

MGT 583 – Seminar in Leadership

Summer II 2012 – Section 01W

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Required Texts (and journal readings):

Northouse, P.E. (2007). *Leadership: Theory and Practice (5th Ed.)*. Sage: Thousand Oaks, CA
ISBN: 9781412974882. Book cost - \$76.95 (The 4th edition will also work).

The following assigned readings will be assigned throughout the term:

Humphreys, J.H. (2005). Contextual implications for transformational and servant leadership: A historical investigation. *Management Decision*, 43(10), 1410-1431.

Humphreys, J.H., Williams, W.A., Clayton, R.W., & Novicevic, M.M. (2011). Towards the augmenting role of authenticity: Xenophon as leadership theorist. *Management & Organizational History*, 6(2): 183-208.

Schriesheim, C.A., Castro, S.L., & Cogliser, C.C. (1999). Leader-member exchange (LMX) research: A comprehensive review of theory, measurement, and data-analytic practices. *Leadership Quarterly*, 10(1): 63-113.

Vroom, V.H., & Jago, A.G. (2007). The role of situation in leadership. *American Psychologist*, 62(1), 17-24.

Walumbwa, F.O., Avolio, B.J., Gardner, W.L., Wernsing, T.S., & Peterson, S.J. (2008). Authentic leadership development and validation of a theory-based measure. *Journal of Management*, 34: 89-126.

Zaccaro, S.J. (2007). Trait-based perspectives of leadership. *American Psychologist*, 62(1), 6-16.

Course Description:

This course provides an in-depth seminar emphasizing the development of leadership as a discipline. It focuses primarily on the evolution of leadership thought and the application of the various models and theories associated with the various perspectives on leader behavior and subsequent follower outcomes.

Electronic system to use during the course:

Students will find some of the course materials in the eCollege course management program and will become familiar with the features of the program as you use them. Please read the Announcement page of the class site. **I do not use all of the features of the eCollege site and will explain my process during our first chat session. You will get the journal articles through the periodical databases (ABI Inform and Business Source Compete).** On occasion I will have various papers and slide presentations found under “doc sharing.” I will correspond with you **frequently** by e-mail to you’re my Leo accounts. Please make it a habit to check it daily at a minimum.

Course Requirements

This is a web-based course using asynchronous and synchronous communication for the delivery of course material. Students are expected to participate in all elements of the course. All assignments should be e-mailed to me at john.humphreys@tamuc.edu. Students will only be graded for their participation during the week of the scheduled instruction. The posting week begins and ends at 8AM. For example, the first summary statement must be submitted by 8:00 AM on 7/16/12. **While early preparation is valued, I would suggest you do not begin writing your first response until after the first chat session.**

Synchronous communications (i.e., Chat Sessions) will occur **Monday nights from 7:00 PM to 8:00 PM, Commerce, TX** time. We will have our first session on **7/09/12**. Students will use the Class Live Pro portion of the eCollege site to participate in these discussions. These sessions are designed to clarify course material. If for any reason you miss a scheduled chat, these sessions are archived and can be accessed by entering the Class Live Pro at a later date.

Course Objectives:

- Understand the historical evolution of leadership thought
- Understand the theory, limitations, and application of various models of leader behavior with respect to follower outcomes
- Understand how to access salient literature from various electronic periodical databases

Grade Evaluation

Points

Statements of understanding [SOU] (3)	750
Final leadership paper and model	450

TOTAL	1,200
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Grade Conversion

A = 1,080 or greater (90%)
B = 960 – 1,079 (80% - 89%)
C = 840 – 959 (70% - 79%)
F = 839 or below

Description of Evaluation Criteria

Statements of Understanding [SOU] – On three (3) occasions (see calendar), I will ask you to prepare written summaries based upon your understanding of various leadership theories and models. This analysis must be typed (double-spaced) and turned in (e-mail to john.humphreys@tamuc.edu) before 8:00 AM on the due date (250 points each). The statements will be graded based upon timeliness, specificity, journal support, and the firmness of your grasp of the material.

Final Paper and Model – 450 points are available based upon the quality of your final paper which will be based upon your creation of a leadership model. The class will be divided into research teams and create a comprehensive leadership model. Further directions will be given after seeing the make-up of the class.

Format for Exam and Other Assignments:

The following guidelines for all written assignments should be used.

typed

double-spaced

include the student name, assignment information, and date in upper right-hand corner

no title page

one-inch margins all around (top, bottom, right and left)

contain **no** header or footer (except optional page numbers)

Times New Roman 12 font

no special spacing, indentation, underline or italics (use bold, if necessary)

use headings to denote subject change in the paper

All citation to be in APA style

STUDENTS WITH DISABILITIES: - The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Student Disability Resources and Services.

Halladay Student Services Building

Room 303 A/D

Phone (903) 886-5835

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TENETS OF COMMON BEHAVIOR STATEMENT: All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See current Student Handbook).

STATEMENT ON ACADEMIC INTEGRITY: - Academic honesty is the foundation of the university community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. For this class, plagiarism will result in automatic failure (final course grade of F).

Date	Week	Lectures, Chapter Readings, & Exams	Individual – Group Assignments
7/09 – 7/15	1	Course Introduction & Chapter 1 - Analysis, Periodical Databases & APA Style Chapter 2 – Leadership Traits	Read Zaccaro (2007) & Vroom & Jago (2007)
7/16 – 7/22	2	Chapter 5 & 6 – Situational and Contingency theories	1st SOU due by 8:00 AM CT on 7/16 on Situational Leadership Theory and Contingency Theory Read Schriesheim et al. (1999)
7/23 – 7/29	3	Chapter 7 – Path Goal Theory Chapter 8 – LMX Theory	2nd SOU due by 8:00 AM CT on 7/23 on Path Goal Theory & LMX theory Read Humphreys (2005), Walumbwa et al., 2008, and Humphreys et al. (2011)
7/30 – 8/05	4	Chapter 9 – Transformational Leadership and Servant Leadership Chapter 10 – Authentic Leadership	3rd SOU due by 8:00 AM CT on 7/30 on Transformational, Servant, and Authentic leadership
8/06 – 8/09	5	Final model preparation	Final leadership model due by 8:00 AM CT on 8/09

Graduate Literature Review Paper Analysis Assessment Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Completeness of review (60%)	Superior completeness; student's review of the literature is extraordinarily thorough (60)	Complete; student's review of the literature covers most all seminal articles (48)	Mostly complete but with gaps in some areas; student's review is missing some key works (42)	Incomplete in most respects (36)
Focus on follower outcomes (20%)	Student's review is almost exclusively focused on how the leadership theory/model impacts critical follower outcomes (20)	Student's review is largely focused on how the leadership theory/model impacts critical follower outcomes (16)	Student's review is somewhat focused on how the leadership theory/model impacts critical follower outcomes (14)	Student's review largely ignores how the leadership theory/model impacts critical follower outcomes (12)
Writing quality (10%)	Writes extraordinarily clearly and insightfully (10)	Writes clearly and effectively (8)	Writing has content but is unfocused (7)	Fails to communicate in an adequate manner (6)
APA Format (10%)	Uses APA format accurately (10)	Uses APA format with only minor violations (8)	Format demonstrates incomplete knowledge of APA style (7)	Fails to use APA style (6)

Scoring Key:

- _____ **Far Exceeds Standards = 90 – 100**
- _____ **Exceeds Standards = 80 – 89**
- _____ **Meets Standards = 70 - 79**
- _____ **Fails to Meet Standards = < 70**