



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

MGMT 5310-110 Leadership Formation and Development

CRN 10294

Monday evenings 6:00 – 8:45 p.m.

Founders Hall 304

Spring 2018 (16 Jan thru 11 May)

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Brad Almond
Office: 318G Founders Hall
Phone: 254-519-5443
E-mail: Canvas messaging is preferred; also brad.almond@tamuct.edu
Department: Marketing & Management
Department Contact: Founders Hall 318, 254-519-5437, cobainfo@tamuct.edu
Office Hours: Mondays and Thursdays 1:00-4:00 (appointments recommended).

I am most easily accessible via email. I will check my TAMUCT and Canvas (preferred) email at least once per day during the normal work week. Students should expect a reply within 24 hours unless the email falls on a weekend, in which case they should not expect a reply before the following Monday.

Mode of instruction and course access:

This is a face-to-face course which will use the TAMUCT Canvas Learning Management System for course material storage (including syllabus and grades), assignment uploads, and electronic communication. The Canvas system may be accessed at the following URL:

<https://tamuct.instructure.com>. Login instructions are given below.

- Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]
- Username: Your MyCT username
 - (xx123 or everything before the "@" in your MyCT e-mail address)
- Password: Your MyCT password

For this course, you will need reliable and frequent access to a computer and to the Internet, as well as any additional technology and resource requirements spelled out below.

Your Web browser must have JavaScript enabled for you to access your courses properly within Canvas. In addition, Canvas will display popups with information, so popup blockers may need to be disabled. If you need technical support for any of the above, please contact the Help Desk using the contact information below.

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>] 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.

(statement updated Spring 2018)

COURSE INFORMATION

Course Objective

This course examines both mainstream and emerging theories and approaches to leadership development and formation, with an emphasis on case study and experiential methods of examining the application of leadership principles and models. It provides each student the opportunity to focus on developing their personal and organizational abilities and skills to become triple bottom line leaders who can better resolve the economic, social and environmental issues of the global, Internet age.

In addition, this seminar explores the relationship between business as a pivotal societal institution and leadership formation based on a model of spiritual leadership. Questions the course will explore include: What is spirituality and how is it different from religion? How is spiritual leadership related to the ideas of a calling and membership and, ultimately, personal and organizational effectiveness? Why do successful leaders often derail if they lack personal integration due to dysfunctional personality characteristics? How is spirituality related to the achievement of personal leadership? How do turbulent business environments affect leadership spirituality? What special challenges are posed for spirituality by power and wealth that accompany successful business leadership? How can spiritual disciplines and meditation practices be tailored for the time-pressured life of business professionals and leaders? What are the benefits of a more intense spiritual journey for leadership formation and organizational leadership?

Course Student Learning Outcomes (SLO):

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

1. Identify the fundamental differences between leadership development and leadership formation.
2. Explain, apply, and discuss the model of personal spiritual leadership.
3. Explain, apply, and discuss the model of organizational spiritual leadership.

4. Explain, apply, and discuss *The Leadership Challenge's* five practices and ten commitments.
5. Choose a mindful practice and explore the power of presence and being in the now for leadership effectiveness.
6. Develop a personal mission statement that identifies your life's vision, purpose, mission, core values and key personal stakeholders' expectations.
7. Examine the relevance of the Enneagram personality type to your leadership development and formation.
8. Explain the importance of spiritual formation and spiritual leadership for co-creating a conscious sustainable world that works for everyone.
9. Examine the problems managers and leaders face in leading learning organizations committed to the triple bottom line and sustainable effectiveness in diverse economic, social, and ecological global environments.

Required Reading and Textbook(s):

TEXTS: Kouzes, J., & Posner, B. (2017). *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations* (6th ed.). Hoboken, NJ: Wiley.
ISBN: 978-1-119-27896-2

Fry, L., & Nisiewicz, M. (2013). *Maximizing the Triple Bottom Line through Spiritual Leadership*. Palo Alto, CA: Stanford University Press.
ISBN: 978-0-8047-8508-2

Tolle, E. (1999). *Practicing the Power of Now*. Novato, CA: New World Library.
ISBN-13: 978-1577311959

Kabat-Zinn, J. (2012). *Mindfulness for Beginners: Reclaiming the Present Moment – and Your Life*. Boulder, CO: Sounds True.
ISBN-13: 978-162-203-6677

Riso, D., & Hudson, R. (1999). *The Wisdom of the Enneagram*. New York, NY: Bantam Books.
ISBN: 978-0-553-37820-7

The Enneagram Test (The RHETI: Riso-Hudson Enneagram Type Indicator):
Independently validated full test (version 2.5) (\$12.00)
<https://tests.enneagraminstitute.com/test/1/code>

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

REFERENCE: American Psychological Association. (2009). *Publication Manual of American*

Psychological Association (6th ed.). Washington, D.C. Available in print or as a Web-based resource through Purdue Online Writing Lab (<https://owl.english.purdue.edu/owl/resource/560/01/>).

Technology Requirements and Support:

For best results in this course, **you will need reliable access to a computer and to the Internet.**

You will also need **access to Microsoft Word™** and PowerPoint™ (or other compatible word processing and presentation programs such as OpenOffice Writer™ and Impress™) and **a program that allows you to view PDFs**. Adobe offers a free PDF reader at <http://www.adobe.com/products/acrobat/readstep.html>. Most computers are already equipped with this application.

As mentioned above, this course will also use the A&M-Central Texas Instructure Canvas learning management system. Login information is as follows:

- URL for 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

For technical support related to Canvas, use the Canvas Help link (circled question mark icon) located at the bottom of the left-hand menu of the Canvas main page. Within this help menu you have three different ways to contact support:

- Online chat (select "Chat with Canvas Support")
- Through a formal support request (via the "Report a Problem" link)
- Phone call to the Canvas support line: 1-844-757-0953.

For technical support related to log-in problems, students should contact Help Desk Central, which is available 24 hours a day, 7 days a week, and may be reached by one of the means below:

- Email: helpdesk@tamu.edu
- Phone: (254) 519-5466
- Web Chat: [<http://hdc.tamu.edu>]

When contacting Help Desk Central, please let the support technician know you are an A&M-Central Texas student.

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

Please note that technology issues are not an excuse for missing a course requirement—make sure your computer is configured correctly to satisfy course requirements, and address any issues well in advance of deadlines.

COURSE REQUIREMENTS

Discussion Forums (comprising a total of 10% of final course grade):

1. Course Profile/Agreement: (2%)

This form, which is **found in the Assignments course link**, outlines information about yourself and requires you to agree that you have read and understood the requirements for the course and the responsibilities of a graduate student (especially one taking a course with online course components). Be sure to both read this Syllabus fully and tour the course web site prior to signing this form. Should you have questions after reading the Syllabus and touring the web site, post it to the "Course Q&A" Discussion Board and Dr. Almond will respond. This Profile/Course Agreement is due at the end of the first week of class. **See the Schedule of Exams and Assignments link in the course menu for the actual due date.**

2. Introductory Discussion Forum (3%):

We will be establishing a community of learning in this class, and given that you will be part of this community, you need to make some preliminary, minimal efforts to get to know your student colleagues. Students are required to post twice in this Discussion Forum. Your first post is a personal introduction. For this first post, be sure to include at least 2 full paragraphs about the following:

- what degree you are pursuing,
- how far along in your studies you currently are,
- your current and past work experience,
- what you hope to learn in this class,
- what you are looking for in a team,
- what you would bring to a team, and
- a personal tidbit about you (e.g. hobbies or family).

Including a recent photo with your initial post is encouraged but not required.

Your second post will consist of at least two parts. You are required to post responses to at least two (2) of your classmates' first posts (their personal introductions). These secondary posts should be thoughtful and should relate to your classmates' expectations of this course and of teamwork. **See the Weekly Schedule and Due Dates link in the course menu for the due date.**

3. Course Q&A, and Case Analysis Outline Discussion Forums:

As a courtesy, I have also set up ungraded discussion boards, including (1) a Q&A forum for questions concerning this course in general and (2) a forum for questions concerning the Case Analysis Outline (given in the Appendix to this syllabus). Questions here may be posted to the course at large. Direct inquiries to Dr. Almond should be sent via Canvas messaging.

4. **Enneagram Discussion Forum (5%): SLO 9**

A significant part of this course will focus on the Enneagram Personality Types as a tool for psychological and spiritual growth. This entails several activities including an assessment of your Enneagram personality type and how it affects your daily life. The enneagram incorporates three essential qualities that are necessary for leadership formation, 1) Presence (self-awareness, mindfulness), 2) the practice of self-observation (gained from self-knowledge), and 3) understanding what ones experiences mean (an accurate interpretation provided by a larger context such as a community or spiritual system). Being, in the Jon Kabat-Zinn and Eckhart Tolle sense, supplies the first, you supply the second, and the Enneagram supplies the third. In this forum each of you will post at least two observations or insights you gained from your exploration of the enneagram. You are also required to post thoughtful responses to at least four of your classmates. In doing so you should draw from the Enneagram material and/or your experience from that perspective. **See the Weekly Schedule and Due Dates link in the course menu for the due date.**

Examinations:

1. Individual Case Exam (20%): SLOs 2-4, 8-9

There will be one open-book, open-notes individual case examination. The Individual Case Exam will require you to analyze an organizational leader facing a significant sustainability challenge based on a case study or an article from a business periodical (e.g., *Business Week*, *Fortune*, *Forbes*, etc.). Your instructor will provide the article for you at the time of the exam. **This exam requires a case analysis that follows the Case Analysis Outline (see Appendix).**

For the Leader and Leadership Analysis in section 3 of the Case Analysis Outline, be sure to apply the following:

- The *Leadership Challenge* five practices and ten commitments.
- The Organizational Spiritual Leadership model, and
- The Personal Spiritual Leadership Model,

You will turn in your exams as an attachment through the Assignments link in the course menu. Please include a title page. **See the Weekly Schedule and Due Dates Course link for the due date.**

A sample grade-A Exam is also included for reference with the Exam instructions and article file/link.

Organize your exam using headings and subheadings that reflect the Case Analysis Outline. Please do not require me to hunt for your answers.

Written Assignments:

Each student will complete the following written assignments:

Personal mission Statement (20%): SLOs 1,6-7

You are required to develop your personal mission statement as a Power Point presentation. A personal mission statement focuses on what you want to be (character), to do (contributions and achievements), and the values or principles on which your attitudes and actions are based. It is a personal constitution that, much like the United States Constitution, is fundamentally changeless.

“It becomes a personal constitution, the basis for making major, life-directional decisions in the midst of the circumstances and emotions that affect our lives. It empowers individuals with the same timeless strength in the midst of change (Covey, S. R. (1991). *Principle-centered leadership*. New York: Fireside/Simon & Schuster. p.108).”

Your personal mission statement should draw on the personal leadership material covered in the course, including the SL & Tolle books and the Enneagram. Part of your presentation should be on how these materials/concepts/models influenced your thinking as you developed your personal mission statement

Write your personal mission statement as a first-person positive affirmation (5 point penalty if you fail to do this). Also, identify and describe what you believe to be the **10 values that** are most important to your personal leadership and **rank each in order of importance**. Write a brief but clear defense of why you ranked them in the order you did. **A sample personal mission statement has been provided for your reference.**

You will turn in your Personal Mission Statement as an attachment through the assignments link on the Course Menu. See the Weekly Schedule and Due Dates link in the course menu for the due date.

Leadership Development Action Plan (5%): SLO 4

There are two parts required for this assignment.

1. The first part requires you to use Kouzes and Posner’s Leadership Development Worksheet covered in Unit 3 to:
 - i. Identify your leadership strengths and opportunities (page 21) and
 - ii. Fill out the Leadership Development Worksheet Semester Action Plan (page 3). Use as much space as needed. You may find pages 2 & 5 to be useful here.
2. The second part requires you to submit Your Leadership Development Worksheet End of the Semester Progress Report (page 4) as part of the assessment of your leadership Formation Journal.

ALERT!

Be sure to refer to and/or apply *The Leadership Challenge* five practices and ten commitments as much as possible to each question in the Action Plan. There will be a major deduction if you do not do so.

The key to scoring well on this assignment is to focus on activities and goals that you can achieve this semester. The best way to do this is to start out with your overall goal, which might take many months or even years. Then break it down into manageable, concrete, and measurable actions within the time frame of this course.

In setting your goals be sure and follow practices for good goal setting. See the Power Point Presentation on effective goal setting given in Unit 3 for examples.

Leadership Biographical Analysis (20%): SLOs 1, 2-4

This assignment requires you to assess **a successful contemporary business leader**. You must choose a person who has enough biographical or autobiographical information available for you to do the analyses required for this assignment. In particular, choose one significant leadership challenge faced by this leader for your analysis. Be sure that you write enough detail (approximately half of your paper) on this person so that you can adequately address the following leadership areas. *Note that military leaders are not to be chosen for this assignment.* **Your Leadership Biographical Analysis submission should focus on five equally weighted areas.**

1. **Introduction:** Overview of your leaders early formative years and career previous to the time of your analysis.
2. **The Leadership Challenge (20% of this assignment):** Describe your leader in terms of each of the Leadership Challenge five practices and 10 commitments.
3. **Organizational Spiritual Leadership:** Describe your leader **using each of the components** of Organizational Spiritual Leadership Model.
4. **Personal Spiritual Leadership:** Use your description of your leader and analyze your leader's personal leadership **using each of the components** of Personal Spiritual Leadership model.
5. **Current State of Leadership Formation:** Based on the insights gained from the above three areas, analyze their current state of leadership formation based on the Delbecq reading and the presentation on leadership formation.

The final product should be approximately 10-15 pages in length not including the title page, references, or Appendices.

Submit your analysis through the designated assignments link in Canvas. Use this format for the file name of your document: Course Identification_Final Case Project (name of company)_Your Name. **See the Weekly Schedule and Due Dates course link for the due date.**

Sample Leadership Formation Journal (LFJ) entries (5%):

Submit the first three weeks of LFJ entries for my review and comments. Leadership Formation Journal entries are to be completed as part of the Leadership Formation Project (see below). **See the Weekly Schedule and Due Dates link in the course menu for the due date.**

Leadership Formation Project (20%): SLOs 1-5, 7

Beginning the third week of class you should start a journal or diary based on your personal reflections of how the unit course material for each week applies to your personal and/or organizational life. By organizational life I primarily mean any work experience, **past or present**, that you feel relevant. What you record should focus on observations made through the lens of the leadership practices, spiritual leadership models, the Enneagram, and other personally relevant course concepts/models that are covered during that week's journal entries.

You should record at least TWO (2) journal entries per week **from January 29 through April 22**. Entry lengths will vary but 1-2 paragraphs should be considered normal. **Note that for some weeks (in the Modules in Canvas) I will offer suggestions of aspects of the course for you to focus on.**

The LFJ Paper itself should draw from your LFJ entries as well as from the results of your Leadership Development Semester Action Plan. Journal entries should be in chronological order and appear at the end of your paper as a single-spaced appendix.

Your Leadership Formation Project submission should focus on five equally weighted areas:

- 1. Thoroughness of Your Leadership Journal Entries.**
- 2. The Leadership Challenge five practices:** For this section use the Kouzes and Posner's 5 Practices and 10 Commitments of Leadership and the material on this from the Leadership Development Worksheet as a guide.
- 3. Organizational Spiritual Leadership Model.** Then, to the extent possible, speak to how you personally do or do not currently follow the organizational spiritual leadership model. Remember that you do not have to be in a formal leadership position. Everyone has a sphere of influence within which they can practice or be a leader. Your personal mission statement should also be relevant here.
- 4. Personal Leadership.** Treating your journal entries as a case study that gives the details of your life during this semester, apply as appropriate the Personal Spiritual Leadership model, Enneagram, Eckhart Tolle's Practicing the Power of Now, Byron Katie's Loving What Is through The Work, and other relevant course concepts/models. **Discuss any insights you gain.**
- 5. Discuss your Leadership Development End of the Semester Progress Report as it relates to your initial Leadership Development Action Plan assignment as part of this section. Make sure and note their frame of reference should be this semester.**

The main body of your Leadership Formation Project should be approximately 15 double-spaced pages in length not including the title page, any references, and an appendix that contains your journal notes organized by date. **Please remember to include your journal entries in a single-spaced format.**

You will upload your Leadership Formation Paper (including your appendix of journal entries) as a single file through the assignments link on the Course Menu. (DO NOT email any assignment to me unless specifically instructed to do so). The cover sheet will contain the following information: 1) "My Leadership Formation Project," 2) student's name, 3) course title and numerical designation, 4) instructor's title and name, university name, and due date.

**See the Weekly Schedule and Due Dates link in the course menu for the due date.
No late submissions are allowed for this assignment.**

Additional Assignments

Primary Research Component

There is a small primary research component (5% of the final grade) that is required for this course that may be satisfied in one of two ways. Students will be given the opportunity to participate in a research study directed by Dr. Almond, or else they can complete a short written assignment involving the analysis of a recent leadership event in the news. Both assignments should require a roughly equivalent expenditure of time and effort. More details on both of these options will be given at a later time.

Grading Criteria Rubric and Conversion:

Except in cases when penalties for academic integrity violations have been applied (see below), final course grades will be assigned on the following basis:

Grade Component	Percentage	Points
Course Profile Agreement	2%	20
Introductory Discussion Forum	3%	30
Enneagram Discussion Forum	5%	50
Individual Case Exam	20%	200
Personal Mission Statement	20%	200
Leadership Development Action Plan	5%	50
Leadership Biographical Analysis	15%	150
Sample Leadership Formation Journal Entries	5%	50
Leadership Formation Project	20%	200
Research Component	5%	50
TOTAL	100%	1000

Grading Scale:

Letter grades will be assigned by strict decile, and will NOT be rounded or curved:

- A: 90% and above OR 900 points and above
- B: 80% and up to but not including 90% OR 800 to 899 points

- C: 70% and up to but not including 80%
 - D: 60% and up to but not including 70%
 - F: below 60%
- OR 700 to 799 points
OR 600 to 699 points
OR 599 points or less

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

What follows below is an initial course schedule to give you a basic overview of course topics, readings, exams, and assignments. **However, after the first week of class, the Weekly Schedule and Due Dates link in Canvas will serve as the official calendar for course activities.**

Dates	Unit	Subject/Readings	Assignments
Jan 16-21	1	Course Introduction	<ul style="list-style-type: none"> • Read Syllabus • View Videos for this Unit • Course Profile/Agreement Due 1/22
Jan 22-28	2	Leadership Development Versus Leadership Formation Situation Analysis and Case Analysis Outline	<ul style="list-style-type: none"> • Review Delbecq Materials on Leadership Formation • Review Case Analysis Materials in Course Resources link • View Videos for this Unit • First Intro Discussion Forum posts due 1/23
Jan 29-Feb 4	3	Introduction and Application of The Leadership Challenge Practices and Commitments	<ul style="list-style-type: none"> • Read Leadership Challenge (TLC) chapters 1 and 12 • Review Leadership Development Action Plan Assignment • View Videos for this Unit, especially Robin Hood Video on Applying The Leadership Challenge • Begin Entries for Leadership Formation Journal (LFJ). Suggestion: For this week apply concepts from The Leadership Challenge • Second Intro Discussion Forum Posts Due 1/30.

Feb 5-11	4	Organizational Spiritual Leadership	<ul style="list-style-type: none"> • Read SL Book Chs 1 & 2 • Read TLC Book Chapters 2 & 3 • View Videos for this Unit • Review IISL web site • Review video “Why Good Leaders Make You Feel Safe” and Apply to the SL Model • Post Team Member Assignments by 2/12 • LFJ – Suggestion: For This Week Seek to Apply concepts from the SL book Chs 1 & 2
Feb 12-18	5	Mindfulness and Personal Spiritual Leadership	<ul style="list-style-type: none"> • Read SL Book Ch 3 • Read Mindfulness for Beginners, Especially Parts I, IV & V • Read Tolle Ch 1 • Read HBR Article, “Mindfulness in the Age of Complexity” • View Videos for this Unit • Finding a Meditative Practice for Mindfulness • LFJ – Suggestion: Begin to Explore the Benefits of Mindfulness • Leadership Development Action Plan Due 2/14
Feb 19-25	6	Altruistic Love & Encouraging the Heart	<ul style="list-style-type: none"> • Read SL Book Ch 4 • Read TLC Chs 8-11 • Read Tolle Chs 2 & 3 • View Videos for this Unit • Complete the Encourage the Heart Survey • LFJ – Suggestion: Through Mindfulness To What Extent Do You Observe Encouraging the Heart • Sample LFC Entries Due 2/20.
Feb 26- Mar 4	7	Inspiring A Shared Vision & Calling	<ul style="list-style-type: none"> • Read SL Book Ch 5 • Read TLC chs 4&5 • Read Brother John • Read Tolle Chs 4 & 5 • Review Maxwell, Locke & Ritter Case in Chs 4 & 5 of SL Book • View Videos for this Unit • LFJ – Suggestion: Through Mindfulness, to What Extent Do You Observe the Power of Vision and Calling?

Mar 5-11	8	Personal Spiritual Leadership & Personal Mission Statements	<ul style="list-style-type: none"> • Read SL Book Ch 6 • Read Tolle Chs 6 & 7 • Review the 12 Step Program as an example for Personal transformation • View Videos for this Unit • Complete PSL Questionnaire • LFJ – Suggestion: Through Mindfulness • Reflect on Your Sense of Acting from a Sense of Personal Mission or PSL • Leadership Biographical Analysis due 3/8
Mar 12-18		Spring Break !!!	<ul style="list-style-type: none"> • No reading or assignments.
Mar 19-25	9	Implementing the Organizational Spiritual Leadership Model	<ul style="list-style-type: none"> • Read SL Book Chs 7-9 • Read TLC Chs 6 & 7 • Read Tolle Chs 8 & 9 • View Videos for this Unit • Through Mindfulness, Observe the Level or Degree to Which You Observe the Org SL Model at Work in an Organization You Are Familiar With • Individual Case Exam Available 3/24
Mar 26-Apr 1	10	Byron Katie Loving What Is: Doing the Work	<ul style="list-style-type: none"> • Read Loving What Is Reading • Read Introduction to the Work • View Videos for this Unit • Complete Judge Your Neighbor Worksheet • LFJ –Assignment: Reflect on the Material on Loving What Is from this Unit and the Results from Your Worksheet.
Apr 2-8	11 & 12	Introduction to the Enneagram	<ul style="list-style-type: none"> • Read Introduction to the Enneagram pp. 3-19; 63-87 • Take the Enneagram RHETI Test • Review the Enneagram Web Site • View Videos for this Unit • LFJ –Assignment: Reflect on The Unit Material and How it Applies to You

Apr 9-15	12	The Enneagram Levels of Development	<ul style="list-style-type: none"> • Review The Enneagram in Detail Presentaion • Read Assigned Material on Enneagram Levels of Development • Enneagram Discussion Forum Due 4/17 • LFJ –Assignment: Reflect on Your Type and Level of Development in your Daily Life
Apr 16-22	13	Application of the Enneagram	<ul style="list-style-type: none"> • For this week, Engage in the Daily Activity Exercise for Your Type • LFJ –Assignment: Reflect on What you Learned about yourself based on this exercise. • Personal Mission Statement Due 4/19
Apr 23-29	14	No Assignments	<ul style="list-style-type: none"> • Work on Your Leadership Formation Journal • Work on Final Team Project Paper
Apr 30-May 6	15		<ul style="list-style-type: none"> • Leadership Formation Project Due 5/3

Important University Dates:

- 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 2, (Friday) Priority Deadline to Submit Graduation Application
- March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation
- March 12, (Monday) Spring Break Begins
- March 16, (Friday) Spring Break Ends
- March 19, (Monday) Summer Advising Starts
- March 19, (Monday) Class Schedule Published
- March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W
- April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies
- April 2, (Monday) Scholarship Deadline
- April 2, (Monday) Registration begins
- April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies
- April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)
- May 7-11, Finals Week
- May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee applies)
- May 11, (Friday) Spring Term Ends
- May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)
- May 11, (Friday) Last day to apply for \$1000 Tuition Rebate for Spring graduation (5pm)
- May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.
- May 13, (Sunday) Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)
- May 15, (Tuesday) Last Day to clear Thesis Office
- May 5, (Tuesday) Final grades due from faculty by 3pm (16 week & 2nd 8 week)

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.
(statement updated Fall 2017)

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.

In this course, unless permission is explicitly granted by the instructor for specific individuals for a specific assignment (e.g., a group project or threaded discussion), any and all collaboration on exams or other coursework is expressly forbidden. Collaboration includes but is not limited to such things as file sharing, oral brainstorming, asking for sources or suggestions, etc. Collaboration includes forbidden contact with another student, instructor, or tutor, as well as with any other individual (friend, boss, coworker, significant other, family member, etc.), or allowing any of these individuals to complete work on your behalf. **Any deviation from this expectation will result in a minimum of a grade of zero for the assignment and potentially a failing grade for the course.**
(statement updated Fall 2017)

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 webpage](https://www.tamuct.edu/student-affairs/access-inclusion.html) [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, 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. *(statement updated Spring 2018)*

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. *(statement updated Spring 2018)*

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/>]. 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/>].
(statement updated Fall 2017)

ADDITIONAL INSTRUCTOR POLICIES

Late Work

Unless otherwise stated, late submission of written work, presentations, etc. will result in a grade reduction of 10% for each day it is late (maximum of 30 %). No submissions will be accepted beyond 3 days from the due date unless arrangements are made ahead of time.

Extra Credit

There is **NO EXTRA CREDIT** in this course.

Professional Writing and Communication Standards

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 board postings and email correspondence. 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, including one-inch margins and 12-point Times New Roman font. For information on APA standards and correct citation formats consult the [APA Publication Manual](#), and/or link to the Library and Research sources on the course menu.

- Overview library guide for citing: <http://tamuct.libguides.com/c.php?g=206634>
- Purdue Online Writing Lab for APA: <https://owl.english.purdue.edu/owl/section/2/10/>
- For Internet citations – <http://www.writinghelp-central.com/apa-citation-internet.html>
- A sample paper using APA style guidelines can be reviewed at: https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

Grade Inquiries and/or Appeals

Questions concerning one's grade on a particular assignment or test should be initiated and resolved within one week after receiving the graded material. Appeals must be supported with documentation to establish that the instructor either graded incorrectly or unfairly. There will be no reviewing of previously graded material at the end of the semester.

Posting of Grades

Please allow one week for grading major assignments, and three business days for minor assignments. Your instructor will inform you if these norms will not apply on a particular assignment (e.g., due to unusually high grading volume across multiple classes, etc.).

Appendix
Sample Case Analysis Outline
(may be adapted for a particular assignment)

A significant amount of this course is centered on your learning how to apply the Case Analysis Outline given on the next page of this document. As stated in your syllabus, being able to apply this case analysis process both individually (and potentially 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 do the following:

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 assigned 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/Mission/Values Statement
Identify any issues related to:
 1. The organization not having a stated set of Vision/Mission/Values.
 2. The organization not living up to its stated set of Vision/Mission/Values.
 - B. Stakeholder analysis:
 1. Identify key stakeholders
 2. Identify expectations for each stakeholder.
 - 3. Identify key issues related to unmet stakeholder expectations.**
 - C. Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis
Also 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. **Leader and Leadership Analysis (35%):** Apply the Leadership Challenge five practices and ten commitments and the personal and organizational spiritual leadership models, or any other **relevant course models (you do not have to use all of them)** 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. See the videos in Units two and three on applying course models using the Case Analysis Outline.
4. **Identification and Evaluation of Alternatives (15%):** Identify in a few brief sentences 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%)**: Identify which alternative(s) you recommend and explain your rationale for selecting it by comparing it to the other alternatives. Explain why each of the other alternatives are not favored.
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.