

Syllabus for  
**GADM 700—Leadership Studies**  
3 Credit Hours  
Summer Institute Module  
June 18-21, 2013

*The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.*

**I. COURSE DESCRIPTION**

A study of the theories, nature, styles, and skills of leadership, utilizing historic and contemporary models and emphasizing moral roots of responsible leadership. Stresses those leadership techniques and strategic decisions involved in leading, managing, and transforming organizations.

**II. COURSE GOALS**

The purpose of this course is to enable students to do the following:

- A. Gain a comprehensive understanding of an array of leadership styles.
- B. Be exposed to and afforded the opportunity to understand the work and service of past and present leaders.
- C. Become aware of ethical considerations needed in evaluating leadership decisions and behavior.
- D. Participate in opportunities to study and observe styles of leadership.
- E. Assess personal leadership styles and skills.

**III. STUDENT LEARNING OUTCOMES FOR THIS COURSE**

As a result of successfully completing this course, the student will be able to do the following:

- A. Identify leadership styles and theories that are prevalent in 2013.
- B. Compare and contrast servant leadership and traditional leadership styles and power acquisition.
- C. Discuss the underlying philosophy of leadership and how leadership at the executive and other levels impact organizations.
- D. Explain skills necessary for effective leadership with a Christian Worldview.
- E. Clarify, through reflective discussion with peers and faculty, the personal goals and associated leadership skills the successful doctoral student may want to utilize in future executive assignments.

- F. Describe the value of being able to navigate and strategize using a variety of leadership styles and skills.
- G. Demonstrate the importance of building relationship with stake holders at all levels and, establishing effective communications, motivating self and others, building an effective team, sharing vision, and utilizing other key executive activities.
- H. Apply biblical principles to leadership and know and be able to discuss the role of a Christian in an executive assignment.
- I. Describe the College of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to a whole person education.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
  - 1. Textbooks
    - Kouzes, J. M., & Posner, B. Z. (2004). *Credibility: How leaders gain and lose it*. San Francisco: Josey Bass Publishing. ISBN 9780787964641
  - 2. Other: Distributed during class

#### V. POLICIES AND PROCEDURES

- A. University Policies and Procedures (may or may not be applicable)
  - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
  - 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
  - 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
  - 4. **Final exams cannot be given before their scheduled times.** Students need to check the final exam schedule **before planning return flights or other events at the end of the course.**
  - 5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
    - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
    - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

- B. College and/or Department Policies and Procedures
1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio process.
  2. Assessment Requirements  
Course specific artifacts are submitted to ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education Candidates.
  3. Independent Study, Dissertations, or Internships
    - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> edition.
    - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
    - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
  4. In-Class Studies (or All Other Studies)
    - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
    - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
    - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> edition.
    - d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
- C. Course Policies and Procedures
1. Evaluation Procedures

- a. The grade will be a composite of performance based on the following:
    - (1) Class attendance
    - (2) Preassignment
    - (3) One research project
    - (4) Final examination
    - (5) participation
  - b. Research paper:  
Each student will be required to write a research paper for the postassignment. See postmodular assignment below for detailed instructions.
  - c. Grading scale:  
A = 90-100%  
B = 80-89%  
C = 70-79%  
D = 60-69%  
F = Below 60%
2. Whole Person Assessment Requirements  
The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.
  3. Other Policies and/or Procedures
    - a. Premodular assignments (**Read the required textbook and materials before coming to class, and summarize each chapter in one paragraph**):
      - (1) Read *Credibility: How leaders gain and lose it*.
      - (2) Read Kouzes and Posner text and summarize each chapter in no more than one paragraph per chapter.
      - (3) There are two purposes to the reading and writing in the Preassignment:
        - (a) To give you a baseline of information that will be added to in class.
        - (b) To provide a review of the text for this course to be used by you in addition to other reading materials when you are studying this course in the future for your written and oral doctoral comprehensive examinations.
    - b. Postmodular assignment:  
The research paper will be the postinstitute project. This paper will require you to research 6 leaders, past or present, living or deceased and may even include fictitious leaders, by my approval. **You are required to send your postassignment by email to [stapp@oru.edu](mailto:stapp@oru.edu) by the date announced in class.**
    - c. The student is responsible for the following:
      - (1) Completing all reading assignments.
      - (2) Attending all regular class meetings and examination periods.
      - (3) Completing all special assignments and submitting them on due dates.
      - (4) Making positive contributions during class discussions.

- d. Incompletes:  
As stated in the University catalog. Incompletes are granted only for a “catastrophic” event. such as a death in the family. Students must submit a petition for an incomplete grade, using the form available in the School of Education. **FAILURE TO COMPLETE AND TURN IN THE POSTASSIGNMENT ON TIME WILL RESULT IN AN F FOR THE ENTIRE COURSE!**

## VI. COURSE CALENDAR

### Concepts to Be Presented

Course Plan and Syllabus, overview; descriptions of leadership

Historical perspectives of leaders and leadership

Servant leadership; biblical examples of leadership

Social and cultural forces affecting organizations; community relations

Team building; leadership skills in working effectively with others; interim examination

Power and authority

Ethics in leadership

Motivation, rewards, and recognition

Conflict resolution

The leader and vision

Delegation of responsibilities and authority

Mentoring future leaders

The leader as an effective communicator

Participative leadership; empowerment

**Course Inventory for ORU's Student Learning Outcomes**  
**GADM 700—Leadership Studies**  
**Summer Institute 2013**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	<b>OUTCOMES &amp; Proficiencies/Capacities</b>	<b>Significant Contribution</b>	<b>Moderate Contribution</b>	<b>Minimal Contribution</b>	<b>No Contribution</b>
<b>1</b>	<b>Outcome #1—Spiritually Alive Proficiencies/Capacities</b>				
1A	Biblical knowledge		<b>X</b>		
1B	Sensitivity to the Holy Spirit		<b>X</b>		
1C	Evangelistic capability		<b>X</b>		
1D	Ethical behavior	<b>X</b>			
<b>2</b>	<b>Outcome #2—Intellectually Alert Proficiencies/Capacities</b>				
2A	Critical thinking	<b>X</b>			
2B	Information literacy		<b>X</b>		
2C	Global & historical perspectives		<b>X</b>		
2D	Aesthetic appreciation			<b>X</b>	
2E	Intellectual creativity		<b>X</b>		
<b>3</b>	<b>Outcome #3—Physically Disciplined Proficiencies/Capacities</b>				
3A	Healthy lifestyle			<b>X</b>	
3B	Physically disciplined lifestyle			<b>X</b>	
<b>4</b>	<b>Outcome #4—Socially Adept Proficiencies/Capacities</b>				
4A	Communication skills	<b>X</b>			
4B	Interpersonal skills	<b>X</b>			
4C	Appreciation of cultural & linguistic differences	<b>X</b>			
4D	Responsible citizenship	<b>X</b>			
4E	Leadership capacity	<b>X</b>			

This course specifically addresses the ORU College of Education Institutional Standards:

1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 16