Leadership Theory and Practice
MGMT 4325 110
Fall 2023
Online

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Jody Fry
Email: Please use Canvas email. Use my TAMUCT email only when Canvas is not
                    available: lwfry@tamuct.edu

Office Admin: Melanie Mason 254-519-5437

Phone: I am often away from my office. The best way to contact me to receive a
                    timely response is via Canvas email which I check often during weekdays.

Office Hours: By appointment only (can usually schedule a Zoom call the same day). If a
routine matter, use Canvas message. If urgent, contact me through my university email.
lwfry@tamuct.edu

Mode of instruction and course access:
This course is a 100% online course and uses the TAMUCT Canvas Learning Management
System, which can be accessed at https://tamuct.instructure.com. For information on how to
access Canvas, please refer to section "Technology Requirements and Support" in this syllabus.
There are prerequisites to this course such as solid knowledge of APA style, familiarity with the
use of PowerPoint, Microsoft Word, the Internet, and attaching documents. You will access all
course materials (except textbook), assignments, student-instructor and student-student
communication, activities, quizzes, and resource links via the Course website. We will also be
using the Sage Vantage supplemental resources platform associated with the required text for
assignments in this course. See the required textbook information below.

The course consists of 16 modules each week starting Tuesday and ending on the following
Monday night at 11:59 p.m. with all work for the module being due at that time.

Student-instructor interaction: As this is an online course, I am accessible mainly through
Canvas messaging. However, I tend to spend considerable time at my computer and thus am
often available for rapid messaging response. If not, at a minimum, I check messages several
times a day during the week and usually at least once on weekends. Regardless, I will get back
to you within 24 hours during the week and within 36 hours on the weekend. If you wish to
speak by phone, please email me with your phone number and best times to call. If you wish to

visit via Zoom, please send me a message and we can interact that way.

Online Office Hours: Most mornings I will be at my computer and available for rapid messaging response. I also encourage students to interact with me to ask questions about upcoming assignments, get clarity on course concepts, and/or review your grading status in the course. If you wish to speak directly, please Canvas message me to set up a Zoom meeting or phone call. Often, we'll be able to meet the same day.

Warrior Shield

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.

Emergency Warning System for Texas A&M University-Central Texas
SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](https://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps*:*
1. Download the SafeZone App from your phone store using the link below:
   o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
   o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
      [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service.

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/)
[https://www.tamuct.edu/covid19/]

COURSE INFORMATION

Course Overview and Description:
This course covers a survey of leadership theories and issues, with the emphasis on practical application of newer leadership models in contemporary organizations. Students will explore facets of both leadership and followership, along with the impact of the particular organizational setting and situation. Students will be challenged to explore their own leader, follower, situation analysis, and team building skills through online discussions, analysis, reflective journals and popular business treatment of leadership situations.

Course Objective:
The overarching objective of this course is for each student to apply leadership skills through exercises, self-assessments, reflection journals, readings, case studies, and review of leaders in action to help students apply these skills in their real-life experiences. Students must "stretch" in this class to further enhance their understanding and application of leadership skills. Strategies for working with others around interpersonal behavioral issues are also developed. Throughout the course experiential exercises and activities are used to show students how to work with others to achieve goals, objectives and learn. Leadership development involves reflecting on one's own experiences and applying the skills throughout the course.

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

LO1: Knowledge of the theory and concepts of leadership.

LO2: Ability to apply leadership theory through critical thinking.

LO3: Ability to develop your leadership skills in your personal and professional life.

LO4: Understanding of the basic principles of trait, behavioral, and contingency theories of leadership.

LO5: Explanation of the leader's role in establishing the organizational culture, strategy and approaches to ethics and sustainability.

LO6: Identification of effective leader-follower relationships and a well-functioning team.

LO7: Analyze the leadership skills and style of a prominent sustainability leader.

Required Textbook and Vantage Access:
Robert Lussier & Christopher Achua, **Leadership: Theory, Application and Skill Development, Seventh Edition** Sage Publications

Lussier/ Leadership- Vantage Digital Option
ISBN: 9781071871331
The ebook with Vantage supplemental access is required for this course. It can be purchased from the bookstore or directly on the Sage text web site.

Vantage access: When you click on the first Vantage assignment in the Canvas course web site, you will be prompted to either login with an existing Vantage account username and password, or to create a new account. Then you will enter your access code (if purchased at the bookstore), purchase access online, or begin a free trial period. Once you have completed your selection, you will arrive at the start of your first Vantage assignment.

The publisher offers a free two-week trial period so all students will be able to start the course on time even if you are waiting on financial aid. Once the trial period expires and you have purchased access all of your assignments/grades will transfer.

A "bundle" with an optional loose-leaf version of the text is also available at the bookstore: BUNDLE: Lussier, Leadership 7e (Vantage Shipped Access Card) + Lussier, Leadership 7e (Loose-leaf)
ISBN: 9781071884706

COURSE REQUIREMENTS

Official exam and assignment due dates are given in the Course Syllabus link.

Syllabus Changes: Dr. Fry reserves the right to make changes to this Syllabus should circumstances during the semester warrant. Should this occur, a new Syllabus will be posted on the Course Web Site with a different date in the file name. Students will be advised via a Course Message and Announcement of the Syllabus change.

Late Submissions: Unless otherwise stated in the assignment instructions, **no late submissions will be accepted unless arrangements are made PRIOR to the day of the assignment's deadline**. In some cases, the request for a deadline extension should be accompanied with a doctor or hospital note as back-up.

Posting of Grades: Unless otherwise notified, all grades will be posted in Canvas Grade book so that you can monitor your course status. The Canvas course grade calculations are often off. However, you can easily calculate your current grade by adding up the point you've accumulated and dividing by the total points possible up to that point.

Grading Policy: Unless otherwise notified, all graded assignments will be graded and returned within one week of submission.

Use of AI Resources

Artificial Intelligence (AI) has become an integral part of many fields, including academia. This policy outlines the guidelines and considerations for the use of AI in this course. The objective is to promote the ethical and responsible use of AI as a tool for learning while addressing the potential challenges and risks associated with the technology.

Note: This policy serves as a guideline and is subject to the specific requirements and guidelines provided by the instructor and and is subject to modification based on instructor discretion and any specific requirements outlined in the course syllabus.

How to use ChatGPT
How to use Bing Chat
How to use Google Bard
The Power of ChatGPT Prompts: Including Examples

1. **Permitted and Forbidden Circumstances for AI Use**

   1.1 *Permitted Use:* Students are permitted to use AI in this course under the following circumstances: a) Exploratory and experimental purposes to enhance learning. b) Augmenting research and data analysis. c) Supporting creative projects, such as generating content or artwork.

   1.2 *Forbidden Use:* The following circumstances are strictly forbidden: a) Using AI to engage in any form of academic dishonesty, including plagiarism, cheating, or impersonation. b) Employing AI to generate or modify content for the purpose of deceptive or misleading practices. c) Utilizing AI to violate any applicable laws, regulations, or ethical guidelines

2. **Citing AI in APA format**

   2.1 When using AI-generated content or incorporating AI algorithms into their work, students must clearly cite the AI tools or platforms used, including the specific models or algorithms employed. This includes providing proper attribution to the developers, researchers, or organizations responsible for the AI technologies employed.

   APA Style AI Citations
   Currently, APA recommends that text generated from AI be formatted as "Personal Communication." As such, it receives an in-text citation but not an entry on the References list. Content from AI tools like ChatGPT is usually nonrecoverable, so it cannot be retrieved or linked in your citation and should be cited as **personal communication**

   Rule: (Communicator, personal communication, Month Date, Year)

   Examples:

   (OpenAI, personal communication, January 16, 2023).

   When asked to explain psychology's main schools of thought, OpenAI's ChatGPT's response included ... (personal communication, February 22, 2023).

   2.2 *Academic Integrity:* Students must adhere to the college's guidelines for citing sources and giving credit to avoid plagiarism. It is important to distinguish between original work, the contributions of AI, and external sources in their assignments or projects.

3. **Warning about Hallucination and Student Accountability**

3.1 *Hallucination and Deceptive Data:* AI technologies may have a tendency to generate misleading or hallucinated data. Students should be aware that AI outputs might not always be accurate or reliable. Therefore, it is crucial to critically evaluate and verify the output produced by AI before utilizing it in academic work.

3.2 *Student Accountability:* Students are ultimately responsible for the content they submit. While AI can provide assistance, students should exercise caution and exercise their judgment in determining the accuracy and appropriateness of the output generated by AI tools. They must ensure that the AI-generated content aligns with the course objectives and academic standards.

4. **Using AI Ethically and Responsibly**

4.1 *Ethical Considerations:* Students must use AI tools and algorithms in an ethical manner, respecting the rights and privacy of others. They should not use AI to engage in discriminatory or harmful practices, propagate misinformation, or violate any applicable laws or regulations.

4.2 *Responsible Use:* Students should employ AI in a responsible manner, adhering to the principles of fairness, transparency, and accountability. They should be aware of potential biases and limitations inherent in AI systems and take steps to mitigate these biases, where possible.

5. **Using AI as a Learning Tool, Not Just for Content Production**

5.1 *Learning Enhancement:* AI should be utilized as a tool to augment the learning experience, helping students explore and understand concepts more deeply. Students should actively engage with AI technologies to gain insights, test hypotheses, analyze data, and develop critical thinking skills.

5.2 *Balance with Content Production:* While AI can assist in content generation, students should avoid solely relying on AI to produce work without actively engaging with the subject matter. It is essential to use AI as a complement to their learning process, integrating their own creativity, knowledge, and analysis in their assignments or projects.

Assignments:

Student Profile and Course Agreement (10 Points) 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 a Canvas assignment and is worth 10 grading points.

Introductory Discussion Forum (40 Points; LO's1,4): Your first post to this Forum should include: 1) What degree you are pursuing, 2) what point are in your studies, 3) your current and past work experience, 4) what you hope to learn in this class, and 5) a personal tidbit about you (e.g. hobbies or family). In addition, you will be assigned one question to analyze based on your critical reading of Chapter 1 in the text. Your initial post will be worth 20 points based on a post of at least 150 words.

The additional 20 points is based on responses of at least 125 words to at least 2 of your colleagues (10 points each) addressing thoughtfully their portion of their post discussing what they expect to get out of the class and their analysis of the Ch. 1 critical thinking question.

Discussion Forums (50 Points; LO's 2,5,7): There will be 3 discussion forums throughout the semester. The due dates for each discussion forum are posted in the Course Syllabus link. You will not be able to view the other students' comments until you post yours. Each Discussion Forum is worth a total of 50 points. 30 Points are for your initial post and 10 points for each response post.

You are required to post three messages per discussion to receive credit for each forum: one opening point of 150 to 200 words that needs to be posted by Friday at 11:59 p.m. And two counterpoints of 100 to 200 words each that are due by Monday at 11:59 p.m. In your initial post, make sure to answer all critical thinking questions or other prompts assigned for the Forum. Both quantity and quality are important considerations when posting substantive messages. For example, "I agree" or "I see your point" are not considered quality participation because neither adds substance to the discussion. Effective responses might share personal experience, ask for clarification, or add additional information, so feel free to analyze, interpret, critique, and suggest. ***Do not use any attachments***, instead, cut and paste your questions/responses directly into a forum message. Be sure to restate the question you are answering and address your classmates by their names.

Your postings/insights on the discussion topic should be based on the following:
- Application of text concepts;
- Ability to articulate assigned analysis clearly; and
- Integration of student colleagues' contributions and insights leading the discussion to a deeper level of understanding.

IMPORTANT!!! To allow for a discussion, which is an ongoing process that cannot be achieved by submitting all three required posts on the last day of the week, ***your first post should be submitted by Friday.*** This will allow for your classmates to read your opening post and reply to you and for you to reply to them in turn. The remaining two posts can be completed between Friday and Monday. Remember, for full participation points you need to post at least three substantive posts throughout the week!

No late submissions will be accepted.

Knowledge Checks (Completion; LO's 1,4,5,6): The Sage Vantage eText will prompt you for responses to "Knowledge Check" multiple choice questions at the end of each section of the chapter reading. These knowledge checks are assigned for "completion". This means it is up to your commitment to your own learning to complete these questions. They do not acquire points toward your total grading points in the course. Completing them, however, will help insure you understand and can apply the concepts you are reading and therefore improve your

scores on the required quizzes, assignments, and exams. At the end of the semester, if your grade is on "the border" (e.g. a 78 or 88), successful completion of these knowledge checks WILL be taken into consideration in assigning the final grade in the class.

Leadership Competency Assignments (15 Points; LO's 2,3,6): Leadership Competency assignments require you to complete one experiential exercise, video, or case application for each chapter of the text. These activities challenge your mastery of the content in each chapter and provide prompts for additional study if needed. Finishing these activities will ensure your better understanding of the content and help prepare you for each Exam. In addition, competency assignments based on self-assessments challenge you to engage in your own leadership development. *See **Appendix A** for the specific Leadership Competency Assignments.*

Pay close attention to the instructions on the course web site modules as some assignments are completed in Vantage and some directly in Canvas. Completing each chapter's assignment will be worth 15 points or a total of 180 points overall. If you only complete part of the activity, you will only be given partial credit for the portion of the assignment that you completed. For example, if you only complete one half of all assignments, it will cost 90 points on your final average. The grades on exercises taken in Vantage will automatically transfer to the Canvas gradebook.

You must complete each assignment by its due date to get full credit. Although you can continue working on the activity after the due date, you will receive no credit for this work.

Vantage Chapter Quizzes (120 Points; LO's 1,4): There is an online Chapter Quiz assigned <u>weekly</u> for each of the chapters in the text, 12 quizzes. For each Quiz/Exam there are 15 questions, and each question is worth .67 points. These Quizzes are available the last three days of the module; you are to take them when you are ready (studied the chapter fully). You only have one attempt for each quiz so be sure your internet connection is strong before starting each one! There is no make-up for quizzes, they must be taken by the deadline given on the course web site and in Vantage. While these quizzes are taken in Vantage, the grades will automatically link to the Canvas gradebook.

Midterm and Final Exams (150 Points; LO's 1,2,4,5,6):
There will be two required exams testing students' knowledge of the key frameworks, terms, and concepts included in the assigned text chapters. Exams will be grouped as follows, and are not cumulative:
- Midterm will cover chapters 1-4, 11-12
- Final will cover chapters 5-10

The exams will be available online, so be sure and check your Canvas Exam Link for the exam dates. Exams will be timed and once started, must be completed at that time. You have 90 minutes to answer all questions and must submit your exam by 11:59 PM on its due date. Each Exam will be available over five days Thursday-Monday) to allow for students' different

schedules. Be sure to set aside a quiet place to take the Exam where you have consistent, reliable internet access. You have only one attempt to complete the exam, however you can revisit questions before it is submitted. ***There will be no make-ups for missed exams unless there is a documented medical emergency.*** Any exam not made up as approved and arranged by the professor will be scored as a zero. ***Make-ups have to be requested no later than 48 hours before the scheduled due date.***

Reviewing the flashcards, video lectures, self-quizzes, supplemental PowerPoint presentations and any notes or highlights you have completed in the Vantage readings are good ways to prepare for each Exam. For further help in preparing for multiple-choice exams:
https://www.youtube.com/watch?v=0aF7G0TMh7M
https://www.educationcorner.com/multiple-choice-tests.html

Leadership for Sustainability Project (200 Points; LO's 2,5,7):
For this project, you will be responsible for doing in-depth research on someone who has demonstrated exemplary leadership for sustainability using credible business sources and the frameworks learned in this class on their handling of organizational situations and analyzing their effectiveness,. Such leaders demonstrate mindful actions and behaviors, embrace a global worldview, recognize the connection between the planet and humanity, and, through personal and organizational choices, effect positive environmental and social change, commonly referred to as the triple bottom line.

Your chosen leader should be someone who you believe has developed into an effective leader for sustainability, as described above, and who has demonstrated positive leadership skills and behaviors; someone you consider a role model in terms of leadership for sustainability. In addition, their work should easily be recognized as being focused on one or more of the Sustainable Development Goals (SDGs). Be sure and include a discussion of this as part of this assignment.

See the Sustainability Resources page in the course Canvas Sustainability Module "Resources for Sustainability Leader Project" for sustainability resource links and example organizations with sustainability leaders. After you identify a sustainability leader through the links or other secondary research, you may have to find additional information concerning this leader from other sources. Google, Business Source Complete, ABI Inform, Wall Street Journal, Lexus/Nexus and Regional Business News are good places to start your search. See the Assignment Link in Canvas for full instructions.

Full instructions for this assignment are given in Appendix B. Also see the "Resources for Sustainability Module in Canvas.
An example "A" Leadership for Sustainability Final Paper is given in the assignment instructions in Canvas.

Grading Criteria Rubric and Conversion

Points and Percentage of each assignment as it contributes to your final grade:

Activity	Points	Percentage of total points
Student Profile and Course Agreement	10	1%
Introductory Discussion Forum	40	4%
Discussion Forums 3 @ 50 points each)	150	15%
"Knowledge Check" multiple choice questions. Possible 10-20 points extra course credit based on completion	Possible 10-20	Possible 1-2%
Leadership Competency Assignments. See Appendix A (exercises, videos, and cases; 12 @ 15 points each)	180	18%
Vantage Chapter Quizzes (12 @ 10 points each)	120	12%
Sustainability Leader Choice Memo	40	2%
Sustainability Leader Project Part 1	80	7%
Sustainability Leader Project Part 2	80	7%
Midterm Exam	150	15%
Final Exam	150	15%
T O T A L	**1000**	100%

Course Grades are assigned as follows:

Letter Grade	Equals	From	To
A	=	90 %	100 %
B	=	80 %	89 %
C	=	70 %	79 %
D	=	60 %	69 %
F	=	0 %	59 %

NOTE #1: There is **NO EXTRA CREDIT** in this course.

NOTE #2: Requests for Incomplete Grades: Incompletes will only be given in emergency or other extreme circumstances and then only if a significant percentage of the course has been satisfactorily completed. Any request for an incomplete grade in this course must be approved

by the professor prior to the last week of classes. Requests should be submitted in writing and must include an email address and telephone number where you may be contacted throughout the following semester. Texas A&M University Central Texas uses the grade of 'K' on transcripts and grade reports to identify incomplete grades.

NOTE#3: Questions concerning one's grade on a particular task (e.g., test, case) should be resolved within one week after receiving the graded material. There will be no reviewing of previously graded material at the end of the semester.

Note # 4 Posting of Grades: Grades for Chapter Quizzes and some Vantage assignments will be posted immediately after completed. Grades for the Midterm and Final Exam will be posted the day after the availability period has passed. Grades for Major assignments will be posted within one week following the due date.

COURSE OUTLINE AND CALENDAR
- *Modules in this class begin on a Tuesday and end on a Monday*
- *All assignments are due 11:59 p.m. Monday night date in bold except for Discussion Forums which has an interim deadline of Friday night 11:59p.m.*
- *Grading points available for each assignment are in ( )*
- *Assignments with grading points noted in bold*

Initial Course Calendar
This is an initial course schedule that is only guaranteed to be accurate the first week of class, as it is only intended to give you a basic overview of course exams and assignments.

After the first week of class, the Syllabus link in Canvas serves as the official calendar for course activities.

Week/Dates	Module	Topic	Readings/Assignments
8/28-9/4	1	Course Introduction Chapter 1: Who is a Leader and What Skills do Leaders Need?	1. Watch Course Welcome Video Read Syllabus carefully **2. Submit Student Profile and Course Agreement** 3. Read Chapter 1 in Vantage & 4. Complete Knowledge Checks 5. Watch Ch. 1 Video Lecture **6. Introductory Discussion Forum Posting 1 & Posting 2** **7. Competency Assignment 1** **8. Ch. 1 Quiz**

Date	Week	Topic	Assignments
9/5-9/11	2	Chapter 2: Leadership Traits and Ethics	1. Read Chapter 2 in Vantage & 2. Complete Knowledge Checks 3. Watch Ch. 2 Video Lecture **4. Competency Assignment 2** **5. Ch. 2 Quiz**
9/12-9/18	3	Chapter 3: Leadership Behavior and Motivations	1. Read Chapter 3 in Vantage & 2. Complete Knowledge Checks 3. Watch Ch. 3 Video Lecture **4. Competency Assignment 3** **5. Ch. 3 Quiz**
9/19-9/25	4	Chapter 4: Contingency Leadership Theories	1. Read Chapter 4 in Vantage & 2. Complete Knowledge Checks 3. Watch Ch. 4 Video Lecture **4. Competency Assignment 4** **5. Ch. 4 Quiz**
9/26-10/2	5	Chapter 11: Leadership of Culture, Diversity and Inclusion	1. Read Chapter 11 in Vantage & 2. Complete Knowledge Checks 3. Watch Ch. 11 Video Lecture 4. Begin viewing Introduction to the Sustainability videos and resources **5. Discussion Forum 1, Posting 1 & Posting 2** **6. Competency Assignment 5 entry** **7. Ch. 11 Quiz**
10/3-10/9	6	Chapter 12: Strategic Leadership and High-Performing Organizations	1. Read Chapter 12 in Vantage & 2. Complete Knowledge Checks 3. Watch Ch. 12 Video Lecture, Includes Intro to Sustainability Leader Project 4. Watch Library databases video 5. Review Sustainability Resources links **6. Competency Assignment 6** **7. Ch. 12 Quiz**
10/10-10/16	7	MIDTERM exam, Sustainability Choices Memo	**1. Covers Chapters 1-4, 11-12** **2. Sustainability Leader Choices Memo**

10/17-10/23	8	Chapter 5: Communication, Coaching and Conflict Skills	1. Read Chapter 5 in Vantage & 2. Complete Knowledge Checks 3. Watch Ch. 5 Video Lecture **4. Competency Assignment 7** **5. Ch. 5 Quiz**
10/24-10/30	9	Chapter 6: Influencing: Power, Politics, Networking and Negotiation	1. Read Chapter 6 in Vantage & 2. Complete Knowledge Checks 3. Watch Ch. 6 Video Lecture **4. Competency Assignment 8** **5. Ch. 6 Quiz**
10/31-11/6	10	Chapter 9: Managing Change and Crisis Leadership	1. Read Chapter 9 in Vantage & 2. Complete Knowledge Checks 3. Watch Ch. 9 Video Lecture **4. Competency Assignment 9** **5. Ch. 9 Quiz** **6. Mid-semester Course Feedback**
11/7-11/13	11	Chapter 10: Charismatic, Transformational and Servant Leadership	1. Read Chapter 10 in Vantage & 2. Complete Knowledge Checks 3. Watch Ch. 10 Video Lecture **4. Competency Assignment 10** **5. Ch. 10 Quiz** **6. Discussion Forum 2, Posting 1 & Posting 2**
11/14-11/20	12	Chapter 7: Leader-Member Exchange and Followership	1. Read Chapter 7 in Vantage & 2. Complete Knowledge Checks 3. Watch Ch. 7 Video Lecture **4. Competency Assignment 11** **5. Ch. 7 Quiz** **6. Sustainability Leadership Paper Part 1**
11/21-11/27	13	Chapter 8: Team Leadership and Self-Managed Teams	1. Read Chapter 8 in Vantage & 2. Complete Knowledge Checks 3. Watch Ch. 8 Video Lecture **4. Competency Assignment 12** **5. Ch. 8 Quiz**
11/28-12/4	14	Sustainability Leader Project	**Sustainability Leadership Paper Part 2 due**

12/5-12/14	15	Sustainability Leader Discussion Forum	**Discussion Forum 3, Posting 1 & Post 2**
		Final Exam	**Covers Chapters 5-10**

Important University Dates/Academic Calendar:
https://www.tamuct.edu/registrar/academic-calendar.html

CLASS POLICIES

COBA Learner Access and Success Web Site
This web site has been specially designed to provide "one stop shopping" for the University and College resources that College of Business Administration students are likely to need throughout the semester. This includes setting up an appointment with an advisor, tutoring, career and professional development, among other services and many helpful videos. **Check it out and bookmark it, it will be very useful: COBA Learner Access and Success** (https://www.tamuct.edu/coba/coba-learners.html)

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/messaging 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 pitch Times New Roman font. For information on APA standards and correct citation formats consult APA module in the Course Resources module in the Canvas web site.

Classroom Policies: I expect you to treat this course *like a job*: Be **professional** in your speech, your writings including **posting on Canvas** and **communications to me, and most importantly, communications to your class members.**

As a member of this class, you are invited to think, question, disagree and offer alternatives. That is part of the academic experience, as well as part of learning to be a contributing, critical thinker in any professional setting. However, my expectation is that you will behave *professionally and courteously* toward another student and the professor, and respect the rights of others at all times. Failure to do so will be cause to report the offending student(s) to Academic Affairs.

Treat this class as a business setting. That means:

- You don't ever simply fail to show up for work in a corporate setting. Similarly, when taking an online course, even though you have more flexibility in deciding when to check course materials, announcements, and upcoming assignments, you must log into your Canvas at least a couple times a week to stay on top of the course schedule.
- You would never schedule vacation during a critical work project in a corporate setting – that means that while you're in school you should schedule vacations between semesters or on approved university holidays, not during the semester.
- In a corporate setting, you would never submit poor quality work to your colleagues and managers. This means, while you're in school, you should do your best and submit senior-level-worthy work to your student colleagues and the professor. This requires that you study relevant materials and carefully read and follow assignment instructions. This also requires that you demonstrate senior-level writing skills (I strongly recommend that you utilize the writing center if needed).

Netiquette: Netiquette refers to appropriate ways of communicating through the Internet. It is very important to any online course including this course.

Here are some specific policies for this course:
- You do not dominate any discussion. You will let other students give input in the discussion.
- You do not use aggressive and/or offensive language to present your ideas or opinions to other students or the instructor.
- You do not use sarcastic language when you do not agree with another student or the instructor. Therefore, be cautious in using your humor and make sure you are just being humorous, NOT sarcastic.
- Popular emoticons such as ☺ can be helpful to convey your tone in your reply to another student in discussion but do NOT overuse them.
- You do not make fun of another student's ability to read or write.
- You should be open-minded and listening to others' opinions.
- You do not ever use Internet slangs like "LOL," "Q4U,"and "C U" in your postings and emails.
- You always think, edit, and proofread your postings and emails before you push the "send" button to make sure your spelling and grammar is correct.
- You do not ever post your entire reply using all bold upper-case letters – it is hard on the eye and can be interpreted as "yelling" according to Internet language.
- You respect diversity (e.g., gender and ethnicity) in your communications.
- Your postings should be direct, to the point, and relevant. You do not include wordy sentences that do not add any value to the discussion.
- You should be patient and read all other discussions before you add something. This will help you avoid repeating something someone else has already contributed.

TECHNOLOGY REQUIREMENTS AND SUPPORT

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@tamu.edu
Phone: (254) 519-5466
Web Chat: [http://hdc.tamu.edu]
Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Warrior Center for Student Success
The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

ADA Access and Accommodations: Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit Access and Inclusion [https://www.tamuct.edu/student-affairs/access-inclusion.html] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

Success Coaching and Peer Mentoring: Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit Academic Support [https://www.tamuct.edu/student-affairs/academic-support.html]. Click the link to schedule a session (virtual or in-person) with a success coach bit.ly/3q7uB50 or visit WH, 111.

Testing Services: We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the Testing Center [https://www.tamuct.edu/testing-center/].

Tutoring and Supplemental Instruction Services: Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability bit.ly/43Q6wNz. You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit Tutoring Services [https://www.tamuct.edu/student-affairs/academic-support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Student Conduct Office. 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].

If you know of potential honor violations by other students, you may submit a referral, [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Drop Policy

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlsso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions 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 Records and Admissions 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.

Pregnant and/or Parenting Students Rights and Accommodations

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the Pregnancy & Parenting webpage [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. 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 specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You

may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Please be aware that that under [Title IX](), [Texas Senate Bill 212](), and [System Regulation 08.01.01](), [https://policies.tamus.edu/08-01-01.pdf] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](), [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

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/messaging 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 pitch Times New Roman font. For information on APA standards and correct citation formats consult APA module in the Course Resources module.

University Library & Archives: The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here]()

[https://tamuct.libcal.com/appointments/?g=6956]. 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]

University Library Services: *Information literacy* focuses on research skills which prepare individuals to live and work in an information-centered society. Library research skills are another critical tool in the business world, and will be required for this class. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not limited to: exploration of information resources such as library collections and services, identification of subject databases and scholarly journals, and execution of effective search strategies. Library Resources are outlined and accessed at:

http://www.tamuct.edu/departments/library/index.php

Library databases that would be particularly helpful for the projects in this class are contained in the Management Library Guide:

http://tamuct.libguides.com/c.php?g=117073&p=762177

These databases, such as *Business Source Complete* and *Hoover's*, go well beyond what students can find by just "googling" their company. These resources are not available to the general public, your University fees pay for these articles, which are in-depth and provide the depth you need to provide credible information on your case analyses.

The TAMUCT librarians are available to assist distance learning students doing research. **Ms.Michelle Shea** is the lead Management Librarian and she is available to assist you with your research. To schedule an appointment with her, link to Scheduling an appointment with Ms. Shea (https://tamuct.libguides.com/prf.php?account_id=182411) She is Canvas proficient and can meet with you via chat, web-conferencing, in-person or phone.

 University Writing Center: University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday

from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 making an appointment via WCOnline [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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

Tutoring: Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.
If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.
To schedule tutoring sessions and view tutor availability, please visit Tutor Matching Services [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 except writing support. Access Tutor.com through Canvas.

OTHER 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 Wellness and 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/compliance/titleix.html].

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, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2]. Anonymous referrals are accepted. Please see the Behavioral Intervention Team 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.

Continued enrollment in this course indicates agreement with these policies.

Appendix A
Leadership Competency Assignments by Module and Chapter

1. Chapter 1 – Video Activity 1.1 Leadership vs. Management (complete in Vantage)

2. Chapter 2 – Complete Self-Assessment Big Five Personality Profile in Vantage, then Complete Reflection Assignment in Canvas

3. Chapter 3 – Reading activity 3.1 Vishen Lakhiani Developing Motivation through Mindfulness reading activity/case (complete in Vantage)

4. Chapter 4 – Complete Self-Assessment 4.2 Determining your Preferred Normative Style in Vantage (found in Chapter Summary), then Complete Reflection Assignment in Canvas

5. Chapter 11 – Video Activity 11.2 Leadership's Role in Diversity (complete in Vantage)

6. Chapter 12 – Complete Self-Assessment Learning Organization in Vantage, then Complete Reflection Assignment in Canvas

7. Chapter 5 – Video Activity 5.2 Conflict Management (complete in Vantage)

8. Chapter 6 – Complete Self-Assessment Negotiating in Vantage, then Complete Reflection Assignment in Canvas

9. Chapter 9 – Complete Self-Assessment Resistance to Change in Vantage, then Complete Reflection Assignment in Canvas

10. Chapter 10 – Video Activity 10.1 Servant Leadership (complete in Vantage)

11. Chapter 7 – Reading Activity 7.1 Thasunda Brown Duckett: Focus on People and Building a Winning Team reading activity/case (complete in Vantage)

12. Chapter 8 – Complete Self-Assessment 8.1 Assessing the Quality of Teamwork in your Team in Vantage, then Complete Reflection Assignment in Canvas

Self-Assessments in Vantage with Reflection Assignment in Canvas – Ch. 2, 4, 6, 8, 9, 12
Video Cases in Vantage – Ch. 1, 5, 10, 11
Written cases in Vantage – Ch. 3, 7

All competency assignments are worth 15 points.
Video and written cases – grading is based on 3 multiple-choice questions each worth 5 points.
Self-assessment and reflection assignments – 6 points based on self-assessment completion and interpretation of results, 9 points based on application of text concepts and reflection on student's own leadership skills/development

Appendix B
Sustainability Leader Project Instructions

Sustainability Leader Project (200 Points Total)

For this project, you will be responsible for doing in-depth research on someone who has demonstrated exemplary leadership for sustainability using credible business sources and the frameworks learned in this class on their handling of organizational situations and analyzing their effectiveness. Such leaders demonstrate mindful actions and behaviors, embrace a global worldview, recognize the connection between the planet and humanity, and, through personal and organizational choices, effect positive environmental and social change, commonly referred to as the triple bottom line.

Your chosen leader should be someone who you believe has developed into an effective leader for sustainability and who has demonstrated positive leadership skills and behaviors; someone you consider a role model in terms of leadership for sustainability. In addition, their work should easily be recognized as being focused on one or more of the Sustainable Development Goals (SDGs). Be sure and include a discussion of this as part of this assignment.

Preparation for Project throughout Course:

As you proceed through the MGMT 4324 course chapters, there will be several assignments and supplemental readings/videos that provide you with the background to be successful in this project.

In Module 5, you will begin by reading/viewing the resources in the "Introduction to Sustainability" portion of the course website.

In Module 6, the weekly chapter on Strategic Leadership will include a portion on Sustainability and a "Sustainability Resource" supplement in the course will offer numerous links to begin exploring which sustainability leader you might wish to profile for your project. The Module 6 Video Lecture will offer tips on getting a good start on the project. In addition, Ms. Michelle Shea, Management Librarian, will be preparing a video of the best library databases to use for your research on your chosen sustainability leader.

In Module 7, you will prepare a "Leader Choices Memo" with two choices for your project. For each of the two leaders, you propose you must identify why you chose these leaders, along with two credible business press articles from the library databases and how these articles will help you complete the final project. See the Leader choices memo assignment on the Canvas website for more detail; this assignment will be worth 20 grading points.

During Module 8 you will receive feedback from your professor about your choices memo and one of your choices will be approved for you to proceed with the project. You will be on your

own to continue to do research for Parts 1 & Part 2 of the paper through the rest of the semester, each of which is worth 80 points of your grade so you will want to devote quite a bit of time to its development. You are also encouraged to consult the University Writing Center resources if you believe you need help with the writing of the paper. Ms. Shea is available for consultative appointments if you need help finding research articles.

A. Sustainability Leader Choice Memo (40 Points)
You must submit a detailed memo with two choices for your project. For each of the two leaders you propose you must identify why you chose these leaders, along with two credible business press articles from the library databases and how these articles will help you complete the final project. Your "choice memo" is worth 20 grading points based on initial research and thoughtful rationale for choosing that leader.

B. Part 1 Submission (80 Points)
> **Section 1 (20 Points): Summary of the sustainability leader's current and previous positions and career highlights.**
> Based on your research/sources, write a description of your leader's career highlights and current position. Length and depth guideline is 3-4 well developed paragraphs. Include citations where necessary (see APA Resources Module).

> **Section 2 (30 Points): Summary of the leader's traits, behaviors and style.**
> Using examples from your background sources and articles, and theories and models from your text, describe and analyze your leader. What leadership characteristics and style does your leader demonstrate? This section should also be 4-6 well developed paragraphs. Be sure to use at least 2 different theories/frameworks drawn from chapters 5,6,8,9 or 10 of your text in this section. Include citations where necessary.

> **Section 3 (30 Points): Summary of the organizational circumstances that led this leader to be a sustainability leader.**
> Compile a timeline of the organizational circumstances that led to your leader becoming passionate about sustainability. Try not to quote the actual articles but paraphrase in your own words what the dynamics of the situation were. Be sure to include enough description so that the organizational stakeholders, context and your leader's actions are well described. This section can either be a bulleted list of events or in paragraph form. Length and depth guideline is 2-3 well developed paragraphs or 6-9 bullet points. Include citations where necessary.

C. Part 2 Submission (80 Points)
As part of your Part 2 submission, you must, also include your Part 1 submission, which should be revised based on my comments. I will assess a 1 point penalty for each comment not addressed.

Section 4 (60 Points): Apply Strategic Leadership Concepts from Chapter 12.

In this section you are to analyze the dynamics of the situation or situations you described in Section 3 through an in-depth application of one of the Strategy-Making, Strategy-Execution Process (pages 507-518) phases from chapter 12 (e.g., Phase 1- Crafting a Mission, Vision, and Core Values Statement). In doing so, be sure to fully analyze the leader actions your chosen leader took and how it furthered sustainability and sustainable development (the Introduction to Sustainability and Sustainability Resources Module should be especially useful here). This section should be 4-6 well developed paragraphs. <u>ALL aspects of the phase should be fully explored fully; you will want to demonstrate your complete understanding of the phase.</u> Include citations where necessary

Section 5 (20 points): Advice for the Leader

In this section offer your analysis of the actions the leader took and your expert recommendation for actions they might have done differently (and why). You will want in this section to not only use the theories you have learned but some of the reflection exercises to think through how this leader could improve on their skills. <u>It is not enough in this section to say "they are doing a great job", leaders can always improve!</u> After you have identified things they might have done differently, offer them advice for going forward – what can they do to improve their leadership?

Use of Sources:

Your paper should be single-spaced with 8 pt spacing between paragraphs, 1-inch margins, 12 pitch Times New Roman Font. In addition, the paper should have a beginning cover sheet ending bibliography. The reference page and in-paper citations should be in APA 7th edition format. See the Assignment Link in Canvas for full instructions.

Use at least 10 references with citations, 5 of which must be references other than web pages. **Also make sure that every citation in your references are cited in the body of your paper.** Multiple citations from the same website only count as one citation toward the 10 reference requirement. See the Assignments course link for the due date.

Ms.Michelle Shea is the lead Management Librarian and she is available to assist you. To schedule an appointment with her, link to <u>Scheduling an appointment with Ms. Shea</u> (<u>https://tamuct.libguides.com/prf.php?account_id=182411 Links to an external site.</u>) She is Canvas proficient and can meet with you via chat, web-conferencing, in-person or phone.

Grading Criteria within each Section:

1. Fully proofread and clear writing

2. Full application of text frameworks used

3. Insightful and accurate analysis

4. Proper citations with strong sources given where necessary, citations and reference list all in APA format.

Format:

- Citations within paper and reference list at end of paper must be in APA format.
- Follow APA 7th Edition format with a few exceptions:
  - Title your paper with .doc name: last name MGMT 425_leader last name.
  - Insert a running footer with page number and your last name.
  - Double space between sections and paragraphs.   Single space with 8point spacing between paragraphs.
  - Clearly label each section and subsection.