Course: OL446 Leading and Managing
Credit: 3 Credit Hours
Semester: Spring 2022 Cycle 6 May 9th-July 1st
Time: Tuesday 1-4pm E Ed 116
Instructor: Allen Prodoehl
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This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

I. DESCRIPTION

This practical course is designed to enrich and sharpen leadership and management skills. In addition to studying the qualities of a good leader, students will become familiar with various elements of the administrative process. The course is also designed so that students will recognize their own leadership styles and know what styles work best in what situations and with what kinds of people. The student should emerge from the course better prepared both personally and professionally to understand the concepts of management and to exhibit effective leadership styles.

* The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.

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II. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Understand the biblical basis for leadership and management. (PLO 1,2) (Writing assignment 1,2,3,4)
2. Evaluate definitions of leadership and management and develop a personal, working definition. (PLO 1,2,4) (Writing assignment 1,2,3,4)
3. Study qualities or traits of an effective leader and identify personal strengths and weaknesses. (PLO 1,2) (Writing assignment 1,2,3,4)
4. Know what characteristics of managers are effective in accordance with their assumptions regarding behavior. (PLO1,3,4) (Writing assignment 1,2,3,4)
5. Study various leadership theories and evaluate their effectiveness in the work place   and in the church. (PLO 1,5) (Writing assignment 1,2,3,4)

B. Specific competencies to be achieved. The student will:

1. Discover own style of leadership and be able to evaluate its effectiveness.
   (PLO 1,2,3) (Writing assignment 1,2,3,4)
2. Differentiate between management and leadership and discover scriptural guidelines for Christian leaders. (PLO 1,2,3,4) (Writing assignment 1,2,3,4)
3. Develop a strategy for setting goals and be able to evaluate case studies.
   (PLO 1,5) (Writing assignment 1,2,3,4)
4. Discuss and important steps in decision-making through discussion and writing project
   (PLO 1,2,3,4) (Writing assignment 1,2,3,4)
5. Develop a strategy for management and effectively establishing priorities.
   (PLO 1,4,5) (Writing assignment 1,2,3,4)
6. Identify the most common obstacles to change and state some principles for guiding constructive change in the church or organization. (PLO 1,2,) (Writing assignment 1,2,3,4)

III.   MATERIALS – REQUIRED

A. Bible

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Gangel, Kenneth O., *Feeding and Leading.* (2000). Nashville. Thomas Nelson Publishing ISBN 978-0801063312, Price (as of 2/13/19) $22.40…… there are used copies under $12.00

Rush, Myron, *Management: A Biblical Approach* (1983) ISBN 978-0882076072,   Price (as of 2/13/19) $29.05….. there are used copies under $5.00

Swindoll, Charles R., *Hand Me Another Brick, Timeless Lessons On Leadership* ISBN 978-0849914607, Price (as of 2/13/19) $8.49

IV.   REQUIREMENTS

Writing Project: 15 page paper
The paper will consist of the following sections:
 A.   Evaluation of leadership and Management styles
 B. Leadership & Management Tools
 C. Strategic Plan for implementing Leadership/Management style & tools in ministry/market place based on anticipated career goals.

Read text, complete assignments, and participate in class activities.

V.   SCHEDULE

Week	Discussion Topics	Assignment
Wk 1 Leadership & Management: (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5) **TBA**	**TBA** (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5)	**TBA** (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5)
Wk 2 In class Session (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5) **TBA**	**Various leadership topics** will be addressed via lecture, discussion, and video presentation. Discussions & Topics to be Announced **TBA** (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5)	(**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5) **TBA**
Wk 3 (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5) **TBA**	**TBA** (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5)	**Case Study of a Leader** due (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5)
Wk 4 (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5) **TBA**	**TBA** (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5)	**TBA** (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5)
Wk 5 **TBA** (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5)	**TBA** (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5)	**Case Study of an Organization** due (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5)
Wk 6 **TBA** (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5)	**TBA** (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5)	**TBA** (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5)
Wk 7 **TBA** (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5)	**TBA** (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5)	**TBA** (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5)
Wk 8 **TBA** (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5)	**TBA** (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5)	Complete **Leadership/Management Development** Paper due **TBA** (**PLO** 1,2,3,4,5; **SLO** 1,2,3,4,5)

VI.   METHODS

    A. Reading assignments
    B. Case studies- the first case study will be done on a leader of the students choosing. The second case study will be on an Organization.
    C. Student Participation - Forum (online course) and discussion.
    D. Written assignments: **Business Administration students must to write papers according to the Publication Manual of the American Psychological Association, 7th edition (APA Manual).**
    E. Case Studies
    F. Grading

Assignments-	500pts
Final Project-	300 pts
Discussions, Interaction-	200 pts
	= 1000 pts

VII.   Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own. Plagiarism will not be tolerated. Student will be required to use the Turn-it –in process imbedded with in Canvas, to have their work check for similarities to other documents

VIII.   The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

IX.   *Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.*

RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT **Minimum Points**	SATISFACTORY **Medium Points**	EXCEPTIONAL **Maximum Points**
CONTENT **75%**	The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced. *48.9 or FEWER POINTS*	The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced. *49 to 65.9 POINTS*	The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper. *66 to 75 POINTS* ***Grade:***
ORGANIZATION **Including Readability & Style** **20%**	Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness). The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented. *15.9 or FEWER POINTS*	Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven. Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included. *16 to 18.9 POINTS*	The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together. The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice. *19 to 20 POINTS* ***Grade:***
FORMAT **4%**	The paper does not conform to APA style. Students must use correctly. *0 POINTS*	The paper does not conform completely to Turabian or APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide). *Up to 2 POINTS*	The paper is correctly formatted to style (e.g., margins, spacing pagination, headings, headers, citations, references, according to the *appropriate style guide*). *2.1 to 4 POINTS* ***Grade:***
GRAMMAR, PUNCTUATION, & SPELLING **1%**	The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous. *0 POINTS*	The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar. 0.5 *POINTS*	The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors. *1 POINT* ***Grade:***

What is a Substantive Post?
By Skip Hessel, D.M., M.B.A.

In a world of social media and text-messaging, interaction between student and teacher and other students is important. However, scholars begin to blur the boundaries of academic substance. Students want to make good grades and receive fair treatment. Instructors want to share principles of their discipline. In an effort to clarify how to post thoughts in an interactive forum, these instructions attempt to define substance.

A substantive post conveys a complete thought with academic rigor. Scholars must take into account the wide variety of readers in a social media setting and communicate appropriately. One cannot assume that every reader has had exactly the same training or even similar experiences. Ergo, one must write complete thoughts to overcome any inadequacy. Similarly, academic rigor forgoes any thoughtless conclusions. While expressing new ideas and exercising academic freedom, contributors must consider what is known about the subject and include known knowledge in academic writing. Writers should consider the level of knowledge and use certain amount of judgement too. Substance requires balance. Scholars should consider their readers and communicate as well as possible.

Because today's academic environment includes many cultures, writers must consider the inappropriate use of metaphors and colloquialisms. An expression or satire may not make sense to a reader from a culture in another part of the same country or on the other side of the world. Students posting substantive responses avoid using expressions and phrases with vague meanings that the reader could misunderstand.

Substantive posts also cite sources. When using the ideas of others, a scholar gives appropriate in-text citations when responding to forum. For example,

> Blackaby and Blackaby (2011) found many believers get frustrated with technology and media that has become commonplace; however, believers must "embrac[e] technology with gusto" (p. 8).

Others who express innovative thinking should receive credit for their ideas. Additionally, readers should have the opportunity to consider source materials themselves. A substantive post will include such citations.

Students often ask for specific guidelines. Unfortunately, students sometimes put minimum requirements ahead of quality responses. At the risk of students falling into this trap, the instructor believes a substantive post will contain one or two complete paragraphs that include approximately 300 words. Some substantive posts convey meaning with less; however, many require much more. Moreover, a substantive post will demonstrate the scholar's attempt to grow. Therefore, assigned reading materials and other sources are found as in-text citations and as references. At a minimum, each substantive post will contain at least one. Students expecting great evaluations should include at least one citation in a 300+ word post.

In many ways, participating in a forum raises tremendous opportunity. The asynchronous learning environment allows students to consider the thoughts of others, to research the subject, and to respond in their own time. Students should take advantage of this unique opportunity. Your instructor will gently correct you and evaluate you along your journey. But, great students will consider how they can practice these skills from their very first post.

<div align="center">Reference</div>

Blackaby, H., & Blackaby, R. (2011). *Spiritual leadership: moving people on to God's agenda*. B & H
    Publishing: Nashville, TN.