Instructor: Karen Middleton, Ph.D.
Office: FC 146
Office Hours: M 1-2 PM; T 5-7 PM; W 3:30-6:45 PM; OTHER TIMES BY APPOINTMENT
Telephone: 361-825-5533
FAX: 361-825-5609
e-mail: Karen.Middleton@tamucc.edu
Leadership Packets: Leadership Packets (Shown as LP in calendar) available online at Blackboard 9.1
Prerequisites: MGMT 3312 MGMT 3320, MGMT 3355, and Junior standing or above.

Course Description
Leadership is a complex process resulting from the interaction among and between the leader and his or her followers and the situation in which the interaction is occurring. A chronological study of leadership models, styles and practices highlights the paradigm shift from the Industrial Age to the Information Age. This course will focus on: the characteristics of leaders important to effective leadership outcomes; the behaviors required for fostering teamwork and empowering team members; the cross-cultural skills essential for effective leadership in international and culturally diverse settings; self-assessment and the development of a personal leadership vision; and the strategic skills necessary for providing vision and strategic direction to the organization.

Leadership Learning Objectives

Upon completion of this course, the students will:
1. develop self-awareness of their leadership skills through a self-examination of their current leader strengths and weaknesses.
2. enhance personal leadership skills via the requisition of leader concepts and models that are action-oriented.
3. synthesize and organize ideas, information, and experience when interpreting leadership through oral and written presentations.
4. emphasize interpersonal relationships and teamwork by integrating information from a variety of classes and experiences to implement and evaluate a community service learning project.
5. illustrate the communication and computer skills necessary to make effective individual and team oral and written presentations.
Relationship to Other Coursework

Previous study of managerial processes, strategies and organizational structures provides the background for understanding the roles and activities necessary for leading individuals and groups. This course is an advanced elective for undergraduates majoring in management or other areas of business administration. The course also may be of interest to majors in several non-business fields. Completion of an introductory course in management is a prerequisite, and many students will find previous courses in organizational behavior or in human resource management to be helpful preparation.

Instructional Methodology

A variety of methodologies will be used to address the needs of different learning styles. They include lectures, case studies and discussion, written and oral reports, problem solving exercises, behavioral role-modeling, film, and practical application through a service learning project.

Oral and Written Communication Content

Various leadership cases and experiential exercises will be assigned via Blackboard 9.1 and should be completed and submitted by 5 PM on class meeting days. Late submissions will not be accepted.

Technology Applications

Students are expected to use electronic as well as other library resources, word-processing and presentation software, and computer-printouts for all assigned class activities.

Ethical Perspectives

Organizational integrity is both a concept and a practice. This course will demonstrate why organizational integrity is important, what strategies leaders can use to build organizational integrity, and what knowledge, skills and concepts leaders need to build organizational integrity.

Global Perspective

Many models of leadership are primarily creations of Western scholars. Global applications of these Western models have not been established in most cases. It will be important for you as a leader to be aware of socio-cultural differences in our global society that may affect your leadership decisions. Building on those differences while promoting cooperation and mutual trust and respect may enable you to engage the support and involvement of all the stakeholders essential to a firm’s success in a global operating environment.

Political, Social, Legal, Regulatory, and Environmental Perspectives

Broadly speaking, leadership aims to enhance human development by guiding actions and establishing expectations of the corporation’s role in society. Business leaders who wish to instill confidence in free enterprise worldwide are responsible for maintaining the legitimacy of corporations and the economic system of which we are a part.
CLASS ACTIVITIES

Experiential Exercises

Twenty-four (24) experiential exercises will be assigned as homework. You should (1) complete the exercises, (2) score the exercises, and (3) include an assessment of your answers and outcomes. The assignments will be due by 5 PM on class meeting day. Each exercise may earn up to 10 points for a total of 240 points. YOU MUST COMPLETE ALL THREE STEPS TO EARN THE POINTS. NO PARTIAL POINTS WILL BE AWARDED.

Leader Cases

Over the course of the semester, eleven (11) cases will be assigned as homework for the week following class discussion. You should FIRST read the assigned homework chapters, then apply the leader models and concepts discussed in class and in the chapters to your case answers. All case questions can be found in the Leader Packets available in the Learning Packets and found at the class location on Blackboard 9.1. The assignments will be due by 5 PM on class meeting day. Each case may earn up to 25 points for a total of 275 points.

Leadership Journal

The Leadership Journal is designed to enhance your understanding of how aspects of your personality, character, vision, home life, values, and skills match with essential leadership activities. You will answer a series of questions over 9 weeks of the class that show what it looks like to fit or not to fit in leadership roles in organizations. The 9 assignments are available at the class location on Blackboard 9.1 under the Journal tab. The assignments will be due by 5 PM on class meeting day. Each week’s submission may be awarded up to 50 points for a total of 450 points.

Leader Reports and Presentations

Dyads will be randomly assigned a leader from the public or the private sector to research. Based on the research, team written and oral reports will be presented (see Attachment A). Individual presenters may receive up to 100 points. You must attach a copy of your power point slides to your paper. The team written report may receive up to 100 points for a cumulative total of 200 points. APA format is required. Failure to follow APA format will result in one grade point loss and required resubmission of the corrected paper. A disk or USB copy of your work must accompany your paper. Your paper will be uploaded to Turnitin to check for plagiarism. Any plagiarism will result in a zero for the authors of the paper.

Each member of the dyad will evaluate him/herself and the dyad partner (see Attachment A). Your evaluation may earn up to 100 points.

Cumulative Examination

A cumulative examination will be given November. All questions will be based on the leadership traits and behaviors observed in the film chosen for the examination. The film will be on reserve in the library beginning November 1, one month before the examination. You will need a Blue Book to write your answers. You may earn up to 200 points for your performance on the cumulative examination.

Service-Learning Project

This semester we will complete service learning projects with Naval Air Station-Corpus
Christi (NAS-CC) and other city non-profits.

**Individual SLP Team Project Assessments** will be required over the life of the planning and execution of your team’s chosen project. (See Attachment B for project assessment instructions). As part of your weekly team assessment, each team is responsible for preparing and making a written evaluation to indicate the progress of your service-learning project. Each week’s assessment may be awarded 50 points for a total of 300 points.

**Final SLP Presentation by Teams:** Your team will also make a final oral and written presentation that gives an overview of your service-learning project and its outcomes. Every team member should participate in the final SLP presentation. The team may be awarded up to 250 points for the final team presentation, 125 points for the oral presentation and 125 points for the written presentation.

**Individual SLP Evaluation:** Each student leader is required to complete an individual evaluation of your Service-Learning Project Experience. This evaluation will serve as the Final Examination in this class and is due December 4 at the beginning of class. You may earn up to 250 points for the individual evaluation.

**GRADING:**

(Individual work=1615 points; 71% of your grade)

- Experiential Exercises (24 @ 10 points each) 240
- Case Application (11 @ 25 points each) 275
- **Individual** Leader Oral Presentation 100
- **Individual** Dyad Evaluation 100
- Cumulative Examination 200
- Leadership Journal (9 @ 50 points each) 450
- **Individual** SLP Evaluation 250

(Team work = 650 points; 29% of your grade)

- **Dyad** Leader Written Report (Attachment A) 100
- Weekly Service Learning Project **Team** Assessments (6 @ 50 points each) 300
- Service Learning Project **Team** Presentation
  - Oral Presentation 125
  - Written Presentation 125

**TOTAL POINTS** 2265

**FINAL GRADES WILL BE ASSIGNED AS FOLLOWS:**

90-100% = A; 80-89.99% = B; 70-79.99% = C; 60-69.99% = D; and **BELOW** 60% = F

**Grade Appeals:**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2,
Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

PROFESSIONALISM IN THE CLASSROOM

Professionalism in the classroom is an antecedent of professionalism in the workplace. Thus, the development of professionalism is an important objective of the Undergraduate business curriculum. Professionalism in the classroom includes: regular attendance at group meetings and classes; proactive preparation for and full participation in classes and group meetings; completion of projects and homework in the assigned timeframe; asking questions to clarify your understanding; behaving ethically as outlined in the COB Code of Ethics contract you previously signed; avoiding harassment and retaliation; and maintaining a high degree of respect and civility for the diversity represented on this campus. **Those wishing to use their computers in class should take seats in the front of the room.**

Please keep copies of all your contributions to your leadership research paper. You may be asked to furnish copies of research, written submissions, home work, and team agenda items that support your professional participation. **I reserve the right to adjust your points based on your professional participation in and individual contribution to the required assignments.**

Attendance Policy

Attendance and participation are critical for adequate performance in this course. Therefore, the professor reserves the right to deduct 100 points from a student's accumulated total points for EACH absence in excess of two classes. **Anyone arriving ten minutes after the start of class will be considered absent for the day.** Additionally, late assignments to Team members or to the professor will not be accepted, resulting in the loss of points. Since every student is entitled to full participation in class without interruption, all students are expected to be in class and prepared to begin on time. **All pagers and cell phones must be turned off as you enter the classroom.** Disruption of class, particularly during presentations, will not be tolerated.

Academic Honesty

This course as all other ones offered by the College of Business is covered by the COB Student Code of Ethics (available online at [www.cob.tamucc.edu](http://www.cob.tamucc.edu)) Provisions and stipulations in the code are applicable to all students taking College of Business courses regardless of whether or not they are pursuing a degree awarded by the COB.

Ethical Behaviors

All students are expected to maintain a high standard of ethics in their academic activities. Hence, any form of academic misconduct is considered a serious matter. In this context, forms of academic misconduct include (1) Cheating, (2) Fabrication, Falsification, or Forgery, (3) Plagiarism, (4) Multiple Submission, and (5) Complicity. Sanctions for a student's academic dishonesty may include, but are not limited to (1) a written reprimand, (2) requirement to re-do the work in question, (3) requirement to submit additional work, (4) lowering of grade on work in question, (5) assigning grade of ‘F’ to work in question, (6) assigning grade of ‘F’ for the course, and/or (7) recommendation for more severe punishment. Additional sanctions may include disciplinary probation, suspension, or dismissal from the university.
Disabilities 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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

STATEMENT OF CIVILITY

Texas A&M-Corpus Christi is a comprehensive urban university located on the South Texas Gulf Coast focusing on the higher education needs of South Texas and the State. Our student body represents the diversity of our State, and will provide its future leaders. Together, the students, faculty and staff from our campus community, reflect a variety of backgrounds and cultures. The quality of life on and about the campus is best served by courteous and dignified interaction between all individuals, regardless of sex, ethnic or religious background, sexual orientation, or disability.

It is the expectation of this University that all members of the campus community will work to develop and maintain a high degree of respect and civility for the wealth of diversity in which we are all fortunate to live and work. To ensure that this expectation is met, the University will take whatever action is necessary to prevent, correct, and discipline behavior which violates the spirit and intent of regulations designed to promote respect and civility, and will take whatever steps are necessary to foster mutual respect among the campus community.

HARASSMENT

Texas A&M-Corpus Christi believes that establishing a safe learning environment is necessary for an institution committed to the pursuit of excellence in instruction, research, and public service. Discrimination against, or harassment, or actions that are intended to harass, intimidate, or humiliate individuals on the basis of ethnicity, sex, religion or sexual preference is inconsistent with this institutional purpose and will not be condoned. Persons found guilty of harassment will be subject to disciplinary sanctions.

RETALIATION PROHIBITED

Retaliatory action of any kind is prohibited when taken against a witness or other person providing testimony, or against the complainant seeking redress under the applicable procedures dealing with sexual harassment or any other grievance or appeal. Such retaliatory action shall be regarded as a separate and distinct cause for complaint.

Source: http://www.tamucc.edu/provost/university_rules/safety/340199C1.html

PLEASE NOTE: We will have area leaders from the public and the private sectors as guest speakers from time to time throughout the semester. The course calendar that follows is contingent upon their ability to include us in their busy schedules. I will make every effort to inform you at least one week in advance of any changes.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS (All learning objectives are listed at the beginning of each chapter.)</th>
<th>READINGS AND APPLICATION</th>
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<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;8/30</td>
<td>Introductions and Overviews&lt;br&gt;OVERVIEW OF SERVICE LEARNING PROJECT (SLP)</td>
<td>Introduction and Overview OHs&lt;br&gt;APPLICATION&lt;br&gt;Experiential Exercises in class:&lt;br&gt;Motivation to Lead (Week 1 LP)&lt;br&gt;Evaluating Leadership Traits (Week 1 LP)&lt;br&gt;Leader Case 1</td>
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<td><strong>Week 2</strong>&lt;br&gt;9/6</td>
<td>Definition and Significance of Leadership&lt;br&gt;FORMATION OF SLP TEAMS</td>
<td>Chapter 1, Leader One OHs&lt;br&gt;APPLICATION&lt;br&gt;Experiential Exercise:&lt;br&gt;Foundation Competencies Self-Assessment Inventory (Week 2 LP)&lt;br&gt;Leader Case 1</td>
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<td><strong>Week 3</strong>&lt;br&gt;9/13</td>
<td>The Global and Cultural Contexts&lt;br&gt;SLP PROJECT (PARTS a, b, &amp; c) DUE TODAY SEE ATTACHMENT B</td>
<td>READINGS&lt;br&gt;Chapter 2, Leader Two OHs&lt;br&gt;APPLICATION&lt;br&gt;Leadership Journal One&lt;br&gt;Experiential Exercises:&lt;br&gt;Multicultural Questionnaire (Week 3 LP)</td>
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| Week 4 9/20 | Early Theories: The Foundations of Modern Leadership  
CLASS MEETING TO UPDATE ALL SERVICE-LEARNING PROJECTS (SHARING ACROSS TEAMS) | Chapter 3, Leader Three OHs  
APPLICATION  
Leadership Journal Two  
Experiential Exercises:  
Leadership – Michigan Organizational Assessment (Week 4 LP)  
Leader-Member Exchange (Week 4 LP)  
Leader Case 3:  
DYAD LEADER PRESENTATIONS:  
3.  
4. |
| Week 5 9/27 | Individual Differences and Traits  
CLASS MEETING TO UPDATE ALL SERVICE-LEARNING PROJECTS (SHARING ACROSS TEAMS) | Chapter 4, Leader Four OHs  
APPLICATION  
Leadership Journal Three  
Experiential Exercises:  
Emotional Intelligence (AN 147-148)  
Locus of Control (AN 149)  
Type A Behavior Pattern (AN 150)  
Self-Monitoring (AN 151)  
Machiavellianism (AN 154)  
Narcissism (AN 155-156) |
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<tr>
<th>Week 6 10/4</th>
<th>Power and Leadership</th>
<th>Chapter 5, Leader Five OHs</th>
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<td>CLASS MEETING TO UPDATE ALL SERVICE-LEARNING PROJECTS (SHARING ACROSS TEAMS)</td>
<td>APPLICATION</td>
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<td>Leadership Journal Four</td>
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<td>Experiential Exercises:</td>
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<td>Influence Tactics (Week 6 LP)</td>
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<td>Political Skill Inventory (Week 6 LP)</td>
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<td>Leader Case 5:</td>
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<td>DYAD LEADER PRESENTATIONS:</td>
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<td>Week 7 10/11</td>
<td>New Models for Leadership: Neo-charisma, Inspiration, and the Relationship with Followers</td>
<td>Chapter 6, Leader Six OHs</td>
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<td>CLASS MEETING TO UPDATE ALL SERVICE-LEARNING PROJECTS (SHARING ACROSS TEAMS)</td>
<td>APPLICATION</td>
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<td>Leadership Journal Five</td>
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<td>Experiential Exercises:</td>
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<td>Transformational Leadership Tendencies (Week 7 LP)</td>
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<td>Self-Leadership Questionnaire (Week 7 LP)</td>
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<td>Leader Case 6:</td>
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<tr>
<td>Week 8 10/18</td>
<td>Other Leadership Perspectives: Upper Echelon and Leadership of Nonprofits</td>
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<td>SLP REPORT 1 IS DUE (Q&amp;A SESSION).</td>
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<td>Week 9 10/25</td>
<td>Participative Management and Leading Teams</td>
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<td>SLP REPORT 2 IS DUE (Q&amp;A SESSION).</td>
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**DYAD LEADER PRESENTATIONS:**
9. 
10. 

**CLASS MEETING TO UPDATE ALL SERVICE-LEARNING PROJECTS (SHARING ACROSS TEAMS)**

Chapter 7, Leader Seven OHs

**APPLICATION**

Leadership Journal Six

Experiential Exercises:
Influence Processes Ex 7-3 (AN 258-259)

Leader Case 7:

**DYAD LEADER PRESENTATIONS:**
11. 
12. 

**CLASS MEETING TO UPDATE ALL SERVICE-LEARNING PROJECTS (SHARING ACROSS TEAMS)**

Chapter 8, Leader Eight OHs

**APPLICATION**

Leadership Journal Seven

Experiential Exercises:
Participatory Leadership Attitudes (Week 9 LP)
Are you a Team Leader? (Week 9 LP)

Leader Case 8:
<table>
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<th>Week 10 11/1</th>
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| Leading Change | DYAD LEADER PRESENTATIONS:  
13.  
14. |
| SLP REPORT 3 IS DUE (Q&A SESSION). | CLASS MEETING TO UPDATE ALL SERVICE-LEARNING PROJECTS (SHARING ACROSS TEAMS) |
| Chapter 9, Leader Nine OH | Chapter 9, Leader Nine OH |
| APPLICATION | APPLICATION |
| Leadership Journal Eight | Leadership Journal Eight |
| Week 11 11/8 |  |
| Developing Leaders | DYAD LEADER PRESENTATIONS  
15.  
16.  
17. |
<p>| SLP REPORT 4 IS DUE (Q&amp;A SES | CLASS MEETING TO UPDATE ALL SERVICE-LEARNING PROJECTS (SHARING ACROSS TEAMS) |
| Chapter 10, Leader Ten OHs | Chapter 10, Leader Ten OHs |
| APPLICATION | APPLICATION |
| Leadership Journal Nine | Leadership Journal Nine |</p>
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<tr>
<th>Week 12 11/15</th>
<th>Experiential Exercise: Assess Your Flexibility Skills (Week 11 LP)</th>
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<td>Leader Case 10:</td>
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<td>DYAD LEADER PRESENTATIONS</td>
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<td>18. 19. 20.</td>
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<td>Week 13 11/22</td>
<td>SLP REPORT 5 IS DUE (Q&amp;A SESSION).</td>
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<td>Teams will use regular class time for weekly face-to-face meetings in order to prepare final team oral and written presentations.</td>
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<td>Week 14 11/29</td>
<td>CLASS MEETING TO UPDATE ALL SERVICE-LEARNING PROJECTS (SHARING ACROSS TEAMS)</td>
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<td>Leader Case 11:</td>
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<tr>
<td>Week 15 12/6</td>
<td>SLP REPORT 6 IS DUE (IN OCNR 321 OR MS. SPENCE’S OFFICE).</td>
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<td>STUDY TIME FOR FINAL EXAMINATION</td>
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<td>Thanksgiving Week…Teams may work on their own time to complete their projects and file a report</td>
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<td>CUMULATIVE EXAMINATION</td>
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<td>BLANK BLUE BOOK REQUIRED</td>
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<td>ALL GRADED WORK TO BE PICKED UP</td>
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<td></td>
<td>FINAL TEAM ORAL AND WRITTEN PRESENTATIONS IN CLASS</td>
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<td></td>
<td>INDIVIDUAL EVALUATION OF SERVICE LEARNING PROJECT DUE AT THE START OF CLASS</td>
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