University of La Verne

MGMT 355: Leadership In Organizations

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Course Designation

This course serves to satisfy the major requirement for the BSOM (Bachelor of Science in Organizational Management) program.

Course Goals

The goals of this course are to introduce various leadership theories, apply them to leadership practices in real-world organizations, and develop leadership skills.

Course Learning Objectives

Students who take full advantage of the readings, assignments and discussions in this course will be able to:

1. Explain the difference between management and leadership;
2. Explain the major theories of leadership;
3. Demonstrate an ability to analyze leadership practices in an organization using one or more leadership theories;
4. Identify appropriate conditions for effective delegation;
5. Assess and improve own leadership skills.

These learning objectives will be measured by two exams, one paper, and discussion board activities. Learning objective numbers 2 and 4 are related to BSOM program learning outcomes.
Therefore, more information about these two learning objectives are provided at the end of this syllabus.

**Textbooks**


**Class Participation**

Each student is expected to respond to all weekly questions (one question per week) posted on the discussion board and to keep up with the assigned readings. Announcement and Discussion Board are the two most important sections in the Blackboard. Most time sensitive course related announcements will be made in the announcement section and weekly questions and other online interactions will take place in the discussion board section. If necessary, optional chat sessions may be scheduled to enable real-time discussion of course requirements and to address any questions pertaining to the exam and case analysis paper. If chat sessions are scheduled, they will be announced in advance in the announcement section and will take place in the collaboration section.

**Course Grading Policy**

Your grade in this course will be based on the following items:

Class Participation 20% (Done on the discussion board. Timely submission of Weekly Questions, Exams, Paper draft, Paper, and other assignments)

Mid-term Exam 20% (Due by the end of Week 5)

Leadership Action Plan 10% (Due in the Week 8 Forum by the end of Week 8; See Week 8 forum)

Leadership Analysis Paper 30% (Due by the end of Week 9)

Final Exam 20% (Due by the end of Week 10)

**Late Submissions**

Course requirements (exam, paper, and other assignments) that are fulfilled late will receive one full letter grade lower than their original grade. This is to ensure equitable grading for all students and to allow for timely grading by the professor. No submission can be accepted after the end of the term.
Academic Honesty Policy

Each student is responsible for performing academic tasks in such a way that honesty is not in question. For more details, please read the Classroom Conduct and Academic Honesty sections in the University of La Verne’s Catalog. Please note that plagiarism can lead to expulsion. Students are free to use the words, phrases, formats, and other items in the textbooks when they complete the exam. When the information from the textbook is used in the paper, it must be cited with a specific page number. Copied postings of other students’ weekly postings or other works will not be accepted.

Overall Grading Policy (from ULV Catalog)

The following guidelines will be used in grading all course requirements. Students who are not familiar with university grading policies should read the grading policies section of the University of La Verne Catalog.

A 94-100%
A- 90-93
Clearly stands out as excellent performance. Has usually sharp insight into material; initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates previously learned from this and other disciplines; anticipates next steps in progression of ideas.

B+ 87-89
B 84-86
B- 80-83
Grasps subject matter at a level considered to be good to very good. Is an active listener and participants in class discussion. Speaks and writes well. Accomplishes more than the minimum requirements. Work in and out of class is of high quality though rarely outstanding.

C+ 77-79
C 74-76
C- 70-73
Demonstrates a satisfactory comprehension of the subject matter. Accomplishes the minimum requirements, and communicates orally and in writing at an acceptable level for a college student. Has a general understanding of all basic concepts.

D+ 65-69
D 60-64
Quality and quantity of work in and out of class is below average and barely acceptable.

F <60
Quality and quantity of work in and out of class are unacceptable.

WF
Designates an unofficial withdrawal from a course.
INC
According to the ULV catalog, incompletes are authorized only when it is impossible for the student to complete the course because of illness or other justifiable cause and only with a formal petition from the student to the professor before the end of the term. Please read the grading policy section of the ULV catalog. INC grades may be assigned if the student meets all three of the following conditions. 1) The student faces an emergency (serious illness, death in the family, or unavoidable job transfer). 2) The student participates in at least 60% of the course work. 3) The student completes at least 60% of the course requirements.

Exams

The Mid-term Exam and the Final Exam include multiple choice, true-false, and short answer questions. The mid-term exam is due by the end of Week 5 and the final exam is due by the end of Week 10. The final exam is cumulative.

Leadership Analysis Paper Guidelines

Students select a leader and write an analytic paper about that leader’s leadership practices. You may pick a leader (a manager/leader in your own organization or a manager/leader in other organizations) about whom you can collect information. You will analyze his/her leadership practices using one or more of the theories that we cover in this course. If selecting someone you work with is not feasible, you may choose a well-known leader like Bill Gates or Meg Whitman. However, unless we can collect information about them directly, finding specific leadership practice information that we need for Chapters 3 and 4 may be more difficult.

The paper should be about 10 pages long and must contain 5 chapters. Chapters 1 and 2 may contain the listed components with some flexibility. Chapters 3-5 must contain all the listed components. For grading purposes, Chapters 3 and 4 need subtitles, but other chapters may or may not have subtitles. The paper should have a minimum of 8 double spaced text pages and a maximum of 15 double spaced text pages (excluding the title page and the references page).

Chapter 1: Introduction. This chapter provides some background information about the leader and the leader’s organization.

Describe the background of the chosen leader (education, experience, and other characteristics), the organization in which the leader operates (brief history of the organization, goals/missions of the organization, structure of the organization, functions of the organization in society, etc.), the roles and responsibilities of the leader in that organization, and some characteristics of the followers.

Chapter 2: Leadership Practices. This chapter describes the leader’s leadership practices.
What kind of leadership practices (leadership behavior, leadership actions, leadership decisions, leadership plans, leadership efforts, leadership activities, etc.) does the leader show? In other words, list and describe the things that the leader does to lead his/her followers (provision of monetary incentives, frequent communication, open door policy, social gatherings, clear directions, ....?). If needed, you may describe the chosen leader’s leadership practices in the following 10 areas (dimensions of leadership practice):

1. Vision (This may refer to long term views of the organization and its environment, big picture, perceiving the future and preparing for the future. To what extent the leader is visionary? What kind of leadership practices does the leader show in this area? For example, does the leader emphasize strategic planning, talks about the future of the organization? .......)  
2. Inspiration orientation (Is the leader inspiration oriented? To what extent does the leader try to inspire followers?)  
3. Goal orientation (organizational goal orientation—To what extent is the leader goal-oriented?)  
4. Problem solving orientation (To what extent?)  
5. Day to day operations (hands off, hands on, somewhere in between—control vs. delegation)  
6. Relationship orientation (relationship building, attention to others’ individual needs, career advice…. To what extent?)  
7. Communication [style (assertive, aggressive, passive, passive-aggressive), frequency, method of communication]  
8. Rewards and punishment (Does the leader use rewards and punishment? To what extent and in what way?)  
9. Collaboration orientation (collaboration oriented vs. authority oriented)  
10. Ethics orientation (To what extent?)

Chapter 3: Analysis of Leadership Practices I: Leadership Style and Organizational Goal Achievement. This chapter analyzes the leadership style of the chosen leader and makes some recommendations for improvement. When writing this chapter, we need to use the information from the textbook and cite it with specific page numbers.

1. Five Leadership Theories. Describe the central ideas of the 5 major leadership theories (situational leadership, style, leader-member exchange, transformational leadership, team leadership theories). This section should be written in one to 5 paragraphs, but not more than 5 paragraphs.

2. Leadership Styles. State or list the leadership styles associated with each of the five leadership theories. For example, four leadership styles (directing, coaching, supporting, and delegating) are associated with situational leadership theory, two leadership styles (leader member exchange style and leadership making style) are associated with leader member exchange theory, one leadership style (team leadership style) is associated with team leadership theory, and three leadership styles (transformational style, transactional style, and laissez faire style) are associated with transformational leadership theory. If needed, this section may be written together with Five Leadership Theories.

3. Leadership Style of the Leader. Select one leadership style that most closely matches the leadership practices described in Chapter 2 above, explaining why that particular style matches the leader’s leadership practices described earlier. Here we are determining the leadership style of the chosen leader. If needed, you may use the leadership instrument that is included at the end of the
chosen book chapter to figure out the leader’s leadership style (ask the leader or followers to fill in the questions in the leadership instrument). You may rely on your own research and observations about the leader, the leader’s own self descriptions, followers’ descriptions of the leader, and the news media’s descriptions, if available.

4. Compatibility/Incompatibility between Leadership Style and Organizational Goals. Assess the compatibility/incompatibility between the leader’s leadership style/practices and the organization’s goals. For this purpose, we will need to state organizational goals and see if they are being achieved with the leader’s leadership style. Organizational goals can be stated at the department level, branch or office level, division or regional level, or entire organizational level. Here we have to identify some incompatibilities or weaknesses in the leader’s leadership practices. Otherwise, addressing the items in the next section will be difficult.

5. Recommendations. Make a set of thoughtful (showing consideration for the leader, the organization, and society at large) and practical (applicable to the leader in the contexts of the organization and society at large) recommendations that can improve the leader’s leadership style and/or leadership practices (including leadership skills) in achieving the organization’s goals and in meeting the needs of society at large.

Chapter 4: Analysis of Leadership Practices II: Leadership Style and Delegation. This chapter analyzes the leader’s delegation practice and makes some recommendations for improvement.

1. Necessary Conditions for Effective Delegation. Identify appropriate conditions necessary for effective delegation focusing on the development levels of the followers (competence and commitment as explained in the situational leadership approach). In other words, state that delegation is most effective when followers’ development levels are at D4 (high commitment and high competence).

2. Delegation Practice of the Leader. Briefly describe the extent to which the chosen leader delegates authority, tasks, and responsibilities to followers. In other words, does the leader delegate tasks and responsibilities to the followers a lot or very little? To whom does the leader delegate? When does the leader delegate?

3. Compatibility/Incompatibility between Leadership Style and Development Levels. Describe the extent to which the leader’s delegation practice is compatible with the development levels of the followers. For this purpose, we will need to state the development levels of a few followers and compare them with the leader’s delegation practice. Here we will have to identify some incompatibility. Otherwise, addressing the items in the next section will be difficult.

4. Recommendations. Make a set of thoughtful (showing consideration for both the leader and the organization) and practical (applicable to the leader in the context of the organization) recommendations that can improve the leader’s delegation practice.

Chapter 5: Conclusions. This chapter summarizes the paper and discusses personal lessons learned in detail.
Provide a very brief summary of the entire paper (Chapters 1-4). Discuss the personal lessons learned from analyzing the leader. Discuss the personal lessons learned by going through the analysis paper writing process. Explain how you can apply the lessons learned to one or more aspects of your life (for example, to your career or education). This section should be written in the form of: “I learned this and that and I will apply them to my life this way....” In addition, explain what leadership style you plan to practice in the future referring to the lessons learned from the paper writing process.

Chapters 3 and 4 need specific subtitles, but other chapters may or may not have subtitles.

The following additional information is relevant to the leadership analysis paper:

1. Please remember that we are writing an analysis paper, not a long essay. Therefore, the paper must be sub-divided into five chapters with chapter titles and Chapters 3 and 4 must be sub-divided into different sections with subtitles. Additional information that cannot be included in the text because of space limitations can be included in an appendix. A simple title of the paper may be: An Analysis of xxx’s Leadership Practices.

2. Any writing style (APA, MLA, Chicago, Turabian, etc.) is acceptable. Regardless of the writing style chosen, the information from the textbook must be used throughout the paper and cited with specific page numbers.

3. A references page must be included at the end of the paper. References may include books (including the textbook), journal articles, newspaper articles, websites, personal interviews, company annual reports, budgets, and others. A minimum of 5 external references (beyond the textbook) are required.

4. Well-written papers are expected. Asking someone else to read it and comment on it before it is submitted is a good idea (You may consult the University’s Learning Enhancement Center if you would like to get your writing polished and improve your writing skills). The paper guidelines must be followed as closely as possible. A cover page, a page number on all pages except for the title page, and a neat references page are expected.

5. Please make sure to incorporate the leadership concepts/theories/techniques that we learn from the textbook/course into your paper. Using and citing the information from the textbook throughout the paper is expected. Using and citing (with specific page numbers) the information from the textbook throughout the paper is required.

6. Students are expected to post a paper topic in the leadership analysis paper topics forum by the end of Week 7 and receive approval from the professor. Students are also expected to post a paper outline or paper draft in the Week 8/9 forum by Tuesday of Week 9 and receive feedback from the professor.

Overall Grading Criteria for Leadership Analysis Paper
Paper components 60 points

All 5 chapters are included and most subcomponents in Chapters 1 and 2 and all subcomponents in Chapters 3-5 are clearly and appropriately addressed. Insightful and thorough description and analysis of all items.

Links to course readings 20 points

Information from the textbook is used appropriately throughout the paper and is cited with specific page numbers.

Language Use (writing quality) 10 points

All ideas are expressed clearly and logically in formal written English. (grammar, punctuation, pagination, indentation,….)

Links to external sources 10 points

Information from a minimum of 5 external sources is used appropriately throughout the paper and cited appropriately. Reference list formatting is consistent. Reference list matches with citations.

Total 100 points

Weekly Reading Schedule

(Each week begins on Monday and ends on Sunday. Please follow the weekly directions in the Weekly Questions forum on the discussion board)

Week 1
Introduction to the Course: Syllabus and Self Introduction.
Northouse, Ch.1 (Introduction).

Week 2
Northouse, Ch. 2.

Week 3
Northouse, Ch. 3. Northouse, Ch. 4.

Week 4
Northouse, Ch. 5.
Recommended: Northouse, Ch. 6

Week 5
Mid-term Exam due by the end of Week 5

Week 6
Northouse, Ch 8.
Recommended: Northouse, Ch. 7.

Week 7
Northouse, Ch. 9.
Recommended: Northouse, Ch. 10.
Leadership paper topic due.

Week 8
Please work on your paper outline/draft. Paper outline/draft due by Tuesday of Week 9.
Leadership Action Plan due.

Week 9
Completion of Leadership Analysis Paper. Paper due by the end of Week 9.

Week 10
Final Exam
Please work on the final exam.
Exam due at the end of the week 10.

Important Online Course Management Information

1. Definition of Course Week. For the purposes of this course, each week begins on Monday and ends on Sunday. As you know, the online term lasts for 10 weeks and each week we have specific chapters and questions. Overall guidelines about weekly works (readings) are in the syllabus and specific guidelines (readings, specific weekly questions, and due dates) are in the Weekly Questions forums.

2. Communications. Virtually all communications can be done on the discussion board. Posting necessary information inside discussion board forums is the best way to communicate with me and other classmates. If Blackboard is down, or your communication is rather personal in nature, you are welcome to contact me by phone (909 593 3511 x 4405) or by email (kpark@laverne.edu) outside Blackboard. In that case, please make sure to identify yourself and the name/number of the course that you are taking.

3. Use of Reply Function in the Weekly Questions Forums. Please use the reply button when you respond to weekly questions. The "Thread" function should not be used in Weekly Questions forums, but can be used in all other forums.

4. Posting Answers to One Weekly Question Per Week. In each week's forum (inside Discussion Board), you are expected to respond to ONE weekly question per week. You may respond to other students' weekly postings if you like to discuss them. Responding to other students' weekly postings is not required.

5. Class Participation Grades. Interim class participation grades will be posted (updated) in the Gradebook (My Grades) after the end of each week (usually Tuesday after the end of each week). Everyone will begin with 100 points (100%). Each missing weekly response will reduce the points
by 5. If a late posting is made, 2.5 points (%) will be added if 5 points (%) were deducted previously for that missing work. At the end of the term, one late posting and one missing posting (no posting for a week) may be forgiven, if they were due to emergencies, all other postings were on time and in high quality, and the emergencies are reported to me before the end of the term. As the weeks progress, class participation grades may be modified based on class participation activities. If a student continues to do weekly postings, the initial grade will not change. Therefore, please ignore the last modified/posted date for the class participation grade. The grade that you see is the current grade regardless of when the grade was last modified/posted.

6. Responses to Weekly Postings. In general, I will respond to weekly postings only if they are unacceptable, or they are unusual that they require my response. If you do not see my response to your posting, then you can assume that your posting for that week was accepted. In general, I will post overall comments on weekly postings Monday after each week. Please note that later (Weeks 8–9) you are expected to interact with me regarding your leadership analysis paper. Advance posting is allowed, but postings made in advance will not be read until we get to the week for which they are posted.

7. No Copying of Others' Weekly Postings. This will not apply to most of you, but it is stated here to make sure that there is no confusion about the academic honesty policy that applies to weekly postings. Postings to weekly questions that are copies of other students' postings will not be accepted and they will not receive any credit.

8. Exams. As you go through the readings, you may try to answer some of them and save them. Please do not complete the exam until we get close to the due date (This is to make sure that we cover all topics that the exam covers). The mid-term exam is due by the end of Week 5 and the final exam is due by the end of Week 10. The final exam is cumulative. Each exam can be taken only once. Once submitted, the answers will be graded right away. Therefore, you need to make sure that you answer all the questions before you submit your answers.

10. PowerPoint File Option. For those of you who think ahead, here is an option that you might consider. Instead of writing a paper, you may consider creating a power point presentation file about a leader. Just like a paper, the power point presentation file must follow the leadership analysis paper guidelines in the syllabus. The differences are that the power point presentation file will not have many paragraphs and that it will have mostly bullet points in phrases and some short sentences and graphs, etc. The number of slides should be no more than 20. In the power point presentation file, the introduction and conclusions chapters should be written in paragraphs, but the rest of the chapters may be written in words, phrases, and sentences. Each slide must be numbered (page numbers). Please do not use the notes function in PowerPoint (because the notes do not show up in Blackboard).

Everyone is expected to post an outline and/or draft on the discussion board. If any of you are interested in creating a power point presentation file, please indicate that when you post your outline on the discussion board. In general, writing a paper is more educational in that we can discuss more details about leadership issues and learn more about them. For those of you who would like to present your ideas clearly without worrying about the details of writing requirements, the power point presentation file might be an easier (and perhaps less stressful) option. If the power point presentation is chosen instead, you will create a power point presentation file based on the leadership analysis paper guidelines in the syllabus and just submit it in Assignments (no face to
face presentation) by the end of Week 9. This means that you now have two options regarding the leadership analysis paper. One is to proceed with the leadership analysis paper as explained in the syllabus. Another option is to create a power point presentation file based on the leadership analysis paper guidelines in the syllabus. You should do only one, not both. The submission deadline, the end of Week 9, is the same. Papers (and powerpoints) are submitted in the paper submission section.

11. Blackboard Malfunction and Deadlines. If students cannot access the Blackboard system because the University’s computer system does not function properly, deadlines will be extended automatically.

This syllabus may be modified at anytime at the Professor’s discretion.

The rest of the syllabus is optional. It is included for your information only.

For Your Information: Grading Rubrics for BSOM and GE Learning Outcomes

Specific Grading Rubrics for Two BSOM Program Learning Objectives

Grading Rubrics for Course Learning Objective 2

The learning objective of explaining the major theories of leadership is related to a BSOM program learning outcome: Be able to understand different theories of leadership for goal accomplishment. Specific learning outcomes that are associated with this overall learning outcome are:

1. Describe the central ideas of the five major leadership theories (situational leadership, style, leader-member exchange, transformational leadership, and team leadership theories).
2. Describe the leadership styles that are associated with each of the 5 major leadership theories.
3. Identify the leadership style of a leader based on his or her leadership practices.
4. Assess the comparability/incompatibility between the leader’s leadership style and the organization’s goals.
5. Make a set of thoughtful (showing consideration for the leader, the organization, and society at large) and practical (applicable to the leader in the contexts of the organization and society at large) recommendations that can improve the leader’s leadership style/leadership practices in achieving the organization’s goals.

These learning outcomes will be measured by several components of a 10 page paper (Chapter 3 of the paper).
<table>
<thead>
<tr>
<th>1. Describe the central ideas of the five major leadership theories</th>
<th>Clearly and thoughtfully describes all of the central ideas of the 5 major leadership theories.</th>
<th>Clearly and thoughtfully describes most of the central ideas of the 5 major leadership theories.</th>
<th>Clearly and thoughtfully describes some of the central ideas of the 5 major leadership theories.</th>
<th>Clearly and thoughtfully describes few of the central ideas of the 5 major leadership theories.</th>
<th>Clearly and thoughtfully describes none of the central ideas of the 5 major leadership theories.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Describe the leadership styles that are associated with each of the 5 major leadership theories.</td>
<td>Clearly describes all of the leadership styles that are associated with each of the five major leadership theories.</td>
<td>Clearly describes many of the leadership styles that are associated with each of the five major leadership theories.</td>
<td>Clearly describes some of the leadership styles that are associated with each of the five major leadership theories.</td>
<td>Clearly describes few of the leadership styles that are associated with each of the five major leadership theories.</td>
<td>Clearly describes none of the leadership styles that are associated with each of the five major leadership theories.</td>
</tr>
<tr>
<td>3. Identify the leadership style of a leader based on his or her leadership practices.</td>
<td>Correctly identifies the leadership style and explains the reasons for the choice appropriately.</td>
<td>Correctly identifies the leadership style and explains most of the reasons for the choice appropriately.</td>
<td>Correctly identifies the leadership style and explains some reasons for the choice appropriately.</td>
<td>Correctly identifies the leadership style and explains few reasons for the choice appropriately.</td>
<td>Incorrectly identifies the leadership style and explains the reasons for the choice inappropriately.</td>
</tr>
<tr>
<td>4. Assess the comparability/compatibility between the leader’s leadership style and the organization’s goals.</td>
<td>Accurately assesses the comparability/compatibility between the leader’s leadership style and the organization’s goals</td>
<td>Accurately assesses the comparability/compatibility between the leader’s leadership style and the organization’s goals with few exceptions</td>
<td>Accurately assesses the comparability/compatibility between the leader’s leadership style and the organization’s goals with some exceptions</td>
<td>Accurately assesses the comparability/compatibility between the leader’s leadership style and the organization’s goals with many exceptions</td>
<td>Inaccurately assesses the comparability/compatibility between the leader’s leadership style and the organization’s goals</td>
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Grading Rubrics for Course Learning Objective 4

The learning objective of identifying appropriate conditions for effective delegation is related to a BSOM program learning
outcome: Be able to identify appropriate conditions for effective delegation. Specific learning outcomes that are associated with this overall learning outcome are:

1. Identify appropriate conditions necessary for effective delegation focusing on the developmental levels of the followers (competence and commitment as explained in the situational approach).
2. Describe the extent to which a leader delegates authority, tasks, and responsibilities to subordinates (followers).
3. Describe the extent to which the leader’s delegation practice is compatible with the developmental levels of the followers.
4. Make a set of thoughtful (showing consideration for the leader, the organization, and society at large) and practical (applicable to the leader in the contexts of the organization and society at large) recommendations that can improve the leader’s delegation practice.

These learning outcomes will be measured by several components in a 10 page paper (Chapter 4 of the paper).

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify appropriate conditions necessary for effective delegation focusing on the developmental levels of the followers.</td>
<td>Clearly identifies the conditions necessary for effective delegation based on the competence and commitment levels of the followers.</td>
<td>Clearly identifies the conditions necessary for effective delegation based on the competence and commitment levels of the followers with few exceptions.</td>
<td>Clearly identifies the conditions necessary for effective delegation based on the competence and commitment levels of the followers with some exceptions.</td>
<td>Clearly identifies the conditions necessary for effective delegation based on the competence and commitment levels of the followers with many exceptions.</td>
<td>Does not identify the conditions necessary for effective delegation based on the competence and commitment levels of the followers.</td>
</tr>
<tr>
<td>2. Describe the extent to which a leader delegates authority, tasks, and responsibilities to subordinates (followers).</td>
<td>Clearly and thoughtfully describes the extent to which a leader delegates authority, tasks, and responsibilities to subordinates (followers).</td>
<td>Clearly and thoughtfully describes the extent to which a leader delegates authority, tasks, and responsibilities to subordinates (followers) with few exceptions.</td>
<td>Clearly and thoughtfully describes the extent to which a leader delegates authority, tasks, and responsibilities to subordinates (followers) with some exceptions.</td>
<td>Clearly and thoughtfully describes the extent to which a leader delegates authority, tasks, and responsibilities to subordinates (followers) with many exceptions.</td>
<td>Does not describe the extent to which a leader delegates authority, tasks, and responsibilities to subordinates (followers).</td>
</tr>
<tr>
<td>3. Describe the extent to which the leader’s delegation practice is compatible with the developmental levels of the followers.</td>
<td>Accurately describes the extent to which the leader’s delegation practice is compatible with the development levels of the followers.</td>
<td>Accurately describes the extent to which the leader’s delegation practice is compatible with the development levels of the followers with few exceptions.</td>
<td>Accurately describes the extent to which the leader’s delegation practice is compatible with the development levels of the followers with some exceptions.</td>
<td>Accurately describes the extent to which the leader’s delegation practice is compatible with the development levels of the followers with many exceptions.</td>
<td>Does not accurately describe the extent to which the leader’s delegation practice is compatible with the development levels of the followers.</td>
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</tbody>
</table>
4. Make a set of thoughtful and practical recommendations that can improve the leader’s delegation practice.

<table>
<thead>
<tr>
<th>Makes many thoughtful and practical recommendations</th>
<th>Makes several thoughtful and practical recommendations</th>
<th>Makes some thoughtful and practical recommendations</th>
<th>Makes one or two thoughtful and practical recommendations</th>
<th>Does not make thoughtful and practical recommendations</th>
</tr>
</thead>
</table>

**GE Life-Long Learning Outcomes**

This course satisfies the GE life-long learning area requirement. Therefore, the following GE life-long learning outcomes will be measured by several components of a paper.

GE Life Long Learning Outcome 1: Demonstrate proficiency in skills that sustain lifelong learning, particularly the abilities to think critically and responsibly and to access, evaluate, and integrate information.

GE Life Long Learning Outcome 2: Demonstrate the ability to determine and use the appropriate technology to support information search and discovery methods.

**Grading Rubric for GE Learning Outcome 1**

Learning Outcome 1: Demonstrate proficiency in skills that sustain lifelong learning, particularly the abilities to think critically and responsibly and to access, evaluate, and integrate information.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates an ability to think critically</td>
<td>Thoroughly and insightfully assesses the similarities and differences between the leader’s leadership practices and the goals of the organization</td>
<td>Effectively assesses the similarities and differences between the leader’s leadership practices and the goals of the organization</td>
<td>Adequately assesses the similarities and differences between the leader’s leadership practices and the goals of the organization with some limitations.</td>
<td>Incompletely assesses the similarities and differences between the leader’s leadership practices and the goals of the organization</td>
</tr>
<tr>
<td>2. Demonstrates an ability to think responsibly</td>
<td>All recommendations are thoughtful and practical</td>
<td>Most recommendations are thoughtful and practical</td>
<td>Some recommendations are thoughtful and practical</td>
<td>Few recommendations are thoughtful and practical</td>
</tr>
<tr>
<td>3. Demonstrates an ability to access information</td>
<td>Information sources are very diverse (at least 5 different information sources)</td>
<td>Information sources are mostly diverse</td>
<td>Information sources are somewhat diverse</td>
<td>Information sources are limited</td>
</tr>
<tr>
<td>4. Demonstrates an ability to evaluate information</td>
<td>Thoroughly and insightfully evaluates information sources, weighing the importance of each source</td>
<td>Effectively evaluates information sources, weighing the importance of each source</td>
<td>Adequately evaluates information sources, weighing the importance of each source</td>
<td>Superficially evaluates information sources, weighing the importance of each source</td>
</tr>
</tbody>
</table>
5. Demonstrates an ability to integrate information

<table>
<thead>
<tr>
<th>Level</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Be able to shift through different information pieces at the exceptional level and be able to identify the overall leadership style of the leader correctly</td>
<td>Be able to shift through different information pieces at the effective level and be able to identify the overall leadership style of the leader correctly</td>
<td>Be able to shift through different information pieces at the adequate level and be able to identify the overall leadership style of the leader correctly</td>
<td>Be able to shift through different information pieces at the superficial level and be able to identify the overall leadership style of the leader correctly</td>
<td>Unable able to shift through different information pieces and unable to identify the overall leadership style of the leader correctly</td>
</tr>
</tbody>
</table>

Grading Rubric for GE Learning Outcome 2

GE Learning Outcome 2: Demonstrate the ability to determine and use the appropriate technology to support information search and discovery methods.

Specific Learning Outcomes: The technology used in the process of searching for information about a leader’s leadership style was appropriate. Technology use in communicating paper content was effective.

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The technology used in the process of searching for information about a leader’s leadership style was appropriate.</td>
<td>The technology used in the process of searching for information about a leader’s leadership style was highly appropriate.</td>
<td>The technology used in the process of searching for information about a leader’s leadership style was mostly appropriate.</td>
<td>The technology used in the process of searching for information about a leader’s leadership style was somewhat appropriate.</td>
<td>The technology used in the process of searching for information about a leader’s leadership style was barely appropriate.</td>
<td>The technology used in the process of searching for information about a leader’s leadership style was inappropriate.</td>
</tr>
<tr>
<td>Technology use in communicating paper content was effective. (Technology use enhanced the clarity of the communication of paper content).</td>
<td>Technology use in communicating paper content was highly effective.</td>
<td>Technology use in communicating paper content was mostly effective.</td>
<td>Technology use in communicating paper content was somewhat effective.</td>
<td>Technology use in communicating paper content was barely effective.</td>
<td>Technology use in communicating paper content was ineffective.</td>
</tr>
</tbody>
</table>