

University of Montana

## ScholarWorks at University of Montana

---

University of Montana Course Syllabi

Open Educational Resources (OER)

---

9-2014

### BMGT 420.01: Leadership and Motivation - Service Learning

Bambi M. Douma

*University of Montana - Missoula*, bambi.douma@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

---

#### Recommended Citation

Douma, Bambi M., "BMGT 420.01: Leadership and Motivation - Service Learning" (2014). *University of Montana Course Syllabi*. 2129.

<https://scholarworks.umt.edu/syllabi/2129>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).



## **BMGT 420: Leadership & Motivation / SrvLrn**

Fall 2014 / Section 1

Three credits (3 cr.), Traditional Grading option only

Course Pre-requisites: BMGT 340 (C- or better); junior

Course Co-requisite: none

---

Instructor: Dr. Bambi Douma – GBB 322  
Office Hours: M 10:00AM-12:00 PM Other times by appointment  
                   W 1:00-3:00 PM  
                   \*\**Exceptions will be posted in a Moodle Announcement*\*\*  
Telephone: (406) 243-6148 Email: [bambi.douma@business.UMT.edu](mailto:bambi.douma@business.UMT.edu)  
Class Location: GBB 119; TR 8:10-9:30 AM

Class Web Page: UOnline (Moodle; <http://umonline.UMT.edu>) page for BMGT 420, Section 1  
AND page for BMGT 420 Common Area.

### **Program Mission Statement and Assurance of Learning**

The University of Montana’s School of Business Administration enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

- Learning Goal 1: SoBA graduates will possess fundamental business knowledge.
- Learning Goal 2: SoBA graduates will be able to integrate business knowledge.
- Learning Goal 3: SoBA graduates will be effective communicators.
- Learning Goal 4: SoBA graduates will possess problem solving skills.
- Learning Goal 5: SoBA graduates will have an ethical awareness.
- Learning Goal 6: SoBA graduates will be proficient users of technology.
- Learning Goal 7: SoBA graduates will understand the global business environment in which they operate.

### **Leadership and Motivation/Service Learning: Course Description and Objectives**

Catalog Course Description: Offered autumn and spring. Prereq., junior standing in Business and BMGT 340. Study of fundamental concepts, theories, and models of leadership and motivation. Selected topics include: trait and behavioral theories of leadership, charismatic and transformational leadership, power and influence, emotions and justice perceptions in motivation, expectancy and equity theories.

In exploring leader effectiveness, several different perspectives will be utilized, including follower, leader, and observer. Motivation will be explored in a variety of contexts, specifically personal motivation and motivation of others.

This course is going to require students to utilize skills that are necessary for effective leadership including self-awareness, interpersonal skills, presentation skills, organization and time management, and critical thinking.

#### Primary objectives.

1. BMGT 420 provides students the opportunity to review and learn new leadership and motivation theories and offers application of these theories in their own experience in the Missoula community. A combination of readings, films, self and group assessments, and in-class exercises will be used to enhance learning and understanding in this area and the “outside world” experience will have each student take on a service learning project.
2. Students develop leadership skills as related to effective management practices and will explore their own development into the person they want to be.

#### Secondary objectives.

1. BMGT 420 builds self-awareness and develops students’ own skills in the main areas through various assignments and experiences.
2. BMGT 420 emphasizes the use of excellent communication skills, in writing, presenting, and interactions with community organizations. Students will speak in front of the class and/or in small groups, complete several writing assignments, and will communicate with community partners.

**Participation in class activities and discussions is imperative in this course, so students should plan to attend class each day, be on time, and be prepared.**

#### Learning Outcome Summary.

At the end of this course, students should be able to:

1. Recognize and describe the role of leaders in business and other types of organizations
2. Differentiate between leaders and managers
3. Identify the relevant contingencies which influence leader effectiveness
4. Describe the determinants of leader development
5. Identify and add to his or her own repertory of effective leader behaviors, and to better articulate a personal leadership development agenda
6. Exhibit confidence in oral and written communication skills.

#### **Required Materials**

- *Text: The Leadership Experience, 6<sup>th</sup> Edition, by Richard Daft. Articles/Chapters assigned daily (on Moodle)*
- *Book/Library Access: Be able to access books (e.g., popular leadership books) and article resources (e.g., the Wall Street Journal, Business Week, Forbes, Fortune, Business 2.0, Economist, Inc., etc.) either online or in print.*
- *Other Materials as available: Periodically, additional materials will be made available on Moodle or handed out in class*

#### **Requirements/Grading**

Grades will be assigned using the plus/minus (+/-) system. Grades will be both competitive (i.e., relative to the work of your classmates) and criterion-related.

A	93% and above	B –	80% to 82%	D +	67% to 69%
A –	90% to 92%	C +	77% to 79%	D	63% to 66%
B +	87% to 89%	C	73% to 76%	D -	60% to 62%
B	83% to 86%	C –	70% to 72%	F	Below 60%

Requirement	Weight	Learning Outcome Addressed
1. Contribution and Participation .....	15% .....	6
2. Midterm Exam .....	15% .....	1, 2, 3, 4
3. Final Exam .....	20% .....	1, 2, 3, 4
4. Book Paper/Recommendation .....	10% .....	1, 2, 3, 4, 6
5. Integrated Book Presentation .....	10% .....	1, 2, 3, 4, 6
6. Service Learning Project.....	30% .....	1, 2, 3, 4, 5, 6
<b>Total .....</b>	<b>100%</b>	

\*Graduate students taking this course for graduate credit will be required to complete a more in-depth leadership paper project as well as to lead a skill-building exercise. The paper project will consist of the student choosing an organizational leader, gathering information about and/or observing that leader in the workplace, and writing a paper applying leadership/motivation concepts, theories, and models to that leader's behavior OR a more in-depth service learning project. The skill-building exercise requires the student to lead the class through a class exercise. This exercise must be discussed with, scheduled, and approved by instructor prior to the implementation. Weight of all grades will be slightly different than above for graduate students because of the extra assignments.

***Contribution and Participation – 15%***

Students are expected to attend class and participate in the class activities, including the online activities (e.g., discussion forums, etc.). The instructor supplements the information in the readings, rather than going through the same information; it is important that students are prepared. In some instances class activities might consist of discussing an article or material. Other activities might include watching a video, role-playing, group exercises, discussions, and expressing ideas about certain questions raised in class.

There is sometimes a physical component to these exercises. If there is a documented reason that the student cannot participate in the exercises, the student will complete the leadership exercise as an observer.

*Criteria*

Providing relevant examples; integrating material covered in the reading, outside readings, or in class; arguing (respectfully and with justification) a point made by a classmate to clarify and move the discussion forward; and actively participating in class exercises are all examples of quality contributions.

*Standards*

Contribution/participation points (maximum of five points each day) are given in most classes. If there are not many opportunities for contribution, all points will be based on attendance (participation in the class). Reading the *Kaimin*, studying for other exams or classes, text-messaging, Facebooking or IMing during class, and other passive involvement in class will result in decreased contribution and participation points. Expectations for contribution/participation in the Moodle activities is determined by each activity.

Quality in-class contributions (see first paragraph for examples) earn a 5, active participation and lower quality contributions earn a 4, active participation with no contributions earns a 3, passive participation with no contributions earns a 2, sleeping or exhibiting other behaviors that detract from the learning environment earns a 1, and being absent earns a 0 (unless approved by instructor prior to class). The instructor will inform the class through Moodle and email prior to class if she will be absent; the same is expected from the students. Full Moodle participation in an activity will earn a 5, partial participation will earn 1-4 depending on extent of participation, and no participation in the activity will earn a 0 (unless approved by instructor).

Short quizzes designed to check preparation for the class may be given periodically. If a contribution grade is given for that class session, then the daily grade will be an average of contribution and the quiz. It is possible for a student to actively contribute, earning full points for contribution, and also earn a 0 on the quiz. The daily grade for that student would be a 2.5 (which is the same as a 50%). There will be no make-up quizzes. If the student is absent on a quiz day, the daily grade earned will be 0 (unless absence has been approved by instructor).

### **Exams**

There are two exams – one mid-term and one final. These exams will include multiple-choice and short answer/essay questions.

#### *Mid-term Exam – 15%*

The mid-term exam is scheduled for 10/21. It will cover all material read and discussed in class and on Moodle up to that date.

#### *Final Exam – 20%*

The final exam is scheduled for 10:00 AM – 12:00 PM on Tuesday, December 9, 2014. This exam is considered to be comprehensive; that is, it will cover all material read and discussed in class and on Moodle during the semester.

### **Book Paper / Recommendation – 10%**

Written assignments for this class should be typed (single-spaced; one-inch margins, Times New Roman 12-pt font). Be clear, concise, and thorough with your writing. Use quotations and cite references as appropriate.

Papers are due at the beginning of the class indicated in the schedule. Please bring a hard copy to class and keep an electronic copy for your records. If you have to miss class on the day the paper is due, be sure to submit the paper in advance.

#### **No late papers will be accepted.**

There are hundreds of leadership and motivational books available. Students should choose two books (one motivational or self-development and one leadership) in areas in which they are interested, gain access to it either through the library or purchase, and read (or listen to) the book. This must be a book they have not read previously and are not reading for another course. No two students may read the same book during the same semester. The books must be approved by the instructor by **9/23** (see Moodle for submission area).

Students will decide which of their “choice” books to use for each of the following assignments. One book per assignment (can not use the same book for both). Students will either write a Leadership Book Paper and Recommendation OR a Motivation Book Paper and Recommendation – students do not need to write both. The other book will be used in the Integrated Book Presentation assignment.

### ***Leadership Book Paper and Recommendation***

This paper should be an in-depth summary of the student’s leadership book. This paper has a three-page maximum. This paper is due 11/18 (or earlier – students are welcome to turn this assignment in as they finish).

#### *Criteria*

The following should be included in this paper. 1). At least one paragraph about the author and whether he/she has credibility in writing this book (justify); 2) an in-depth summary of the content of the book, including at least three, but not more than five key points of the book; 3) relation of the book to the course material; 4) a critical review of the book, what was done well and what could be improved?; 5) A recommendation for an audience of student peers.

#### *Standards*

High quality papers are detailed, provide examples or quotes from the book to illustrate points, and relate back to course material, showing evidence of integration and thought, and show a clear critical analysis of the book. Lower quality papers are missing one of the five areas or do not provide enough detail or specific information.

## **OR**

### ***Motivation Book Paper and Recommendation***

This paper should be a reflection of the overall student’s individual motivation and how the motivation book that he/she read relates. This paper has a three-page maximum and may be written in first person. This paper is due 11/18 (or earlier – students are welcome to turn this assignment in as they finish).

#### *Criteria*

The following five areas should be discussed in this paper: 1). Have you noticed that your motivation has changed over the years? If so, how? (It is not enough to write a one-sentence response here that says nothing has changed); 2). Discuss what motivates you and how you know this; 3). Describe 3-5 main points of the book; 4) Relate that book to your overall motivation and thoughts about motivation; 5). Critique the book, what was done well and what could be improved.

#### *Standards*

Higher quality papers apply theories and concepts of motivation, show evidence of reflection and thought, and show a clear critical analysis of the book. Lower quality papers are missing one of the five areas or do not provide enough detail or specific information.

### ***Integrated Book Presentation – 10%***

Following completion of the chosen book, groups of up to four students will create and share an integrated book report presentation on Moodle. These presentation videos should be no longer than 10 minutes. Students are expected to use visual aids (e.g., pictures, PowerPoint, other) and create an interesting presentation with available technology (Prezi, YouTube, etc.). For this assignment, graduate students are expected to work with other graduate students. Presentations will be due 11/25 or earlier!

Presentations may include VERY short summaries of each book (i.e., a total of less than 30% of the presentation), but should not be separate presentations about each book. Students are expected to integrate the information from each of their books and provide some key learning points to the class. Each person in the group should participate in the presentation.

*Criteria* for these presentations include: 1. Report/ideas were presented in an interesting manner (e.g., audio/visual aids were used effectively to support/highlight main points; props were used effectively, etc.). 2. Presentation was delivered in a professional manner (e.g., presenters wore appropriate attire – business casual, made frequent eye contact with the audience, exhibited enthusiasm for the topic, did not read presentation or stumble for words, handled questions concisely and knowledgeably). 3. Presentation was clear and well-organized / met the time requirements (e.g., appropriate introductions of group, topic, and overview of presentation; sections were not redundant, integrated presentation, not a series of individual reports). 4. Presentation contributed to our understanding of leadership and motivation by providing sound insight (e.g., all and only relevant information was provided, various forms of evidence were used, comparisons were made, connections were made to material in text or discussed in class).

*Standards:* High quality integrated presentations are well-rehearsed, are not read, are enthusiastic, and do not separate each person's contributing book, but instead integrate the information and provide information on leadership and motivation from that integrated perspective.

### ***Service Learning Project – 30%***

**Service Learning** is a method of teaching and learning in which students, faculty, and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students' understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

The Service Learning Project involves “live” practice sessions in **leadership and followership**, motivated/directed learning in one area of leadership, journaling/keeping track of what happens in the project, gathering feedback, reflecting on the overall process/project, and building a leadership development plan. Students should read this portion of the syllabus carefully before deciding what to do for their projects. Students should make plans early in the semester to

complete both leadership and followership components by the Thanksgiving holiday (11/26), with completed project papers being due by 12/4.

### *Criteria*

**Hours Required:** Students are expected to log at least 15 hours of service at a non-profit organization of their choice here in Missoula. Students may not do something they are currently doing for their job. All projects must be approved by the instructor before beginning. Students must spend at least 10 of those hours in a leadership position or actively involved in leading in some way (e.g., leading a project, coaching someone else in development of a skill, etc.). Students must spend the remaining portion of their hours (at least 5 hours) in a followership position or actively involved in following in some way (e.g., helping someone else complete his/her project, serving without leading, etc.). Students may work with each other and are encouraged to help each other out in completing both of the components of this project (i.e., one student leads and the other follows, along with others, during certain aspects of the service). Plans for these hours will be turned in with the set-up paperwork.

### **Personal Strategy Statement**

Before beginning the Service Learning Project, students are expected to develop a Personal Strategy Statement (see example on Moodle, along with in-depth instructions and template). The purpose of this statement is to help students fit their personal goals with where they decide to complete their service. This statement, including the objective matrix, will be turned in on 9/9 and will be returned with feedback.

This can be a very personal assignment for some people. Each student's individual assignment will be kept confidential. It is obviously more meaningful if the student spends some time thinking about how to draft the statement and what sort of values/principles are important to him/her. This is not a one-time, sit-down-and-crank-it-out assignment that can be completed well the night before it is due.

### *Criteria*

Students should be able to write a mission statement, vision statement, and articulate goals and principles. In addition, students should be able to include objectives and complete the matrix showing goodness of fit.

### *Standards*

Higher quality statements include well-written mission and vision statements along with four to six (4-6) goals and four to six (4-6) principles, at least eight (8) objectives, and a completed matrix. High quality goal statements are written as if the goal is achieved (e.g., "I am..." or "I have...") and high quality objectives each answer the question "how much of what by when?" Lower quality statements are missing at least one of the previously listed components and/or lack evidence of thought.

Please submit the PSS in hard copy. Feedback will be given on that copy and returned. The PSS will be used throughout the semester and in the Service Learning Project.



**Set-Up Paperwork:** When the student and organization determine where he/she will complete the service learning project and what he/she will be doing for this project, the set-up paperwork, with supervisor approval and/or business card, should be completed and turned into the instructor for approval. This must be completed and turned into the instructor by **9/18**, at the latest.

**Motivated/Directed Learning:** This is an opportunity for the student to learn about leadership that directly applies to him/her and his/her chosen project. The student must write a two-to-four page paper (see Book Paper section for format requirements) based on research in the area. For example, if a student wants to coach youth soccer for the YMCA for his/her project, this paper would most likely consist of research on Leader as Coach, skills for success in coaching soccer, skills for coaching specific age groups, YMCA leadership, and so on. The paper should include citations/references and a bibliography, using at least six sources. Some students may find materials from the service supervisor or organization to be helpful in writing this paper, but should also include outside related sources.

Students should include one, and no more than two, of the following areas when developing this paper:

- Leader as Coach
- Leader as Teacher
- Leader as Motivator/Counselor
- Leader as Servant
- Leader as Guide
- Leader as Example/Role Model
- Leader as Authority/Position
- Leader as Facilitator

This portion of the project will be turned in separately from the remaining project requirements. This paper must be turned in before five hours of service are completed or on **9/30**, whichever is earliest.

**Journaling:** Students must keep track of the hours that are spent in service learning and should journal (write periodically about what is happening, what they notice, how things went in a particular session or meeting, frustrations, goals, etc.) regarding the project. It is easiest for the instructor if the student keeps a running journal in a word document and includes that document in the final project. However, hand-written journals will also be accepted. Please write legibly! The journal will be turned in with the final project (due **12/4**).

**Feedback:** For the leadership part of this project, each student must also solicit feedback from his/her service supervisor **and** his/her followers. The student should ask the service supervisor to write up a paragraph or two evaluating him/her on leadership in the project. The student may also give the service supervisor a survey to complete. The leadership portion should include at least three followers who can fill out an anonymous evaluation (developed by the student) of the student's leadership skills/styles when the project is completed. It is the student's responsibility to develop the evaluation form to give to followers. Each student is encouraged to get the instructor's input/feedback on the evaluation form before having followers fill it out. The original anonymous evaluations should be attached to the final deliverable as an Appendix, and the results should be discussed in the reflection (see below). Feedback is to be included with the final project (due **12/4**). There is no feedback required for the student in the followership portion.

**Reflection:** When the required hours of service have been completed (and journaled) and the feedback has been collected, each student will complete the reflection of how this service made the student feel, what was observed, what skills were applied, and what was learned. This will be turned in with the final project (due **12/4**).

Essentially, students should write at least one paragraph for each of the areas included here:

- **Overall** reflection: What do you think about your service learning experience in relationship to this class and your future?
- **Affective** reflection: How do you feel as a result of your experiences? How have these experiences changed your attitudes, opinions, sensitivities?
- **Process** reflection: What have you learned from the process itself (beginning to end)?
- **Feedback** reflection: What have you learned from the feedback you received, both from the service supervisor and followers?
- **Cognitive** reflection: What have you learned about leadership, followership, and motivation?

### **Leadership Development Plan:**

A template for the Leadership Development Plan is posted to Moodle. Basically, the student will determine what he/she should do within the next five years to develop their leadership knowledge, skills, and abilities, based on their own self-assessment of where they are following this project. In addition, students may include an updated version of their PSS statement and discuss the following:

- What aspects of your PSS were related to your project?
- What have you changed on your PSS based on your project?

This will be turned in with the final project (**12/4**).

**Signatures:** The service supervisor signature is needed when the student sets up and outlines the project and again when all hours have been completed. Forgery of this signature will earn an automatic fail for this project and the class. If the service supervisor is unavailable to sign the set-up or hour sheet, an email to the instructor from the service supervisor will suffice.

Some class time will be spent discussing this project and the available agencies in the first couple weeks of the semester.

### *Overall Criteria and Standards*

High quality service learning projects show evidence of completing the required hours, complete journaling, and critical thought in the reflection and development plan, addressing all of the criteria listed above. Low quality service learning projects will not show evidence of completion, will not show critical thought in the reflection or will be missing one or more aspects of the project, do not have at least three evaluations, plus that of the supervisor, of the leadership portion, or is otherwise incomplete.

Higher grades are not earned for writing the “correct answers,” but instead for fulfilling the requirements and showing critical thought in the reflection and leadership development areas.

### *Extra Credit*

There are not many opportunities for extra credit offered in this class. Opportunities, if any, will be identified by the instructor.

### **Class Policies**

Students are expected to attend each class, read the required material before each session, and ask questions when clarification is needed. Because class discussions are an integral part of this course, students may be called upon if there are no volunteers. Students can expect the instructor to also attend and be on time to class, be prepared, be available outside of class and by email (at reasonable times) to answer questions, to provide timely feedback, and to use class time for Leadership & Motivation material.

Please turn all cell phones, pagers, hand-helds, and other beeping/buzzing devices off (or at least on 'silent') when in the classroom. If there is one disturbance, it will be forgiven. However, if it becomes an issue, the student will be asked to leave. Texting or using computers for anything besides notes or looking up class material during class is not considered quality contribution to class and students will receive lower contribution grades and may be asked to leave.

*All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The University of Montana Student Conduct Code specifies definitions and adjudication processes for academic misconduct and states, "Students at the University of Montana are expected to practice academic honesty at all times." (Section V.A., available at [http://www.umt.edu/vpsa/policies/student\\_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)). All students need to be familiar with the Student Conduct Code. It is the student's responsibility to be familiar the Student Conduct Code.*

*In addition, please read and become familiar with the School of Business Administration's Code of Professional Conduct at <http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx>.*

**Plagiarism and cheating are strictly forbidden.** If you do not understand what constitutes plagiarism or cheating, please come and see me.

**E-mail:** Beginning on July 1, 2007, the university has a new policy regarding student e-mail accounts. Faculty members may only correspond with students regarding academic issues if both parties use official UM e-mail addresses. According to the memo I received, this means that you need to either use a [grizmail.umt.edu](mailto:grizmail.umt.edu) address or a [umontana.edu](mailto:umontana.edu) address for email correspondence with your professors. Please make sure you are using that email address (checking it frequently, etc.) - you will receive emails from me there.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. "Reasonable" means

the University permits no fundamental alterations of academic standards or retroactive modifications.

**BMGT 420                      Course Schedule (Subject to Change)                      Fall 2014**

The most current, up-to-date Class Schedule is available on Moodle

Key due dates:

- 9/9     Personal Strategy Statement (part of Service Learning Project)
- 9/18   Set Up Paperwork (part of Service Learning Project)
- 9/23   Books approved (see Moodle for submission area and approvals)
- 9/30   Motivated/Directed Learning Paper (part of Service Learning Project)
- 10/21   Mid-term Exam
- 11/18   Book Paper and Recommendation
- 11/25   Integrated Book Presentation (uploaded to Moodle by this date)
- 11/26   Service Learning work completed
- 12/4    Service Learning Project submitted
- 12/9    Final Exam – GBB 119 – 10:00 AM-12:00 PM