



MGMT 5309 Seminar on Management and Leadership, Section 110

Spring 2018 ONLINE

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Barbara W. Altman

Office: Founders Hall 318i

Email: via Canvas "Inbox" (altman@tamuct.edu for emergencies only)

Voice Mail: 254-501-5841 (email is preferred)

Office Hours:

By appointment on Mondays or Wednesdays via phone, web-conferencing or in Killeen campus office.

Mode of instruction and course access:

This course is a 100% online course utilizing the A&M-Central Texas Canvas Learning Management System (<https://tamuct.instructure.com>) for class communications, content distribution, and assessments. Students will access all course materials, assignments, student-instructor and student-student communication, activities, quizzes, and resource links via the Course web site and the associated Cengage "Mind-Tap" links within the course web site.

Student-instructor interaction:

I am readily accessible through the Canvas email function in the course web site. I check messages often and will get back to you within 24 hours during the week (usually much sooner!) and within 36 hours on the weekend. There is also a "Course Q&A" Discussion Forum for students to post questions about the class that all students would most likely be interested in. I encourage students to interact with me to ask questions about upcoming assignments, get clarity on course concepts, and/or review your grading status in the course. I am available for consultations via phone, web-conferencing or in person in my campus office on Mondays and Wednesdays. To set up an appointment to please send me a Canvas message with several options for days/times and I will respond confirming one of your options.

Student responsibilities:

Students must be self-disciplined and a self-starter to be successful in this class. The reading load is substantial, and the topics are complex. Good writing skills are essential as case analyses, journal writing, discussion forums and papers are all required assessments. Please review this Syllabus, the grading points/assignments, and course schedule in detail prior to agreeing to all course requirements via the Student Course Agreement.

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 is the integrating capstone course for the MS Management and Leadership program. Through it we examine and explore both mainstream and emerging theories and approaches to leadership. Emphasis is on examining the applications of leadership principles and theoretical models to varied organizational situations. It also focuses on developing leaders who can effectively deal with the environmental and organizational challenges of the global, Internet age.

Course Objectives: At the conclusion of the course the student will be able to:

1. Review behavioral theory in organizational context including individual and group dynamics in the business environment. Specific consideration will be given to leadership, motivation, communication, employee supervision, and morale.
2. Review theories and processes directed at alignment of structure, technology, information systems, reward systems, people and culture, and management processes with organizational goals.
3. Examine and explore the distinctions between management and leadership. Emphasis will be given to the problems managers and leaders face in leading contemporary organizations in a rapidly changing workplace.
4. Review the design and use of cross-functional operations planning, control, and support systems.
5. Review pro-active strategies for organizational change using the theories and techniques of applied behavioral science management scenarios.

Student Learning Outcomes: On completing this course students will be able to do the following:

1. Apply different concepts related to leadership and organizational behavior.
2. Define the purpose and nature of the field of leadership.
3. Differentiate between various types of leadership theories and their application.
4. Distinguish the specific steps managers can take to lead and motivate employees.
5. Explain the factor/characteristics necessary to lead high-performance teams.

6. Analyze different concepts related to leadership and decision making.
 7. Implement different concepts related to leadership and managing follower conflict, stress, and communication
 8. Describe the process of leadership which involves the interaction between the leader, the followers and the situation
 9. Understand the leadership principles and theoretical models that may be used in contemporary organizations
 10. Understand change theory and how it can be utilized in contemporary organizations
 11. Apply leadership principles and theoretical models to various organizational situations.
 12. Compare and contrast current approaches to managing change within organizations.
 13. Explain the use of applied behavioral science in organizational development.
 14. Apply current practices in management using relevant management articles and applications,
 15. Examine the importance of alignment in overall organizational success.
 16. Apply the skills necessary to be effective, capable, ethical leaders in society and in the workplace.
 17. Demonstrate leadership skills in a real world context by integrating theoretical and practical application of tools, techniques, concepts and skills learned in this course.
 18. Explain how and why ethical principles, core values, and socially responsible management practices matter greatly in the conduct of a company's business.
- Learning outcomes associated with each text chapter are provided in the course web site.

Required Textbook and Publisher Resources:

Richard L. Daft (2018). *The Leadership Experience* (7th edition). Mason, OH: Cengage South-Western. PLUS Mind-Tap access for Daft text.

ISBN: 9781337370028

A special bundle has been negotiated for TAMUCT students that includes the loose-leaf version of the text plus Mind-Tap access code.

COURSE REQUIREMENTS

a. Student Profile and Course Agreement

Students must read this Syllabus carefully and document they understand all course requirements by the end of the first week of class. The course agreement certifies students understand this Syllabus, all required course assignments, and the expectations associated with this graduate online class. This completed agreement is worth 10 grading points.

b. Introductory Discussion Forum

The first week of class students are required to participate in a Discussion Forum intended to begin to build a community of learning and inquiry in the class. See the course web site for elements to include in this post; a recent photo is required. Students who are not comfortable posting a picture to the Discussion Forum may email one privately to Dr. Altman. Completion of this posting on time and with all required elements is worth 10 grading points.

c. Chapter Self Quizzes (Mind-Tap)

Practice exams are provided for each Chapter via the Mind-Tap resources linked in the Course web site. These practice exams are worth 5 points each and are a good way to be sure you are understanding the chapter concepts after viewing the PowerPoint lecture presentations and viewing the Chapter video. The questions are representative of those that will be on the Chapter Exams. Students are allowed two attempts at these practice quizzes and your better score will count. Self Quizzes are open until the Exam for that section is due to allow students an opportunity to use these quizzes as a study tool for that Exam.

d. Chapter Exams

There will be four examinations on the textbook material during the semester. The exams are non-cumulative, and will include only materials covered in the assigned chapters for that exam. Exams will be open-book and open-note. All questions will be either multiple choice or True/False. Given the time limitations you will only have time to consult notes for a few questions so you must study and be familiar with the material. You only get one attempt at each exam. Due dates for your exams are given in the Weekly Schedule in this Syllabus and on the course web site. Make ups are only for those people who missed the exam with legitimate and documentable excuses. Make ups will be give the weekend following the scheduled exam. Exams will be available over a 72 hour period online. Exams once started, must be completed. 1 Exam covers 3 chapters and is worth 30 points. The other three Exams cover 4 chapters and are worth 40 points each.

e. Individual Case Exam

There will be one open-book, open-notes individual case examination. Students are responsible for all material covered in the course up to the time of the exam. The exam will require you to analyze a textbook case or an article from a business periodical (e.g., Business Week, Fortune, Forbes, etc.). This exam requires a case analysis that follows the Case Analysis Outline (see Appendix B). It will be available online for a seven day period (consult course schedule for days). You will turn in your exam as an attachment through the Exams Link in the course menu. You must organize your exam using headings and subheadings that reflect the Case Analysis Outline. This Exam is worth 200 grading points. This exam will serve as the comprehensive examination for students in the MS Management & Leadership Program.

f. Chapter Self-Assessments (Mind-Tap)

Much of Leadership study involves tapping in to what your perspectives on Leadership are, once you have read about and studied the concepts. These Mind-Tap based exercises challenge you to discern your perspective on a number of the frameworks we study this semester. There are 10 Self-Assessments assigned, associated with a framework in 10 of the text chapters. Each of these Self-Assessments is worth 10 grading points.

g. "Leadership at Work" Exercises (Mind-Tap)

Three "leadership at work" applied Mind-Tap exercises challenge you to think through an organizational circumstance that is addressed in that chapter. These are essay questions and require both sound writing and strong analysis of the situation posed. Each Leadership at Work exercise is worth 20 points.

h. Case Analyses and Discussion Forums

Four times during the semester, students will be assigned a short case at the end of the chapter reading. Students will analyze the case, using the Discussion Questions posted in the text. Your discussion question response will be posted to the Case Discussion Forum in Canvas and once all have posted their initial responses, the entire class will respond to each other, hopefully adding to and probing the concepts included in that chapter further. Dr. Altman will moderate these Discussion Forums and include commentary when necessary. These short cases are excellent practice for the Individual Case Exam. Each Case Analysis/Discussion Forum is worth 25 grading points.

i. Leader Interview Project/Paper

Exemplary leaders practice leadership skills that inspire team member contributions and model effective leadership for emerging leaders. Many highly effective leaders can readily identify exemplary leaders who were their leadership role models, especially during their more formative leadership development years. You will be responsible for choosing a leader to interview this semester; this leader should be with someone who you believe has developed into an effective leader and demonstrates positive leadership skills and behaviors.

- You might want to interview someone you consider a role model in terms of leadership development.
- You should ask him/her questions regarding specific skills, experiences and training opportunities that have helped them along their leadership journey.
- You should also ask them some of their advice to you as you continue to develop as a leader (things to become involved with, experiences to have, etc.).

Week 5 of the semester you must identify who you will be using for your Leader Interview Project, why you choose them, and proof that they have agreed to participate. This proposal is in the form of a memo to Dr. Altman submitting via the Assignments link, and is worth 10 grading points. Week 10 of the semester you are required to submit a fully developed paper that outlines your interview (s) with this individual and what you have learned, applying the text concepts that have been covered up until this date.

Your interview paper is worth 90 grading points, based on the following grading criteria:

- Explicitly identifying one of your leadership role models by some defining description rather than simply by name and why you and others should emulate this person;
- Clarifying what you consider your leadership role model's most significant leadership strengths;
- Describing how their strengths help make your role model an effective leader;
- Why others should follow or admire this leader;
- Your thoughts and conclusions about what you heard/feedback you received, and how you can incorporate this into your future leadership development and your interactions with others; and
- Application of relevant course concepts/models.

Your paper should be in APA format, fully proofread and cover each topic above fully. Dates that interviews were conducted should be included as references in this paper.

7. Final Team Project

The **final exam** will consist of a group case presentation and written analysis of a real organization. During the semester you will pick an organization and research it as a case study. This can be an organization where you are employed or a FORTUNE 500 company. Students will be able to choose their own groups. Group members and a team name must be communicated to Dr. Altman via Canvas Message by Week 4 of the course. By Week 9 each group must decide on a Case and submit a 2 page proposal for approval. It should follow as much as possible at this stage the Case Analysis Outline. In particular try to formulate an initial management question focusing on the leader dynamics in that organization. At least 4 credible sources for your case analysis must be submitted in conjunction with this proposal. This proposal is pass/fail – either your group is approved to move forward and granted 10 grading points OR your group must resubmit.

If you are analyzing an organization of your choice instead of a company in an article or articles, it is incumbent on you to write up enough detail on the organization so that I can follow the application of course concepts/models to the case situation through the Case Analysis Outline. A general rule of thumb is that the case situation write up should comprise about 50% of your paper.

The analysis of the company, the format of the report and its grading will follow that of the Case Analysis Outline in Appendix B. The paper should be 15-20 double-spaced pages (exclusive of cover page, table of contents, references and attachments), APA style, 1 inch margins, 12 pitch, times new roman font. Be sure and take advantage of the Management guide and library link in the course “additional resources” module. This will be an important source of credible references and background material for your Final Group Case Project.

You must use at least ten references with citations in the final paper. Make sure that every citation in your references is cited in the body of your paper. Multiple citations from the same web site only count as one citation toward the ten reference requirement. Use this format for the document file: 5309_Spring2018_Final Case Project (name of company)_Your Team Name. Names of each team member should be included on the paper title page.

In conjunction with your final paper, a PowerPoint Presentation with notes must be submitted as part of the final project. This presentation should summarize the key points in the case analysis outline. The Final Paper is worth 100 grading points and the Presentation 90 points.

No late submissions will be accepted for this project.

Peer Evaluations: All students must fill out the peer evaluation form and submit it to Dr. Altman via Canvas message by the last day of class. It will be used as a mechanism to determine an individual’s contribution to the group’s effort. IF you rate a group member significantly higher or lower than the other group members, you also must write down the specifics of the situation and justify your rating. This form does not have associated grading points, however if not

submitted, you will NOT receive the points associated with the final paper and presentation.

Team Member Performance: Team collaboration is permitted ONLY for the assigned team projects. All other work in the course must be your individual work. I expect each team member to fully participate on team projects. All team members will receive the same grade for the Projects. However, I reserve the right to make exceptions to that practice as circumstances such as performance imbalance or communication issues warrant. I also reserve the right to administer peer evaluations at any time for your projects and to consider these in the allocation of grades among team members. I strongly urge you to discuss your mutual expectations with your team members.

If at any time, you believe that a team member is not living up to his/her commitments, you have the right to remove them from your group. To remove a team member:

1. First, meet as a team and discuss the issue with the offending team member.
2. Document your meeting in writing and send it to me via email.
3. If the situation fails to improve, document the team member's lack of participation and performance.
4. Notify me in writing of the situation.
5. If I decide to remove the team member after consulting with the offended team members and the offending team member, the terminated member will be responsible for completing an independent Final Case Project on their own.

Grading Criteria

There are a total of 1000 grading points in this class, as follows:

Student Profile/Course Agreement	10
Introductory Discussion Forum	10
Mind-Tap Exercises:	
Chapter Self-Quizzes (5 points each for 15 chapters)	75
Self-Assessment Exercises (10 at 10 points each)	100
Leader at Work Exercises (3 at 20 points each)	60
Chapter Exams:	
Exam 1: 30 points (covers 3 chapters)	
Exams 2-4: 40 points each (each covers 4 chapters)	150
Individual Case Exam (Comprehensive Exam)	200
4 Case Analysis & Discussion Forums (25 points each)	100
Leadership Interview Project	
Proposal	10
Paper	90
Team Final Project/Case Presentation	
Proposal	10
Final Paper	100
Final Presentation	90
Total (includes 5 bonus points)	1005

Grading Policy

Minimum points required for a specific course grade are noted on the table below.

Minimum points required for a specific course grade will NOT be revised for any reason.

Late Submission of work is only allowable due to medical emergencies, with notice to Dr. Altman prior to or on the due date.

<u>Course Grade</u>	<u>Calculation</u>	<u>Minimum Points Required</u>
A	90% X 1000	900
B	80% X 1000	800
C	70% X 1000	700
D	60% X 1000	600
F	50% X 1000	500 and below

Posting of Grades

All student grades will be posted in the Canvas Grade Book and students should monitor their grading status through this tool. Grades for Exams will be posted after the availability period has expired. Grades for all other Assignments will be posted no later than one week following the due date.

COURSE OUTLINE AND CALENDAR

See Appendix A for a detailed list of weekly assignments and deadlines for this course.

Important University Dates:

January 2018

January 15, (Monday) Martin L. King Jr. Day

January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week & 1st 8 week)

January 16, (Tuesday) Classes Begins

January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)

January 31, (Wednesday) Last day to drop 16 week classes with no record

February 2018

February 2, (Friday) Priority Deadline to Submit Graduation Application

February 9, (Friday) Last day to drop a 1st 8-week class with a Q or withdraw with a W

March 2018

March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation

March 12, (Monday) Spring Break Begins

March 16, (Friday) Spring Break Ends

March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W

April 2018

April 2, (Monday) Scholarship Deadline

April 2, (Monday) Registration begins
April 27, (Friday) Student End of Course Survey Opens

May 2018

May 11, (Friday) Spring Term Ends
May 11, (Friday) Last day to withdraw from the university
May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 13, (Sunday) Student End of Course Survey Closes

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

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand course site menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

Be sure to check your Browser settings for compatibility with Canvas on ALL computers that you use for this class. Technology issues on the student's end are NOT a criteria for resetting an assignment or assessment; be sure you have the correct technology set-up.

Other 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.

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) [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 Academic 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 Dr. Altman 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. *If you require an accommodation in this course, please let Dr. Altman know within the first two weeks of class.*

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

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].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

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 Dr. DeEadra Albert-Green at deeadra.albertgreen@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.

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 Monday-Thursday 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/) at [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/]. The link to the Management Resources guide, which is particularly helpful for the Final Team Project in this class, is <https://tamuct.libguides.com/c.php?g=117073>.

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 TAMUCT, 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 Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

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.

Course Standards

Professional level writing and communication are critical skills in the business world. This standard should be displayed in all assignments for this class. All communications, both to the Professor and student colleagues, should be kept professional, including Discussion Forum postings and messages. For online correspondence, appropriate “netiquette” rules should always be followed (see folder on course web site for netiquette readings). For written assignments, all work should be proofread, free of grammatical errors, include proper citations and be in accordance with American Psychological Association (APA) standards.

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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This Syllabus is subject to change by the Professor. Should changes be made, they will be announced in class and via the course Canvas web site, and a Syllabus with revised date in the footer will be posted.

Appendix A
MGMT 5309 Weekly Schedule
Spring 2018

Activities noted bold are for grading points. Any deviation from this schedule implemented during the semester will be announced via the Canvas web site. Assignments are due at the end of the week, unless noted otherwise.

Week 1 (Jan 16 - 21)

1. Read Course Syllabus, post any questions to “Course Q & A” Discussion Forum
2. Navigate course web site and familiarize yourself with resources available
3. Purchase Daft text and Mind-Tap access code
- 4. Submit Course Profile/Agreement (10 Points)**
- 5. Post to Introductory Discussion Forum (10 points)**
6. Daft: Read Ch. 1 - What Does It Mean To Be a Leader
7. View Chapter Video, Study PPT and Mind-Tap Flashcards
- 8. Mind-Tap Self-Assessment – Multiple Intelligences (10 points)**
- 9. Mind-Tap Chapter Self Quiz (5 points)** due in conjunction with Exam 1
10. View Fry Video - Sales Engineering Division Case & Introduction to Case Analysis Outline

Week 2 (Jan 22 – 28)

1. Daft: Read Ch. 2 Traits, Behaviors, and Relationships
2. View chapter video, Study PPT and Mind-Tap Flashcards
- 3. Consolidated Products Case (text, pp. 58-59) – Case Analysis & Discussion Forum (25 points)**
- 4. Mind-Tap Chapter Self-Quiz (5 points)** due in conjunction with Exam 1

Week 3 (Jan 29 - Feb 4)

1. Daft: Read Ch. 3 Contingency Approaches to Leadership
2. View Chapter video, Study PPT and Mind-Tap Flashcards
- 3. Mind-Tap Self-Assessment – Are You Ready? (10 points)**
- 4. Mind-Tap Chapter Self-Quiz (5 points)**
5. An Impossible Dream? Case (optional, Fry video analysis)
- 6. Exam 1, Chapters 1-3 (30 points)** opens at 8 a.m. Friday and closes Sunday 11:59 p.m.

Week 4 (Feb 5 - 11)

1. Daft: Read Ch. 13 Creating Vision and Strategic Direction
2. View Chapter video, Study PPT and Mind-Tap Flashcards
- 3. Mind-Tap Self-Assessment – Your Strategy Style (10 points)**
- 4. Mind-Tap “Leadership at Work” Future Thinking (20 points)**
- 5. Mind-Tap Chapter Self-Quiz (5 points)** due in conjunction with Exam 2
6. View Fry “The Visionary Leader” Case video (relevant to Mission/Vision portion of Case Outline)

Week 5 (Feb 12 - 18)

1. Daft: Read Ch. 14 Shaping Culture and Values
2. View Chapter video, Study PPT and Mind-Tap Flashcards
3. View “More on Spiritual Leadership” Video
4. **Mind-Tap Self-Assessment - Culture Preference Inventory (10 points)**
5. **Mind-Tap Chapter Self Quiz (5 points)** due in conjunction with Exam 2
6. **Leader Interview Proposal Due (10 points)**

Week 6 (Feb 19 - 25)

1. Daft: Read Ch. 15 Leading Change
2. View Chapter video, Study PPT and Mind-Tap Flashcards
3. **“From this Point On’ Case (text, pp. 488-489) – Case Analysis & Discussion Forum (25 points)**
4. **Mind-Tap Self-Assessment: Resistance to Change (10 points)**
5. **Mind-Tap Chapter Self Quiz (5 points)** due in conjunction with Exam 2

Week 7 (Feb 26 - Mar 4)

1. Daft: Read Ch. 12 Leadership Power and Influence
2. View Chapter video, Study PPT and Mind-Tap Flashcards
3. **Mind-Tap Self-Assessment: Your Leadership Orientation (10 points)**
4. **Mind-Tap Chapter Self Quiz (5 points)**
5. Waite Pharmaceuticals Case (optional, Fry video analysis)
4. **Exam 2, Chapters 12-15 (40 points)** opens at 8 a.m. Friday and closes Sunday at 11:59 p.m.

Week 8 (Mar 5 - 11)

1. Daft: Read Ch. 4 The Leader as an Individual
2. View Chapter video, Study PPT and Mind-Tap Flashcards
3. View “Self-Awareness and Mindfulness” Video
4. **Environmental Designs International (text, pp. 130-131) Case Analysis & Discussion Forum (25 points)**
5. **Mind-Tap Chapter Self Quiz (5 points)** due in conjunction with Exam 3

SPRING BREAK (Mar 12 - 18)

Week 9 (Mar 19 - 25)

1. Daft: Read Ch. 5 Leadership Mind and Emotion
2. View Chapter video, Study PPT and Mind-Tap Flashcards
3. **Mind-Tap Self-Assessment: Emotional Intelligence (10 points)**
4. **Mind-Tap Self-Assessment: Your Systems Approach (10 points)**
5. **Mind-Tap Chapter Self Quiz (5 points)** due in conjunction with Exam 3
6. **Final Team Case Project Proposal (10 points)**

Week 10 (Mar 26 - Apr 1)

1. Daft: Read Ch. 6 Courage and Moral Leadership
2. View Chapter video, Study PPT and Mind-Tap Flashcards
3. **Mind-Tap Self-Assessment: Ethical Maturity (10 points)**
4. **“What Should I Say” Case (text, pp. 189 - 191) – Case Analysis & Discussion Forum (25 points)**
5. **Mind-Tap Chapter Self Quiz (5 points)** due in conjunction with Exam 3
6. **Leader Interview Paper Due (90 points)**

Week 11 (Apr 2 - 8)

1. Daft: Read Ch. 7 Followership
2. View Chapter video, Study PPT and Mind-Tap Flashcards
3. **Mind-Tap Leadership at Work – Follower Role Play (20 points)**
4. **Mind-Tap Chapter Self Quiz (5 points)**
5. **Exam 3, Chapters 4-7 (40 points)** opens Friday 8 AM and closes Sunday 11:59 p.m.

Week 12 (Apr 9 - 15)

1. Daft: Read Ch. 8 Motivation and Empowerment
2. View Chapter video, Study PPT and Mind-Tap Flashcards
3. **Mind-Tap Chapter Self Quiz (5 points)** due in conjunction with Exam 4
4. Daft: Read Ch. 9 Leadership Communication
5. View Chapter video, Study PPT and Mind-Tap Flashcards
6. **Mind-Tap Chapter Self Quiz (5 points)** due in conjunction with Exam 4
7. **Individual Case Exam (200 points – Comprehensive Exam)** opens Monday at 8 a.m. and closes Sunday 11:59 p.m.

Week 13 (Apr 16-22)

1. Daft: Read Ch. 10 Leading Teams
2. View Chapter video, Study PPT and Mind-Tap Flashcards
3. **Mind-Tap Leadership at Work – Team Feedback (20 points)**
4. **Mind-Tap Chapter Self Quiz (5 points)** due in conjunction with Exam 4
5. Daft: Read Ch. 11 Developing Leadership Diversity
6. Study PPT and Mind-Tap Flashcards
7. **Mind-Tap Self-Assessment – Unconscious Bias (10 points)**
8. **Mind-Tap Chapter Self Quiz (5 points)** due in conjunction with Exam 4

Week 14 (Apr 23 - Apr 29)

1. Work on Final Team Project Presentation
2. **Exam 4, Chapters 8-11 (40 points)** opens Friday at 8 a.m. and closes Sunday 11:59 p.m.

Week 15 Course Wrap-Up (April 30 -- May 6)

1. **Final Team Paper, Presentation and Peer Evaluations due**

Appendix B
Management 5309
Case Analysis Outline

A significant amount of this course is centered on you learning how to apply the Case Analysis Outline given below. As stated in your syllabus. Being able to apply this case analysis process both individually and as part of a team is what distinguishes graduate from undergraduate work in management. In doing so you are required to not only learn and demonstrate your knowledge of the course basic vocabulary, you must also demonstrate that you can:

1. Take a real world situation and analyze it using three distinct approaches (vision/purpose/mission/values, stakeholder analysis, SWOT analysis) that help you gain insight into the key issues that must be addressed to move the organization to the next significant level of performance.
2. Apply the 3-4 most relevant leadership concepts/models that can be used to assess the degree to which the organization is following them. The basic assumption here is that individuals and organizations that apply or adhere to these concepts/models are more effective.
3. If these models are being successfully followed/implemented, then the challenge is to offer, select, and implement alternatives that, given the situation analysis, will help insure that the organization remains effective.
4. If there is a discrepancy between the organization's behavior and what is prescribed by these model, the challenge is to offer, select, and implement alternatives that reduce this discrepancy.
5. Be able to draw on at least one model that should be followed as part of your implementation strategy that will effectively address the issues you identified in the situation analysis.

Be sure and review the videos I've posted in the Case Analysis Resources link that go over how to apply the above in more detail.

The bottom line in all of this is to help you develop the ability and skill to more effectively apply relevant models of organizational behavior in your everyday life. If you can do so, it will fundamentally change the way you view your world and positively influence your personal and organizational effectiveness as you define it.

1. **Situation Analysis (25%):** Describe briefly in summary form the management situation reflected in the case. This is not a restating of the case details or history. Instead, it captures the essence of the management situation and leads to the development of the issue(s) statement to follow. Be sure and include a:
 - A. Vision/Purpose/Mission/Values Statement**Identify any issues related to:**
 1. The organization not having a stated set of Vision/Purpose/ Mission/

Values.

2. The organization not living up to its stated set of Vision/Purpose/
Mission/Values.

B. Stakeholder analysis:

1. Identify key stakeholders

2. Identify expectations for each stakeholder.

3. **Identify any issues related to** unmet stakeholder expectations.

C. Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis

Identify any issues related to your SWOT analysis. These usually
have to do with weaknesses and threats.

2. **Issue(s) Statement & Management Question (10%):**

A. List and briefly summarize the key issues you identified in your Situation
Analysis.

B. Close this section with a *single, concise but comprehensive underlying
management question* that must be answered to address the key issues
from A.

3. **Leadership Analysis (35%):** Apply in-depth 3-4 course concepts/models. This means that
you should identify a model/concept (e.g., transformational leadership) and use it to
analyze/describe what's going on in the case relative to the key issues and the
management question to be addressed. If the case differs from what the model suggests
or recommends, this provides evidence that the model can be useful in addressing the
key issues and answering the management question.

4. **Identification and Evaluation of Alternatives (15%):** Base on your Leadership Analysis,
identify three or more specific, mutually exclusive options/alternatives that should be
evaluated to address the issues and the underlying problem. Label each with a brief key
word name that identifies the alternative, i.e., Reorganize the Division. Then develop
and fully discuss the pro's and con's, and related implications of each alternative.

5. **Recommended Alternative(5%):** Suggest which of your alternatives from Part 4 you
recommend be implemented and why.

6. **Implementation and Conclusion (10%):** Describe and discuss the strategic and
operational issues related to implementing the recommended alternative. Include a
course concept/model to follow along with a timeline for implementing it.