SUMMER I 2015
MGT 583 – Seminar in Leadership

CLASSROOM: Universities Center at Dallas
MEETING TIME: T, R 6:15 PM – 8:55 PM
NOTE ABOUT TIMES: All Times and Deadlines for this Course are Listed as Central Time Zone (Commerce, TX) times.

Instructor: Dr. Brandon Randolph-Seng
E-mail: brandon.randolph-seng@tamuc.edu
Office: CBE 304
Office Hours: Tuesday 9:00-11:00 a.m. and by Appointment
Phone: 903-468-8696

REQUIRED TEXT:


Please note: A set of readings will be assigned for each class meeting (see below). Students must be prepared to critically discuss these readings in depth in class.

COURSE OVERVIEW AND EXPECTED LEARNING OUTCOMES:
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. Upon completion of this course, student should be able to:

- Demonstrate a grasp of the historical evolution of leadership thought
- Demonstrate knowledge of the theory, limitations, and application of the major perspectives of leader behavior with respect to leader/follower outcomes
- Create a contribution to the study of leadership by developing a leadership theory paper

METHODS FOR ASSESSING EXPECTED LEARNING OUTCOMES:
Participation, article components papers, proposal, paper drafts, and final paper.

GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Type</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Discussion Leader</td>
<td>Individual</td>
<td>200 points</td>
</tr>
<tr>
<td>Participation</td>
<td>Individual</td>
<td>200 points</td>
</tr>
<tr>
<td>Proposal/Paper Drafts</td>
<td>Team/Individual</td>
<td>200 points</td>
</tr>
<tr>
<td>Final Paper</td>
<td>Team/Individual</td>
<td>400 points</td>
</tr>
<tr>
<td><strong>Course Total</strong></td>
<td><strong>Team/Individual</strong></td>
<td><strong>1000 points</strong></td>
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GRADING SCALE:
MGT 583
**COURSE ASSIGNMENTS**

**PLEASE NOTE:** All written work should be thoroughly proofread for grammar, spelling, style, relevant content, and supportable logic. I expect graduate students to be proficient in writing and speaking in the English language. **Written work will be downgraded (i.e., automatic loss of 25% of the total points) when not produced in Standard English.**

**ARTICLE DISCUSSION LEADER:**
Each student will be expected to lead class discussions of the assigned articles. Discussion leaders are expected to think about the main points of the assigned article and to generate a discussion that relates to the course. Discussion leaders should develop a flexible plan for their discussion. Some of the following elements could be incorporated into the discussion plan, but there are certainly other possibilities: extracting broad themes from the readings, discussing points from other students’ comments and integrating new readings with ideas from earlier sections. Discussion leaders should try to move beyond a simple review of the material and stimulate discussion about the issues raised in the articles, apparent inconsistencies in the readings, implications, applications, etc. Grades for discussion leadership will be based on the substance and quality of interaction that takes place among participants during the class discussion.

**PAPER:**
Students are required to write one theory paper in this course, which will include one or more rough drafts. This paper will involve an extensive and integrative literature review/critique of a relevant area of research. It should be initiated only with the instructor’s approval of the chosen topic. The intent of this requirement is to produce a manuscript of publishable quality. For assessment see Appendix A. Some guidance for performing your literature reviews can be obtained from the following article:


**CLASS ATTENDANCE & PARTICIPATION:**
Attendance and participation is critical to gaining the most you possibly can from this course. You have hired me to teach you, trusting that I possess knowledge which you do not, and which is not available in the text alone. My assumption is that you desire to learn more about this subject, so my expectation is that you are: (1) present, (2) on time, (3) prepared, and (4) participating. Experience has shown me that students who regularly attend class earn higher grades.

Excused absences (e.g., university approved trips, documented illness, religious observance) will **not** be penalized as long as you notify me appropriately (i.e., before the class in question if possible and with the correct evidence). Otherwise, plan now to schedule your trip to Galveston during breaks and/or at the end of the semester.

**COURSE POLICIES**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>895 - 1000</td>
<td>A</td>
</tr>
<tr>
<td>795 - 894</td>
<td>B</td>
</tr>
<tr>
<td>695 - 794</td>
<td>C</td>
</tr>
</tbody>
</table>

Incomplete - Must be previously agreed upon by student and instructor and initiated by the student administratively.
Withdrawal - Must be initiated by the student administratively.
SYLLABUS SUBJECT TO CHANGE STATEMENT:
I anticipate that we will follow the schedule I’ve outlined in this syllabus, but I may make adjustments based on what actually happens in class. I may also change the basis for the course grade (if I need to eliminate an assignment or something of that nature). If I do so, I will so inform you in writing. Remaining in the course after reading this syllabus will signal that you accept the syllabus as written AND the possibility of changes and responsibility for being aware of them.

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).

SPECIAL NEEDS/REASONABLE ACCOMMODATIONS:
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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

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).

INSTRUCTOR EXPECTATIONS:
Students are required to meet the expectations listed below.

- **Professional Behavior:** It is important that you maintain a professional demeanor at all times, including during “electronic communication”. Texas A&M-Commerce expects this from you, as do current and future employers.

- **Regular and Timely Attendance and Participation:** You are expected to attend every class as this is the only way that you will be able to complete the team exercises.

- **Assignments:**
  1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in this course should have at least some skill with software for word processing, spreadsheets, databases, graphics, and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract from your grade!
  
  2. **Assignments must be turned in on time.** Assignments are due at the date and time listed. While the syllabus designates specific dates for which work is assigned, you do not have to wait until the “assigned” date to start working on it. Start working on each assignment as soon as you possibly can and make sure that you have all assignments submitted by the specified due dates. However, you **MUST** turn in all written assignments **ON TIME**. Unexcused late work will receive an automatic **50% penalty** if turned in by the next day, and a 0 if turned in more than one day late. Late work is viewed as very unprofessional in the corporate world: “Sorry Mr./Ms. Vice President, I just did not get the work done in time for our meeting today.” That will be the last time your manager gives you the opportunity to “shine” in front of a VP.
  
  3. **Assignments must be complete.** You must complete and submit all components at the specified due date and time to receive credit for the assignment. Please don’t turn in work that is only “half-finished”.

  4. **Please submit assignments in a format that is compatible with Microsoft Word.**
Back-ups Are Required: You are required to back up all your assignments so that they can be submitted to me upon my request. If work is lost due to insufficient back-up, you will not have the opportunity to recreate and submit at a later time.

E-mail: Students must routinely check e-mail sent to his or her Texas A&M-Commerce account. This is my primary mechanism for communicating to the class. I check my e-mail several times a day, so this is the best way to reach me.

Make-up Assignments Will Only Be Accepted If You Obtain University Approved Documentation for Your Excuse: There are no make-up assignments for poor performance on a previous assignment.

IF YOU EVER FEEL AS IF YOU NEED TO MEET WITH ME OR SPEAK OVER THE PHONE IN ORDER TO CLARIFY ASSIGNMENTS, DISCUSS CONCERNS ABOUT THE CLASS, DISCUSS TOPICS FROM THE CLASS, ETC., E-MAIL ME IN ORDER TO SET UP AN APPOINTMENT.

FINALLY: This syllabus is a contract between you and me. If you disagree with the policies set forth in this syllabus, you have the right to withdraw within the timeframe indicated in the University calendar. By staying enrolled in this class, you agree to adhere to all policies stated in this syllabus.
# TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Readings/Assignments</th>
</tr>
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<tbody>
<tr>
<td>WK 1.1 (6/9):</td>
<td><strong>INTRODUCTION: THE NATURE OF LEADERSHIP</strong></td>
</tr>
<tr>
<td></td>
<td>1) Northhouse: Chapter 1</td>
</tr>
<tr>
<td>WK 1.2 (6/11):</td>
<td><strong>LEADERSHIP MEASUREMENT</strong></td>
</tr>
<tr>
<td>WK 2.1 (6/16):</td>
<td><strong>MANAGERIAL TRAITS AND SKILLS</strong></td>
</tr>
<tr>
<td></td>
<td>1) Northhouse: Chapters 2 &amp; 3</td>
</tr>
</tbody>
</table>
WK 2.2 (6/18): PERSPECTIVES ON EFFECTIVE LEADER BEHAVIOR

1) Northhouse: Chapter 4


WK 3.1 (6/23): EARLY CONTINGENCY THEORIES OF EFFECTIVE LEADERSHIP

1) Northhouse: Chapters 5, 6 & 7


**Paper Proposal Due

WK 3.2 (6/25): DYADIC RELATIONS & FOLLOWERSHIP

1) Northhouse: Chapter 8


**WK 4.1 (6/30): ATTRIBUTIONS AND LEADERSHIP**


**WK 4.2 (7/2): CHARISMATIC AND TRANSFORMATIONAL LEADERSHIP**

1) Northhouse: Chapter 9


**First Draft of Paper Due**

**WK 5.1 (7/7): ETHICAL, SERVANT, AND SPIRITUAL LEADERSHIP**

1) Northhouses: Chapter 10 & 16


**Second Draft of Paper Due**

WK 5.2 (7/9): AUTHENTIC LEADERSHIP

1) Northhouses: Chapter 11


7/12: **Final Paper Due by 11:59 PM on eCollege**
## Appendix A:
### Paper Analysis Assessment Rubric

<table>
<thead>
<tr>
<th></th>
<th>Far Exceeds Standards</th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Fails to Meet Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completeness of review (60%)</strong></td>
<td>Superior completeness; student’s review of the literature is extraordinarily thorough</td>
<td>Complete; student’s review of the literature covers most all seminal articles</td>
<td>Mostly complete but with gaps in some areas; student’s review is missing some key works</td>
<td>Incomplete in most respects</td>
</tr>
<tr>
<td></td>
<td>(60-49)</td>
<td>(48-43)</td>
<td>(42-37)</td>
<td>(36-30)</td>
</tr>
<tr>
<td><strong>Focus on leader/follower outcomes (20%)</strong></td>
<td>Student’s review is almost exclusively focused on how the leadership theory/model impacts critical leader/follower outcomes</td>
<td>Student’s review is largely focused on how the leadership theory/model impacts critical leader/follower outcomes</td>
<td>Student’s review is somewhat focused on how the leadership theory/model impacts critical leader/follower outcomes</td>
<td>Student’s review largely ignores how the leadership theory/model impacts critical leader/follower outcomes</td>
</tr>
<tr>
<td></td>
<td>(20-17)</td>
<td>(16-15)</td>
<td>(14-13)</td>
<td>(12-10)</td>
</tr>
<tr>
<td><strong>Writing quality (20%)</strong></td>
<td>Writes extraordinarily clearly and insightfully</td>
<td>Writes clearly and effectively</td>
<td>Writing has content but is unfocused</td>
<td>Fails to communicate in an adequate manner</td>
</tr>
<tr>
<td></td>
<td>(20-17)</td>
<td>(16-15)</td>
<td>(14-13)</td>
<td>(12-10)</td>
</tr>
</tbody>
</table>

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