

AVSC 3300 MAINTENANCE DEPARTMENT PERSONAL AND TEAM LEADERSHIP

Texas A&M University - Central Texas

Spring 2021

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Kelly M. Filgo

Office: Remote

Email: *kelly.filgo@tamuct.edu*

Office Hours:

Primary contact is through Canvas Message, which is checked twice daily during the week and once a day on weekends. I will respond within 24-36 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.

Mode of instruction and course access: This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. It is 100% online.

Student-instructor interaction: All contact and assignment submissions will be made via Canvas. Mail is checked several times during a day. Weekend response may take longer, so allow extra time for me to reply to your emails.

WARRIOR SHIELD

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

Warrior Shield 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 Warrior Shield through their myCT email account.

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

COURSE INFORMATION

Course Overview and description:

This course examines the personal dynamics of self-motivation, personal organization, and organizing effective team structures and dealing with team interpersonal dynamics. Prerequisite: junior classification.

Course Objective or Goal:

Student Learning Outcomes (SLOs)

Upon completion of this course, the student will be able to:

1. Summarize the ten virtues of leadership outlined in the text
2. Evaluate the effectiveness of relational leadership in personal experiences
3. Recommend improvements to improve relational leadership in an organization
4. Reflect on ethical considerations of personal motivation and team leadership

Competency Goals Statements (certification or standards)

The course will be considered successfully completed when the student has demonstrated, through posted written assignments and quizzes, that they have developed an understanding of the virtues of leadership and how they drive relational leadership theory.

Required Reading and Textbook(s):

10 Virtues of Outstanding Leaders: Leadership & Character (2013)

Al Gini and Ronald M. Green

ISBN 978-0470672303

NOTE: A digital version of this book is highly recommended as there are reading and discussion assignments in the first week of the course that rely on content in the book.

The Southwest Airlines Way: Using the Power of Relationships to Achieve High Performance (2003)

Jody Hoffer Gittel

ISBN 978-0071458276

Leadership: Theory and Practice (Eighth edition) (2018)

Peter Northouse

ISBN 978-1506362311

This book will also be used in AVSC 3310 and AVSC 4360

Suggested Course Materials:

Publication Manual of American Psychological Association (7th edition)

American Psychological Association

ISBN 978-1433832734

It is highly advisable that that you keep this resource following the course, as APA citations are the required citation method

COURSE REQUIREMENTS /SPECIFICATIONS

Point based grade components:

| | |
|----------------------------------|----------------|
| Weekly Discussion Posts | 40% (SLOs 1-4) |
| Three Quizzes | 30% (SLOs 1-4) |
| Relational Leadership Assessment | 30% (SLOs 1-4) |
| Total | 100% |

Weekly Discussion Post: On weeks with a discussion post, the student will submit their work relevant to the week’s learning objective. The instructor will provide a writing prompt that will involve the completion of a mini-project or reflective writing on the week’s topic. **Your first post is due by midnight on the Thursday of the assigned week. You must respond to a minimum of two other posts and answer at least one response to your own post by midnight on the Sunday of the assigned week.** Your weekly efforts will be graded for writing ability, original content, and contribution to the learning community. Posting beyond minimum requirements will enhance your grade. Your primary post will need to meet the objectives of the work assigned. Response posts should be long enough to communicate an understanding of the subject material and contribute to the discussion. Your body of posts for the week receive one grade (0-30 points) as follows:

AVSC 3300 Discussion Post Rubric

| Points | 10 | 7 | 3 | 0 |
|---------------------------|--|--|---|--|
| Quality of Writing | <ul style="list-style-type: none"> • Reflects care in writing • Clearly edited to include proper grammar and spelling | <ul style="list-style-type: none"> • Well written • Only a few grammatical and spelling errors | <ul style="list-style-type: none"> • Responds with minimum effort. (e.g. "I agree with Dan") | <ul style="list-style-type: none"> • No posting |
| Quality of Content | <ul style="list-style-type: none"> • Cites textbook and/or relevant external sources to support ideas • Prompts further discussion of topic • Presents creative approaches to topic | <ul style="list-style-type: none"> • Posts related to discussion content • Builds on previous course material • Clear ideas | <ul style="list-style-type: none"> • Posts topics which do not relate to the discussion content • Makes short or irrelevant remarks | <ul style="list-style-type: none"> • No posting |

| | | | | |
|---|---|---|---|--|
| | | | <ul style="list-style-type: none"> • Responses are based solely on personal opinion | |
| Contribution to the Learning Community | <ul style="list-style-type: none"> • Aware of needs of community • Attempts to motivate the group discussion • Interacts freely with the group by responding to far more than minimum requirements | <ul style="list-style-type: none"> • Attempts to direct the discussion and to present relevant viewpoints for consideration by group • Contributes by exceeding minimum number of posts | <ul style="list-style-type: none"> • Does not make effort to participate in learning community as it develops • Submits minimum number of posts | <ul style="list-style-type: none"> • No posting |

Three Quizzes: There will be three quizzes during the semester. Each quiz covers only the material presented during the previous weeks. There is no final comprehensive test at the end of the semester.

Relational Leadership Assessment: Using the Ten Practices for Building High Performance Relationships, students will assess their organization’s (or previous organization’s) alignment with these practices. The student will rate their selected organization on each of the practices and provide a brief explanation of each rating. The student will then analyze the highest scored practice in detail and give constructive criticism on how to improve the three lowest scored practices. The paper will be in APA format and will be submitted first as a draft with the purpose of improving the paper before it is due. See assignment page for more complete information.

Relational Leadership Assessment Rough Draft Rubric:

| Points | 10 | 7 | 3 | 0 |
|--------------------------------|--|---|--|---|
| Submitted Rough Draft | <ul style="list-style-type: none"> • Rough draft shows that the student is well on their way to a completed paper • Includes clear sections • Writing is organized • Multiple text citations | <ul style="list-style-type: none"> • Rough draft shows initial effort towards a completed paper • Includes evidence of an attempt to organize thoughts • Some references to text | <ul style="list-style-type: none"> • Little or no evidence that student has been working on the paper • Writing is disorganized • No references to text | <ul style="list-style-type: none"> • No work submitted |
| Quality of Peer Reviews | <ul style="list-style-type: none"> • Two or more peer reviews submitted | <ul style="list-style-type: none"> • One peer review submitted • Review is generally useful | <ul style="list-style-type: none"> • Peer review(s) are vague (Needs more oomph) | <ul style="list-style-type: none"> • No work submitted |

| | | | | |
|--|---|---|--|--|
| | <ul style="list-style-type: none"> • Reviews are highly useful • Comments are constructive and professional | <ul style="list-style-type: none"> • Comments are constructive | <ul style="list-style-type: none"> • Comments are not useful (I like it) • Comments are destructive and/or unprofessional (this is terrible) | |
|--|---|---|--|--|

Relational Leadership Assessment Paper Rubric:

| Points | 25 | 15 | 5 | 0 |
|------------------------------|---|---|--|--|
| Quality of Writing | <ul style="list-style-type: none"> • Excellent use of APA style • Exceeds standards for good writing | <ul style="list-style-type: none"> • Good use of APA style • Only a few grammatical and spelling errors | <ul style="list-style-type: none"> • Marginal use of APA style • More than 15 mistakes in grammar and spelling | <ul style="list-style-type: none"> • No paper |
| Points | 75 | 60 | 25 | 0 |
| Quality of Assessment | <ul style="list-style-type: none"> • Assessment demonstrates excellent understanding of the course material • Uses support material beyond the textbook | <ul style="list-style-type: none"> • Assessment demonstrates passable understanding of the course material • References textbook frequently | <ul style="list-style-type: none"> • Assessment demonstrates marginal understanding of the course material • Relies mostly on personal opinion | <ul style="list-style-type: none"> • No paper |

Posting of Grades

All student grades will be posted on the Canvas Grade book and students should monitor their grading status through this tool. I will attempt to post grades for all assignments and discussions within one week after the due date, unless I let you know otherwise. Grades on exams will be available immediately (unless essays must be graded as well).

Grading Policies

Individual Performance: It is vital that you are active in the course and complete all work in a professional fashion. One of the biggest issues with student success in online courses is simply not submitting work on time. You are expected to read the chapters as assigned in the syllabus as well as read or view any supplemental resources that may be found in the Module content folders for that period.

Quality Work: All work submitted for grading shall be of upper level quality: Depth of analysis, grammatical structure, etc. **Your work will be checked for plagiarism using online plagiarism assessment programs. Plagiarism will not be tolerated.**

Identifying Submissions: Submissions must clearly identify the student, course, and the title of the assignment (Last Name, Course Name, and Assignment) or (Smith_GBK301_Essay1).

Written Assignment Requirements: Submissions will be in accordance with The Publication Manual of the American Psychological Association, 6th ed. All written work must be submitted utilizing Microsoft Word in either a .doc or .docx format. **Students whose assignment includes plagiarism will receive a 0 on the assignment and possible referral to Student Affairs.** However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact.

Due Dates and Late Submissions: The assignment instructions and deadlines are clearly laid out in the syllabus. Though some assignments are fairly involved, you do not have more than one assignment due in any week. As such, it is expected that all work will be submitted on time, as timeliness is an important aspect of professional communications and behavior. If you encounter an issue, please let me know as soon as possible. It is much easier to discuss issues before due dates rather than after. Late work is not accepted.

Changes to Syllabus: This syllabus serves as an instructional and study planning document. Although every effort will be made to maintain the schedule and activities presented herein, it may become necessary during the course of the semester to make changes to the syllabus. In such events, changes will be announced and students will receive written notice as soon as possible.

COURSE OUTLINE AND CALENDAR

Week 1

- Assigned Reading – 10 Virtues Chapters 1&2
- BIG IDEA – What Is Leadership and Misleadership
- Discussion Post – Discuss the assertion that “All real leadership is ethical”

Week 2

- Assigned Reading – 10 Virtues Chapters 3&4
- BIG IDEA – Character and Business Excellence
- Discussion Post – How does character create an environment for excellence in business

Week 3

- Assigned Reading – 10 Virtues Chapter 5 (pp 47-60)
- BIG IDEA – Deep Honesty, Moral Courage, Moral Vision, Compassion and Care, Fairness
- Discussion Post – Of these five virtues, what is most common in your experience? Least common? Why is this?

Week 4

- Assigned Reading – 10 Virtues Chapter 5 (pp 60-66)
- BIG IDEA – Intellectual Excellence, Creative Thinking, Aesthetic Sensitivity, Good Timing, Deep Selflessness
- Discussion Post – Of these five virtues, what is most common in your experience? Least common? Why is this?

Week 5

- Assigned Reading – 10 Virtues Chapter 12 and Southwest Airlines Way Chapter 3
- BIG IDEA – Herb Kelleher and Building High Performance Relationships
- Discussion Post – “The way you treat your employees is the way they will treat your customers.” What does this phrase mean? How is it exemplified by Southwest Airlines?

Week 6

- Assigned Reading – Southwest Airlines Way Chapters 5 & 6
- BIG IDEA – Lead with Credibility and Caring & Invest in Frontline Leadership
- Discussion Post – Compare Robert Crandall’s leadership to that of other airline leaders in the chapter and discuss his results. How does Southwest view supervision differently than other airlines and what is the goal of this different approach?
- Quiz #1 (Weeks 1-5) due Sunday at midnight

Week 7

- Assigned Reading – Southwest Airlines Way Chapter 7 & 8
- BIG IDEA – Hire and Train for Relational Competence & Use Conflicts to Build Relationships
- Discussion Post – How does relational competence directly relate to successful conflict resolution? What evidence does the text provide that relational competence can be taught?

Week 8

- Assigned Reading – Southwest Airlines Way Chapter 9 & 10
- BIG IDEA – Bridge the Work/Family Divide & Create Boundary Spanners

- Discussion Post – In an environment that encourages “being yourself”, there will inevitably be conflict. How would Southwest Airlines find that as a benefit to the company? –OR– Discuss Boundary Spanners you have known in your own experience. How did they facilitate efficiency and quality in the workplace? How has a resistance to boundary spanning hindered efficiency and quality in your experience?

Week 9

- Assigned Reading – Southwest Airlines Way Chapter 11 & 12
- BIG IDEA – Avoid Finger Pointing/Measure Performance Broadly & Keeping Jobs Flexible at the Boundaries
- Discussion Post – How does group accountability lead to successful outcomes vs individual accountability? Could a culture of boundary flexibility be effective in a system reliant on individual accountability? Why or why not?

Week 10

- Assigned Reading – Southwest Airlines Way Chapter 13
- BIG IDEA – Make Unions Your Partners
- Discussion Post – At the time of publication, what did Southwest do differently than other airlines that resulted in fewer management/labor disputes while having the highest level of union participation in the airlines?

Week 11

- Assigned Reading – Student research
- BIG IDEA – That was Then, This is Now; Southwest Airlines Today
- Discussion Post – Find and summarize three articles published since Herb Kelleher stepped down as chairman on May 21, 2008 that indicate the direction of the airline since that time.

Week 12

- Assigned Reading – Southwest Airlines Way Chapters 15 & 16
- BIG IDEA – How These Practices Reinforce (or Undermine) Each Other and Efforts by Other Airlines
- Discussion Post: No discussion this week - use this time to work on your Final Paper Rough Draft
- Synchronous Meeting
- Quiz #2 (Weeks 6-10) due Sunday at midnight

Week 13

- Assigned Reading – Leadership Chapter 12
- BIG IDEA – Followership

- Discussion Post – Followership Questionnaire (Leadership pp. 326-329)

Week 14

- Assigned Reading – Leadership Chapter 13
- BIG IDEA – Leadership Ethics
- Discussion Post – Ethical Leadership Style Questionnaire (Leadership pp. 360-364)
- RELATIONAL LEADERSHIP ASSESSMENT ROUGH DRAFT DUE:
 - Turn in rough draft by midnight on Thursday
 - Peer reviews due by midnight on Sunday
 - Feedback will be provided by the Instructor

Week 15

- Assigned Reading – Leadership Chapter 14
- BIG IDEA – Team Leadership
- Discussion Post – Collaborative Team Leadership Questionnaire (Leadership pp. 395-398)

Week 16

- Assigned Reading – No readings this week - use this time to work on your Final Paper
- BIG IDEA – Work on your Final Paper
- Discussion Post: No discussion this week - use this time to work on your Final Paper
- Quiz #3 (Weeks 13-15) due Sunday at midnight
- FINAL PAPER DUE Sunday at midnight

Technology Requirements and Support

There are no special technology requirements for the completion of this course outside the use of the Canvas system and its components.

Technology Requirements

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

We strongly recommend the latest versions of Chrome or Firefox browsers. *Canvas no longer supports any version of Internet Explorer.*

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand 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.

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

Other Technology Support

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

24 hours a day, 7 days a week

Email: helpdesk@tam.u.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tam.u.edu): [http://hdc.tam.u.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 your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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 Associate Dean in 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. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have 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 from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University—Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 UWC is here to help!

Students may arrange a one-to-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 [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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 85,000 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 24 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS**A Note about Sexual Violence at A&M-Central Texas:**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at 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].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

INSTRUCTOR POLICIES

A note about political discourse:

In a class about leadership, it is highly likely that students will want to give examples pulled from the world of politics. Regardless of your political leanings, this course is about leadership in a business setting. Therefore, political leadership discussions are wholly irrelevant to this course and are expected to be left out of your submissions. They will only serve to distract from the coursework. All examples in your discussion posts and papers need to come from your personal work experience, a reliable publication relevant to aviation maintenance management or management in general, or the texts.

Additionally, any examples you give from personal experience must be completely anonymized. Aviation is a small community and we do not need the names of people in your comments. This not only protects those people, it gives you the freedom to share your experiences without having to worry about repercussions. If you recognize a person in another person's post, do not 'out' the subject in your reply posts. When referencing companies, be aware that your words will be "out in the wild" and you cannot control where they wind up once you put them out there. Choose your words carefully when mentioning companies. An expectation of professional communication is kept at all times in this course.

Life happens:

As such, if a student realizes that a posting, quiz or assignment will be late due to unforeseen emergency or special circumstance, please notify the instructor as soon as is practical to assess the impact on the course. The instructor may grant extra time to complete an assignment within the confines of the 16-week course. However, if it becomes apparent that this policy is abused, or that the request was fraudulent, the instructor reserves the right to place an unfavorable grade for incomplete work.

Copyright Notice

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

Copyright 2019 by *Kelly M. Filgo* at Texas A&M University-Central Texas, (*College of Arts and Sciences*); 1001 Leadership Place, Killeen, TX 76549; Fax 254-519-5781; kelly.filgo@tamuct.edu