

Leadership Theory and Practice - 10275 - MGMT 4325 – 120

Spring 2018

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Robert Zinko

Office: Room 317B

Phone: 501-5934 (Canvas messenger is the best way to reach me)

Email: robert.zinko@tamuct.edu

Office Hours: 10:45 to 11:30 and 12:45 to 2:30 Tue and Thus

Mode of instruction and course access:

This is a 100% online course.

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

Student-instructor interaction:

I am readily accessible through Canvas messages and emails, which I check multiple times a day during the week and once a day on weekends. I will get back with you within 24 hours during the week and within 36 hours on the weekend. Be sure to allow plenty of lead-time prior to a due date if you are asking about an assignment.

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 911Cellular through their myCT email account.

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

COURSE INFORMATION

Course Overview and description:

This course covers an advanced survey of leadership theories and issues, with the emphasis on practical application of newer leadership models in contemporary organizations. Students will explore facets of both leadership and followership, along with the impact of the particular organizational setting and situation. Students will be challenged to explore their own leader, follower and organization situation skills through active reflection, and those of others through

analysis of case studies, and discussions of current press articles concerning business leadership. The final project requires students to analyze the leadership style and effectiveness of a current business leader.

Student Learning Outcomes:

At the close of the semester, students should display the following competencies:

1. Ability to explain and apply the “Interactional Framework” of leadership.
2. Clear understanding of the roles the leader, follower, and situation play in the leadership process.
3. Ability to use the action-observation-reflection model to analyze personal skills for leadership and followership
4. Ability to engage in double-loop learning to analyze leadership situations and frame situations from multiple perspectives
5. Ability to analyze practical organizational circumstances and the appropriate role and actions of leaders in “real-world” situations.
6. Ability to discuss, with a knowledgeable lens, the circumstances and factors influencing current business leaders’ actions as reported in current business press.
7. Competency in analyzing the skills and effectiveness of a current business leader in the news.

Detailed learning outcomes associated with each Unit are included on the course web site.

Required Reading and Textbook(s):

Required Textbook and Resources:

Book Title: Leadership, Enhancing the Lessons of Experience, 9th Edition

Author: Richard L. Hughes, Robert C. Ginnett, Gordy J. Curphy

ISBN: 9781260675658 (via the book store). The text must be purchased and received within the first week of class. The 9th edition is REQUIRED.

Students are required to purchase a subscription to the *Wall Street Journal*. A special student rate has been arranged. Information about purchasing this subscription will be posted on the course web site and the subscription must be purchased by the end of the 1st week of class.

COURSE REQUIREMENTS

Course Requirements:

a. **Student Profile and Course Agreement:** Students should review this Syllabus in depth and be sure they are willing to comply with all assignments, and deadlines in this course. If you have questions, post them to the “Course Q&A” Discussion Forum. The course agreement requires Students to agree to this Syllabi’s expectations, and commit that they have the computer set-up and self-discipline needed for a fully online course. This profile/agreement is due the end of the first week of class as an assignment and is worth

15 grading points.

b. Introductory Discussion Forum: During Week 1 of the semester each student must post to a Discussion Forum introducing themselves to the class and demonstrating knowledge of a Ch. 1 framework. It is requested that you attach a picture to your Discussion Forum posting, so that the class may better get to know you (as images often add context). This discussion forum is worth 15 grading points.

c. Discussion Forums (Learning Outcomes 5 & 6): Business students should be knowledgeable “consumers” of business press articles. Students in this class will be required to purchase a semester long subscription to the Wall Street Journal and must find and read articles relevant to the topics being studied in the course. In conjunction with Units 2-7, there is an assigned WSJ Discussion Forum. Students will report on a current article as Post 1 and then will be required to also read and respond to at least one colleague’s post as a required Post 2. Further instructions about these forums will be provided on the course web site. I will moderate (and also) contribute to each Forum. Each Forum’s postings are worth 30 grading points. Once during the semester, a different discussion forum topic is assigned rather than WSJ; this forum is also worth 30 points.

d. Tests (Learning Outcomes 1 & 2): There will be 2 required tests. Each exam will cover 6 text chapters and test students’ knowledge of the key frameworks and concepts. The test questions will be multiple choice and true/false. Exams will be available over a 4-day period online. They will be timed and once started, must be completed at that time. The chapter PowerPoint lectures, key terms, and publisher provided self-quizzes are all useful study guides for the Tests.

e. Case Study Assignments (Learning Outcomes 2 & 5): Each chapter in the assigned text ends with a short case describing a leadership or followership situation. Two of these case studies are assigned throughout the semester as an individual written exercise. Instructions for case analysis and write-up will be given in conjunction with the first assigned case in Module 1. These instructions include a Sample Case Write-Up, be sure to read it carefully to understand the depth of analysis required for each case discussion question. Each case is worth 30 grading points.

f. Journal Entries (Learning Outcomes 2 & 5): Students will prepare a journal entry in conjunction with three chapters of the text. These entries will require students to learn and apply the “Action-Observation-Reflection” model, and “double loop learning” presented in Chapter 2 of the text. Ability to engage in reflective thinking and frame leader situations from multiple perspectives is a key learning objective in this class. Detailed instructions for preparing these Journal Entries will be provided Unit 2 of class in conjunction with the first assigned Journal entry. Each journal entry is worth 30 grading points.

g. Current Business Leader in the News Paper (Learning Outcomes 6 & 7): As you read the Wall Street Journal this semester take note of a business leader you find particularly interesting. Midway through the semester you must identify a first, second and third choice leader to analyze in more depth as your final paper in this class. For this individual you will be applying the frameworks learn in the class to their handling of organizational situations and analyzing their effectiveness. Detailed instructions for the paper will be posted on the course web site. Your “choice memo” is worth 10 grading points. The final paper is worth 100 grading points, and is in lieu of a final in the course.

Grading Criteria Rubric and Conversion

Grading rubrics are provided for all course assignments within the Canvas course web site. Students should review these rubrics carefully when preparing assignments.

There are 590 grading points available in this class, assigned as follows:

Student Profile and Course Agreement	15 points
Introductory Discussion Forum	15 points
Exam 1	100 points
Exam 2	100 points
Case Studies (2 @ 30 points each)	60 points
WSJ & Other Discussion Forums (4 @ 25 points each)	100 points
Journal Entries (3@30 points each)	90 points
Leader in the News Project	
“Choices” Memo	10 points
Final Paper	100 points
Total Points Possible	590 Points

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.

<u>Course Grade</u>	<u>Calculation</u>	<u>Minimum Points Required</u>
A	90% X 590	531
B	80% X 590	472
C	70% X 590	420
D	60% X 590	354
F	50% X 590	353 & below

Late Submissions: Late submissions will be penalized at 10% per day, unless you or a family member in your immediate care experiences a medical emergency. If there is an emergency, you must communicate this information at the soonest available time **PRIOR to or on the day of the deadline**; the request for deadline extension must be accompanied with a doctor or hospital note as back-up.

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 Cases, Journals and Papers will be posted no later than one week following the due date. Grades for Discussion Forums will be posted within five days of the last due date.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Unit/Dates	Topics/Readings	Assignments
1. Jan 13th to Jan 26th	<p>UNIT 1: Leadership as a Process and the Interactive LFS Framework</p> <p>Chapter 1: <i>What Do We Mean by Leadership?</i></p> <p>Chapter 2: <i>Leader Development</i></p>	<ul style="list-style-type: none"> · Complete all Start Here list on the course web site, including watching the Welcome video · Read & study resource materials for Chapters 1 & 2, including watching narrated PPT presentation for Ch. 1 · Complete Student Profile and Course Agreement and post to Assignment link, due Jan 20th (11:59pm) · Post to Introduction & Ch. 1 Discussion Forum due Jan 20th (11:59pm) · Case Analysis Assignment #1, Ch. 2 Case: <i>Developing Leaders at UPS</i>, Jan 26th (11:59pm) · Purchase Wall Street Journal subscription and begin reading
2. Jan 22nd to Feb 9th	<p>UNIT 2: Focus on the Leader: Power, Influence, Ethics and Values</p> <p>Chapter 3: <i>Skills for Developing Yourself as a Leader</i></p>	<ul style="list-style-type: none"> · Read & study resource materials for Chapters 4 & 5 including watching narrated PPT Presentation for Ch. 5 · Read Ch. 3 to understand 1st Journal entry assignment; Journal entry 1 due Feb 2nd (11:59pm) · WSJ Discussion Forum #1, 1st post due Feb 6th, 2nd post due Feb 10th

	<p>Chapter 4: <i>Power and Influence</i></p> <p>Chapter 5: <i>Values, Ethics and Character</i></p>	
<p>3. Feb 10th to Feb 23rd</p>	<p>UNIT 3: Focus on the Leader: Attributes and Behaviors</p> <p>Ch. 6: <i>Leader Attributes</i></p> <p>Ch. 7: <i>Leadership Behaviors</i></p>	<ul style="list-style-type: none"> · Read and study resources for Ch. 6 & 7 · WSJ Discussion Forum #2, 1st post due Feb 13th, 2nd post due Feb 17th · Exam 1 – Covers Ch. 1, 2, 4-7 Available Feb 21st to Feb 24th
<p>4. Feb 24th to Mar 9th</p>	<p>UNIT 4: Wrap-up on the Leader</p> <p>Ch. 8: <i>Skills for Building Personal Credibility and Influencing Others</i></p>	<ul style="list-style-type: none"> · 1st, 2nd and 3rd Choice Memo for Leader Project due Mar 3rd · Read Ch. 8; Journal entry 2 due Mar 9th
<p>SPRING BREAK THE WEEK OF THE 10TH</p> <p>5. Mar 17th to Mar 30th</p>	<p>UNIT 5: Followers</p> <p><i>Focus on Followers Introduction</i></p>	<ul style="list-style-type: none"> · Read and study resources materials for Followers Intro, Ch. 9 & Ch. 10 including Dr. Altman’s narrated lecture on Followers · Focus on Followers Discussion forum, 1st post due 1Mar 20th, 2nd post due Mar 24th · Case Analysis Assignment #2, Ch. 11 case, Integrating Teams at Hernandez & Associates, due Mar 30th (11:59pm)

	<p>Ch. 9: <i>Motivation, Satisfaction and Performance</i></p> <p>Ch. 10: <i>Groups, Teams, and their Leadership</i></p>	
<p>6. Mar 31st to Apr 13th</p>	<p>UNIT 6: Your Followership and Intro to Situation</p> <p>Ch. 12: <i>Skills for Developing Others</i></p> <p>Ch. 13: <i>The Situation</i></p>	<ul style="list-style-type: none"> · Read Ch. 12; Journal entry 3 due November 11th (11:59pm) · Read Ch. 13, Study Resources
<p>7. Apr 14th to Apr 27th</p>	<p>UNIT 7: Situation Exploration</p> <p>Wrap-up on Follower and Situation</p> <p>Ch. 15: <i>Leadership and Change</i></p> <p>Ch. 17: <i>Skills for Optimizing Leadership as Situations Change</i></p>	<ul style="list-style-type: none"> · WSJ Discussion Forum #3, 1st post due Apr 17th (11:59pm) 2nd post due Apr 21st (11:59pm) · Read Ch. 15 & 17 and study associated resources · Exam 2 Covers Follower Intro, Ch. 8-13, 15 & 17 opens Apr 25 (12:01am), closes Apr 28th (11:59pm)
<p>8. Apr 28th to May 10th</p>	<p>UNIT 8: Course Wrap-up</p>	<ul style="list-style-type: none"> · Leader Project Paper, due May 7th (11:59pm) <i>Project is in lieu of final</i>

University Resources, Procedures, and Guidelines

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

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

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

Academic Integrity: Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

More information can be found at [Academic Integrity](#).

In this course, any evidence of cheating or collusion will result in a grade of zero (0) for each affected assignment or exam and each participating student will be reported to the Office of Student Conduct.

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

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/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].

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

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

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

The University Writing Center: Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

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

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

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

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

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

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

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

Important University Dates:

January 11, 2019	Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)
January 14, 2019	Add, Drop, and Late Registration Begins for 16- and First 8-Week. \$25

fee assessed for late registrants.

January 14, 2019 Classes Begin for Spring Semester
January 16, 2019 Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 21, 2019 Martin L. King Jr. Day (University Closed)
January 22, 2019 Deadline to Drop First 8-Week Classes with No Record
January 30, 2019 Deadline to Drop 16-Week Classes with No Record
February 22, 2019 Student End of Course Survey Opens (First 8-Week Classes)
February 22, 2019 Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 1, 2019 Deadline for Graduation Application for Spring Ceremony Participation
March 1, 2019 Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
March 8, 2019 Classes End for First 8-Week Session
March 8, 2019 Deadline for Spring Admissions Applications
March 10, 2019 Student End of Course Survey Closes (First 8-Week Classes)
March 11, 2019 Spring Break – No Class (University Open)
March 11, 2019 Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 13, 2019 Spring Break – No Class (University Open)
March 14, 2019 Spring Break – No Class (University Open)
March 15, 2019 Deadline for Tuition and Fee Payments (Second 8-Week Classes)
March 15, 2019 Deadline for Clinical Teaching Applications
March 15, 2019 Spring Break – No Class (University Open)
March 18, 2019 Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 fee assessed for late registrants.
March 18, 2019 Classes Begin for Second 8-Week Session
March 20, 2019 Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 25, 2019 Deadline to Drop Second 8-Week Classes with No Record
April 1, 2019 Deadline for GRE/GMAT Scores to Office of Graduate Studies
April 5, 2019 Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 12, 2019 Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Spring Semester
April 26, 2019 Student End of Course Survey Opens (16- and Second 8-Week Classes)
April 26, 2019 Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 10, 2019 Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5pm)
May 10, 2019 Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
May 10, 2019 Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 10, 2019 Spring Semester Ends