in this module will be followed as closely as possible.

Grading Scale

A	=	93 to 100	C	=	73 to 75
A-	=	89 to 92	C-	=	69 to 72
B+	=	86 to 88	D+	=	66 to 68
B	=	83 to 85	D	=	63 to 65
B-	=	79 to 82	D-	=	59 to 62
C+	=	76 to 78	F	=	BELOW 58

The course will consist of the following graded components:

Exam	20 points
Presentation	20 points
Class Contributions	20 points
Case Studies (2 x10 pts. ea)	20 points
Research Paper	<u>20 points</u>
Total Possible:	100 points

NOTES REGARDING ASSIGNMENTS AND WORKLOAD

This course will meet only once a week, for 4 hours each time. The highly accelerated pace requires students to take a great deal of responsibility for their own learning outcomes. While in class, students are expected to actively participate in discussion and group activities. Outside of class, students are expected to do a minimum of 15 hours per week of study, homework assignments and/or group projects.

The intent of the assigned text readings is to provide students with analytical and conceptual skills rather than merely mechanical application skills.

Written Assignments

An important component of this course is the carrying out of written assignments. These assignments of varying types may be both in-class and out-of-class. Expectations, scheduling and kinds of assignments will be discussed in Workshop One.

ATTENDANCE AND PARTICIPATION

Attendance is expected at each class meeting and class attendance is taken at the beginning of each class. Each student is expected to be prepared for each class and will be called upon to discuss various issues, topics and case studies. Missed work, because of an approved absence, can be made up only under approved conditions. Late work will be penalized if accepted by the instructor.

ACADEMIC INTEGRITY

The exchange of ideas and the sharing of information as part of the educational process is encouraged. Shared views among members of the class can provide an additional element in the process. However, the student is reminded that such sharing of views and other information must remain in the context of academic integrity. A breach of academic integrity will be considered a serious matter. ***“Breach of Academic Integrity”*** in the course shall be defined as the use by one student of the work of another (student or otherwise) when the student wrongfully uses such material. This definition is intended to address commonly recognized means and methods of cheating on materials, including plagiarism of any sort. The result of such a breach will be a grade of “0” on the respective assignment.

CASE STUDIES

Assigned case studies should be **well written and edited** papers not exceeding three pages. Each response should answer all questions regarding the case and be well organized and thoughtful. Each case response should be **typed, double-spaced, with numbered pages employing proper grammar and style guidelines (APA preferred).**

**See Attachment 1 for suggestions*

ASSIGNMENTS TO BE COMPLETED PRIOR TO WORKSHOP ONE

1. Carefully read the course module, concentrating on the course and learning outcomes listed at the beginning of the module.
2. Read chapter 1 and chapter 2 of the *Leadership: Theory, Application, and Skill Development*. Be prepared to discuss and apply the reading.
3. Prepare answers in written form to Open Case Application (GE), Questions 1-4 on page 3.

Class Schedule

Workshop	Assignments
1	a) Chapters 1, 2 b) Opening Case Application p. 3
2	As assigned
3	As assigned
4	As assigned
5	As assigned
6	As assigned
7	As assigned
8	As assigned

Attachment 1

Analyzing a case study is similar to diagnosing an illness. Basically, you are looking to find the primary cause, or causes, of an organization's "illness." Once you find the culprit, you will need to develop a solution and then a treatment plan.

1. Define the problem – This is the primary problem that is responsible for an organization's ineffectiveness.
2. Problem analysis – Once you identify the problem, you will need to convince your audience. Provide an analysis of the problem by integrating course material with facts presented in the case study. Serve as your own devil's advocate. Ask yourself why the problem that you have identified is the main one. Are there any holes in your reasoning?
3. Solution – What will solve the problem? The solution will be something that not only makes sense to you, but seems logical as well. Use class material to convince your audience that by implementing the solution, the problem will be solved and the organization will run more effectively and efficiently.
4. Implementation plan – Provide a detailed step-by-step plan that will make it as easy as possible for the organization to use your solution. Don't forget to include an analysis of the costs and benefits involved. Would your solution and implementation plan provide a cure that is worse than the disease? Convince your audience that it doesn't.