



Leadership Theory and Practice

MGMT4325.301

FALL 2017

ABCD 9999-110, CRN 4325.301, Leadership Theory and Practice

Fall 2017 rev. 08.11.2017

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: James J. Bondi

Office: TAMU-CT

Phone: 254-291-0646

Email: james.bondi@tamuct.email

Office Hours:

I am available either before or after class.

Mode of instruction and course access:

This course meets face-to-face.

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

Student-instructor interaction:

I will routinely check and reply to student emails. Each week I will be sending out a class email to all students responding to any questions or concerns that the student might have with interpreting class material, scheduling and attendance conflicts, and homework assignments. In the first week of class, I will have each student fill out and complete a questionnaire identifying the best contact information for email and phone number. My intent is to be as transparent and available to students as my work schedule will permit me.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911

Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description:

This course covers an advanced survey of leadership theories and issues, with the emphasis on practical application of newer leadership models in contemporary organizations. Students will explore facets of both leadership and followership, along with the impact of the particular organizational setting and situation. Students will be challenged to explore their own leader, follower, situation analysis skills, exercises and role-playing through active discussions, analysis, and popular business treatment of leadership situations.

Course Objective:

The overarching objective of this course is for each student to apply leadership skills through empirical studies, case studies, and leadership skills in order to help students apply these skills in their real-life experiences. There will be a number of student interaction and student presentations. The students will be given stretch goals to further enhance their understanding of leadership skills. Strategies for working with others around interpersonal behavioral issues are also developed. Throughout the course experiential exercises and activities are used to show students how to work with others to achieve goals, objectives and learn. Leadership development involves reflecting on one's own experiences and applying the skills throughout the course.

Student Learning Outcomes:

Upon completion of this course the student will have an understanding of leadership theory and competencies that contribute to results in productive organizations and social / community environment organizations. Core competencies achieved at the conclusion of this semester include:

- Ability to explain and apply the “Interactional Framework” of Leadership.
- Clear understanding of the roles the leader, follower, and situation play in the leadership process.
- Ability to use the action-observation-reflection model to analyze personal skills for leadership and followership. (Journal)
- Ability to engage in double-loop learning to analyze leadership situations and frame situations from multiple perspectives. (Journal / Cases)
- Ability to analyze practical organizational circumstances and the appropriate role and actions of leaders in “real world” situations. (Cases)
- Ability to discuss, with a knowledgeable lens, the circumstances and factors

- influencing current business leaders' actions as reported in current business press. (Wall Street Journal)
- Competency in analyzing the skills and effectiveness of a current business press.
 - Students are expected to participate in course activities as listed in this syllabus.
 - Each student is responsible for his / her own learning outcomes.

Required Reading and Textbook(s):

R. Hughes, R. Ginnett & G. Curphy. (2015) Leadership: Enhancing the Lessons of Experience, 8th Edition. McGraw-Hill. ISBN#978-0-07-786240-4

Recommended Course Materials

L. David Marquet (CAPTAIN, U.S. Navy Retired). (2012) Turn the Ship Around, Published by Penguin Group. ISBN978-1-59184-640-6

COURSE REQUIREMENTS

Course Requirements: (include point values for each- not just a percentage)

Journals (3), 20 points each (total 60 points): Students will be assigned to write journal entries (3) focused on using journals to “think on paper” about leadership concepts from a text and / or describing your own experiences relating how a particular concept from the readings applies. Each journal entry for this class will be structured so that the student can demonstrate application of the “Action/Observation/Reflection” learning techniques introduced can be applied. This assignment will be more defined in class with a separate handout of instructions with grading rubrics.

Case Study Project (3), 25 points each (total 75 points): Each chapter in the assigned text ends with a short case describing a leadership or followership situation. Three of these case studies are assigned throughout the semester as an individual written exercise. Students will be assigned to write case analysis projects (3) by which students demonstrate in written form that students have mastered and apply course concepts in a real-world context. A well thought out and complete response to each case question applies concepts from the text woven in with case data to fully support the analysis. This assignment will be more defined in class with a separate handout to include assignment with grading rubrics.

Wall Street Journal (WSJ) (6), 15 points each (90 points): Students should be knowledgeable “consumers” of business press articles. Students in this class will be required to purchase a semester long subscription to the Wall Street Journal and must find and read articles relevant to the topics being studied in the course (<http://professor.wsj.com/>). In conjunction with Units 2-7, there is an assigned WSJ discussion. Separate handout with instructions and grading rubrics.

Current Business Leader in the Newspaper (1), 10 points project choice memo, 80 points final paper (total 90 points): As the student reads the Wall Street Journal this semester take note of a business leader that you find particularly interesting. Midway through the semester the student must identify a first and second choice leader to analyze in more depth as your final paper in this handling of organizational situations and analyzing their effectiveness. Detailed instructions for the paper will be distributed separately. In lieu of a final exam in the course, each student will present their business leader in the newspaper. Separate final paper handout instructions will be provided with grading rubrics.

Exams (2), 60 points each (total 120 points): There will be two (2) required exams. Each exam will cover 5 or 6 chapters and test student’s knowledge of the key frameworks and concepts. Emphasis will be on content, practical application, and writing skills. Handout assignment with grading rubrics will be given in class.

Grading Criteria Rubric and Conversion

Course Element	Grading Points		
Journal Entries	3 @ 20 points each		60 points
Case Study Projects	3 @ 25 points each		75 points
WSJ Current Event Forums	6 @ 15 points each		90 points
Leader in the News Project Choices Memo	1 @ 10 points		10 points
Leader in the News Project Final Paper	1 @ 80 points		80 points
Exam 1	1 @ 60 points		60 points
Exam 2	1 @ 60 points		60 points
Class Participation	40 points		40 points
Work Styles	25 points		25 points
		Total	500 points
Grade Equivalents:			
If Grade is Computed Numerically	If Grade is Computed by Letter		Grade is computed by Points
90.0 - 100 %	= A		450 - 500
80.0 - 89.9%	= B		400 - 449

70.0 – 79.9%	= C	350 - 399
60.0 – 69.9%	= D	300 - 349
0 – 59.9%	= F	0 - 299

Posting of Grades

Upon receipt of the class assignments, turn-around time for grades will be one week. Grades to be posted on the Canvas Grade book where students can monitor their status.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Week	Dates	Reading Assignment	Topic	Assignments
1	Aug 28- Aug 30	Hughes, Part One: Chpt 1-2	Course Orientation Work Styles Assessment Unit 1: Leadership As A Process and the Interactive Process Chpt 1: What Do We Mean by Leadership Chpt 2: Leader Development	Course Orientation Administer Work Styles Profile Read Chpts: 1 & 2 Case Study #1 Assignment #1, Chpt 2 Case: Developing Leaders at UPS, Due: Sep 06. Purchase Wall Street Journal subscription and begin reading/skimming for leader articles.
2	Sep 06-	Hughes, Part One: Chpt 3 Part Two: Chpt 4 Chpt 5	Unit 2: Focus on the Leader: Power, Influence, Ethics and Values Chpt 3: Skills for Developing Yourself as a Leader Chpt 4: Power and Influence Chpt 5: Values, Ethics, & Character	Read Chpts: 3, 4, 5 WSJ Discussion Forum #1 Journal Entry #1: Read Chpt 3 to understand 1 st Journal entry assignment; Due: Sep 11.

3	Sep 11- Sep 13	Hughes, Part Two: Chpt 6 Chpt 7	Unit 3: Focus on the Leader: Attributes and Behaviors Chpt 6: Leader Attributes Chpt 7: Leadership Behaviors	Read Chpts: 6 & 7 WSJ Discussion Forum #2 Exam #1 – Covers Chpts: 1, 2, 4-7 Due: Sep 18.
4	Sep 18- Sep 20	Hughes, Part Two: Chpt 8	Unit 4: Wrap-Up on the Leader Chpt 8: Skills for Building Personal Credibility and Influencing Others	Read Chpt: 8 WSJ Discussion Forum #3 1 st and 2 nd Choice Memo Leader Project Due Sep 25. Journal Entry #2: Read Chpt 8 to understand 2 nd Journal Entry 2 Due: Sep 25.
5	Sep 25- Sep 27	Hughes, Part Three Chpt 9&10	Unit 5: Focus on Followers Chpt 9: Motivation, Satisfaction and Performance Chpt 10: Groups, Teams, and Their Leadership	Read Chpts: 9 & 10 WSJ Discussion Forum #4 Case Study #2, Chpt 10 case, Integrating Teams at Hernandez & Associates Due: Oct 02
6	Oct 02- Oct 04	Hughes, Part Four Chpt 11-12	Unit 6: Your Followership and Intro to Situation Chpt 11: Skills for Developing Others Chpt 12: The Situation	Read Chpt 11 Journal Entry #3: Due: Oct 09. WSJ Discussion Forum #5 Case Study #3 Assignment #3, Chpt 12 Case: Innovation at IKEA, Due: Oct 11.

7	Oct 09- Oct 11	Hughes, Chpt 14&16	Unit 7: Situation Exploration Wrap-up on Follower and Situation Chpt 14: Leadership and Change Chpt 16: Skills for Optimizing Leadership as Situations Change	Read Chpt 14 & 16 WSJ Discussion Forum #6 Exam #2 – Covers Chpt 9, 10, 12 & 14 Due: Oct 16.
8	Oct 16- Oct 18		Unit 8: Course Wrap-Up	Leader Project Project Due: Oct 18. Project is in lieu of final

Import University Dates:

August 28, Add/Drop/Late Registration begins
August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes
September 1, Priority Deadline to Submit Graduation Application
September 4, Labor Day, CAMPUS CLOSED
September 5, Last day to drop 1st 8-week classes with no record
September 13, Last day to drop 16-week classes with no record
September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W
October 6, Deadline to submit graduation
October 20, Last day to withdraw from the University (1st 8-week classes WF)
October 23, Add/Drop/Late Registration begins, 2nd 8-week classes
October 26, Add/Drop/Late Registration ends, 2nd 8-week classes
October 30, Last day to drop 2nd 8-week classes with no record
November 10, Veteran's Day
November 10, Last day to drop with a Q or withdraw with a W (16-week classes)
November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W
November 23-24, Thanksgiving, CAMPUS CLOSED
December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)
December 15, Last day to file for Degree Conferral (Registrar's Office)
December 15, Commencement
December 25-January 1, WINTER BREAK

TECHNOLOGY REQUIREMENTS AND SUPPORT**Technology Requirements.**

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

For issues related to course content and requirements, contact your instructor.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](#)

[https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination

or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/departments/access-inclusion) webpage [https://www.tamuct.edu/departments/access-inclusion].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at Imdavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas

suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

Quality of Work: All work submitted for grading shall be of graduate level quality. Depth of analysis, grammatical structure, etc.

Identifying Submissions: Submissions must clearly identify the student and the title of the assignment.

Late Submissions: Late submissions will be penalized starting at 10% of the grade and up to no more than half credit.

Quality of Work

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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