Instructor: Dawn M. Ramirez, Ph.D.
Course Number: MGMT 4320.001
Course Name: Leadership-Managerial Effect
Office: OCNR 372
Office Hours:
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Course Slides: BB9 Blackboard

Course Description:
This course is designed to assist students in identifying and defining leadership in formal and non-formal business/education settings, communities, and organizations. Students will learn through reading, applying, discussing, creating and evaluating leadership in context. The course will provide students with a basic understanding of leadership and team theory, principles and practice. This course will also help students to begin to make applications of basic leadership concepts.

Student Learning Outcomes:
Define Leadership in the context of organizations and individuals.
Identify, discuss, and apply personal strengths of self and others.
Apply specific leadership theories including:
  Path-goal Leadership
  Transformational Leadership
  Team Leadership

Required Textbook:

IMPORTANT NOTES:
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) 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.
Course Assignments and Grading

Article/Case Summaries (20 Percent):

You will identify and review ten (10) scholarly articles from leadership literature (Due every Friday starting Friday-Saturday 5, 2014-Post on blackboard). All reviews should (1) identify the work and the author, (2) include a summary of the work, and (3) include an evaluation. Other elements may be requested or required by me. A review or critique may include some or all of the following:

1. An abstract, summary, or synopsis to summarize the essential contents and main ideas more detailed in a review than in a critique;

2. A statement or thorough discussion of the author's theme (main underlying idea), purpose, and methods of development;

3. Discussion of how you plan to use the concepts from the article in the final paper.

4. Finally, (post article and summary online) include formal citation of the article using APA format.

Leadership Philosophy Paper (40 Percent):

Students will be asked to complete a leadership development paper 15-20 pages. More specifically, the paper will involve selection by the student of a topic on the subject of self-leadership or leadership. The student will then read study using outside references (books, articles, etc.) on this topic. The final summary paper should identify your paper. Your outside learning and outside articles should be identified in the paper. Each paper will be organized using the following format.

• Title Page
• Introduction
• A reflection on and discussion of your personal characteristics--values, beliefs, philosophies that you believe are essential for exemplary educational leadership
• A reflection on and discussion of your identified critical elements you believe are the essential for exemplary organizational leadership. This reflection and discussion is to be derived from your experiences, coursework, readings, research.
• A reflection on and discussion of your personal professional vision for leadership practice
• Conclusion
• References Page

The reflective research paper is conceived as a personal statement that captures awareness and knowledge of self, the contexts and nature of environments for Organizational leadership, and the role of others (e.g., pupils, other administrators, community leaders, and parents) who together comprise the human elements in those contexts and environments. The final reflective research paper is an artifact demonstrating your personal and professional growth,
progress, commitment and vision.

Use of APA Publication Manual:

The APA Publication Manual is the official style manual for the reflective research paper.

NOTE: Use APA Guidelines except for the exceptions noted in this handbook
a. Do not use the Running Head Title.
b. When page numbering, place Arabic numbers in the top right-hand corner. The first page of text is page 1. There is no page numbering on title page and approval page.
c. Since this is a reflective research paper, you can use “I” or the first person point of view in this paper.

Leadership Interview with Oral Presentation (20 Percent):

After thoroughly addressing a majority of the leadership styles and theories explored within this course, students will be asked to participate in developing and interview guide to use in interviewing a leader of your choice (NOTE: No peer interviews, please.). Finally, students will summarize their interview through a 3-4 page typed report which includes the following items. The students will justify your choice of leader within the final report.

1. Summarize interview.
2. Explain why individual was chosen.
3. Key leadership Characteristics.
4. Evaluation of leadership tendencies.
5. Students perception of specific leadership style.

During the semester each student will give an oral presentation summarizing the most salient aspects of the interview, after which they will turn in their report. A rubric will be provided for paper.

Attendance (20 Percent):

Attendance and participation are critical for adequate performance in this course. A variety of methods will be used to determine attendance, punctuality, and participation.

1. Article/Case Summaries 20%
2. Leadership Philosophy Paper 20%
3. Leadership Interview 40%
4. Attendance 20%
   Total 100%
<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Other Assignments Due</th>
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<tr>
<td>1</td>
<td>8/27</td>
<td>Introduction of Course/Overview: Course Dissection, Introduction to Chapters</td>
<td>Introduction</td>
<td>What is leadership? Characteristics of an Effective Leader</td>
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<td>2</td>
<td>9/1</td>
<td>Course Orientation</td>
<td>Taylor, F. 1916. “The principles of Scientific management”</td>
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<td>9/3</td>
<td>Models of Organizations</td>
<td>Nahavandi, Ch. 1</td>
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<td>9/5</td>
<td>Definition and Significance of Leadership</td>
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<td>3</td>
<td>9/8</td>
<td>Myers Briggs Exam</td>
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<td>9/10</td>
<td>Leadership Project Planning</td>
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<td>9/12</td>
<td>Leadership Interview Questions</td>
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<td>Presentation of Article Findings</td>
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<td>Foundations of modern Leadership</td>
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<td>Individual Differences and Traits</td>
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<td>Power</td>
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<td>Other Leadership Prospective Models of Value Based Leadership</td>
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<td>Leadership Style Approach</td>
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<td>Discuss our Own Styles</td>
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<td>11/3</td>
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**Class Attendance:**
Attendance and participation are critical for adequate performance in this course. A variety of methods will be used to determine attendance, punctuality, and participation. The professor reserves the right to deduct 100 points from a student's accumulated total points for EACH absence in excess of THREE (3). Additionally, exercise thought paper assignments made on the day the student is absent will not be accepted, resulting in lost points. 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, cell phones must be silenced as you enter the classroom. Disruption of class will not be tolerated. Anyone arriving ten minutes after the start of class may be considered absent for the day.

**Expectations Regarding Fully-Functioning Adult (FFA) Behavior:**
Students in Management 3355 are upper-level college students in an AACSB-accredited school and are expected to behave as adults. Each student is responsible for his or her own behavior and meeting all of the assignments and requirements of this course. I am willing as the professor to assist any student struggling with the subject matter or a project. However, I will only assist if asked to assist. Each student is responsible for being in class, on-time, and prepared. Persistent tardy arrival will be taken as a sign of disrespect for the class and the professor. Whining is not an adult behavior and will not be tolerated. Blaming others or providing reasons for why work is not done on time and to a professional standard is not adult behavior and will not be tolerated. In short, I expect to treat you as colleagues and be treated as a colleague in an adult and professional manner.

**Academic Integrity/Plagiarism:**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of F. The faculty member involved will be responsible for determining the appropriate penalty or penalties for individual cases of academic dishonesty, and may file a record of such offenses in his classes along with any materials involved to his or her college dean. The college dean will then forward a copy of these records to the Office of the Dean of Students. The offices of the academic dean of the college in which the offense took place and the Dean of Students will maintain records of all cases of academic dishonesty reported for a period of not more than two years. Any student who
has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. The Appeals Procedure will be the same as that specified for grade appeals.

**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.

**Dropping a Class:**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 1, 2014 is the last day to drop a class with an automatic grade of “W” this term.

**Statement of Civility:**
A&M-Corpus Christi is a comprehensive urban university located on the South Texas Gulf Coast. The University focuses 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.
**Classroom Conduct:**
Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action.

**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.
REFLECTIVE RESEARCH PAPER RUBRIC

A. Form

1. General appearance
2. Title page
3. Citations
4. Headings and subheadings
5. References

B. Content

1. Title
2. Thesis statement
3. Supporting evidence
4. Logical development
5. Summary and/or concluding statement
6. Plan of organization

C. Style

1. Word choice
2. Sentence structure
3. Paragraph structure
4. Transitions
5. Spelling
6. Punctuation

D. Research

1. Quantity
2. Quality
3. Evaluation of sources
4. Use of quotations
5. Use of paraphrasing
6. Interpretations