Leadership & Managerial Effectiveness
MGMT 4320
Summer I 2020

Instructor: Ryan Terry, PhD
Class Time: M-Th 4:00-5:55
Room Number: OCNR 131
Office Number: OCNR 372
Office Hours: M-Th 2:00-3:55pm or by appt
Email: ryan.terry@tamucc.edu

Course Description:
A chronological study of leadership models, styles, and practices highlighting the paradigm shift from the industrial age to the information age. Focuses on the characteristics of leaders important to effective leadership outcomes, 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 of the organization.

Course Prerequisites:
MGMT 3312, or permission of instructor, and Junior standing or above.

Learning Objectives:
By the end of this course, the students will be able to:
1. Identify their own strengths/challenges and, with this knowledge, begin to understand their own leadership approach
2. Describe the strengths/challenges in others and to describe the effects that these have on others' leadership ability/effectiveness
3. Discuss different styles of Leadership in Organizations and apply knowledge gained during class to discuss their viewpoints and real life situations
4. Engage in team building through use of case studies and group presentations
5. Demonstrate knowledge of leadership material/theory through presentations
6. Apply knowledge gained in class to current or future employment situations and make value judgments
7. Discuss ethical implications from decisions made during discussions/case studies

Required Materials:

Websites Used:
This class is up on Blackboard (http://www.bb9.tamucc.edu). Please check Blackboard often. There you will be able to access class material as well as your grades.
Mode of Instruction:
Classes will be interactive, with both the instructor and students sharing in the processes. Students should read assigned materials PRIOR to the class date and be prepared for discussions, exercises, and quizzes. It is to your advantage to stay current with readings and assignments. A variety of learning tools will be used to develop and enhance your understanding of the subject matter, including experiential exercises, small group activities, video, case analyses, current events, and class discussions, rather than solely from the lectures. You are responsible for the material in the chapters as well as the materials covered in classes.

Course Requirements & Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Presentation</td>
<td>100</td>
<td>A</td>
<td>270-300</td>
</tr>
<tr>
<td>Activity Participation</td>
<td>70</td>
<td>B</td>
<td>240-269</td>
</tr>
<tr>
<td>Homework</td>
<td>55</td>
<td>C</td>
<td>210-239</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>50</td>
<td>D</td>
<td>180-209</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>F</td>
<td>&lt;179</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
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I will offer extra credit points throughout the semester. The number and worth is subject to my discretion.

Introductory Assignment
At the conclusion of the first class, you will turn in the final page of the syllabus, signed, indicating that you received the syllabus and understand the requirements of the course.

Exams
There will be an in-class essay mid-term exam worth 50 points. Once the first student turns in an exam, no others will be given out to students who are arriving late to the exam. Make-up exams will only be given if students can provide documentation for a university approved excuse. The student must let the instructor know within 48 hours of the exam of their excuse in order to be eligible to take the make-up exam. I reserve the right to change the questions on the exam, if I deem it necessary.

There will be one take home final exam essay at the end of the semester worth 25 points. Specific instructions will be given when the exam is handed out in class. It should be uploaded to Blackboard in a Word document – no other formats will be accepted.

Homework
You will complete various questionnaires/assessments from the Northhouse book and write a reflection essay (between 100-250 words) on what your results means for your leadership development. I expect genuine reflection. If it is not, you will not receive full credit. Along with the reflection, you should include your overall score and, where appropriate, the subscale scores (not part of the word count). Each questionnaire is due by the beginning of class on its respective due date through Blackboard. Each is worth 5 points for a total of 55 points.
**Class Activities and Participation**  
In certain class periods there will be group/class activities that require active participation. You are expected to participate fully in the activities. Missing an activity or failure to actively participate will result in a reduction on participation points.

**Group Case Presentation**  
Groups will consist of 4-5 members. You may choose the members that you would like to work with, or I will assign you to groups. You are responsible to get contact information from group members, as I will not be able to provide that information to you. Once groups have been assigned, there will be no changes in group membership, except as a result of students dropping the class. I will set up groups in Blackboard.

It is your responsibility to figure out how to work with your group members effectively. The group projects are an excellent learning opportunity as working with others is an important skill that you will need in future jobs. If there are problems with others in your group, it is your responsibility to resolve these. I will not engage in discussion over problems between group members.

The presentation will consist of a *professional* 20-25 minute analysis of a current CEO of a *Fortune 500* company, including 5 minutes for discussion and questions from the class and professor. You will prepare a report and visual presentation that includes: 1) brief background on the company; 2) bio on the CEO; and 3) analysis of leadership at the company and the leadership of CEO in particular. Make sure to directly tie the material/theories discussed in class directly to the leader and company.

You should use PowerPoint to create overheads to present the analysis and you should have an executive summary for me. You should print out the handout for me, as well as post it and the PowerPoint on Blackboard. A full rubric which defines grading procedures is located below.

After your presentation, you will complete an evaluation of each team member’s contribution to the presentations (including yourself), and your score may be adjusted based on those evaluations. In cases where a specific individual is reported by most team members as being “lazy” or not attending team meetings to prepare, that individual will receive a lower score than the rest of the team. If you do not work with your group to prepare the assigned case and present it, you will receive a zero for the group case presentations.

On each presentation day, all students will rate each presentation on its effectiveness. You will be given worksheet to fill out for each presentation. You will give it a score and then provide constructive comments as to why you gave the presentation that rating. Responses like: *It was a good presentation* or *They weren’t interesting* are not considered sufficient explanations, and therefore will result in loss of participation points.

You worked hard on your presentation, it is expected that you will be respectful and present for your classmates presentations as well.
**Case Presentation Guidelines**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td><strong>Presentation Style</strong></td>
<td>15</td>
<td></td>
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<tr>
<td>• Presented without <em>reading</em> from notes</td>
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<tr>
<td>• Good eye contact</td>
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<tr>
<td>• Speaks loud enough to be heard</td>
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<tr>
<td>• Articulate, well-spoken in communication</td>
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<tr>
<td>• No major distracting mannerisms</td>
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<tr>
<td><strong>Background/description of organization &amp; CEO</strong></td>
<td>25</td>
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<tr>
<td>• Provides adequate background of organization</td>
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<tr>
<td>• Provides <em>reasonably</em> detailed background/information of the leader</td>
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<td>• Updates information about firm/person to current date (if appropriate)</td>
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<td><strong>Review of Literature</strong></td>
<td>35</td>
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<tr>
<td>• Draws from appropriate sources that are credible and based in data and theory</td>
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<tr>
<td>• Ties material (theories) discussed in class directly to leader and organization</td>
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<tr>
<td>• e.g. details leadership styles, personality, etc.</td>
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<tr>
<td><strong>Quality of Presentation Materials</strong></td>
<td>10</td>
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<tr>
<td>• Materials such as overheads, video, etc. are appropriate for the presentation</td>
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<tr>
<td>• Materials are of good quality (i.e., no typos on overheads, etc.)</td>
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<tr>
<td><strong>Creativity</strong></td>
<td>10</td>
<td></td>
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<tr>
<td>• Unique or different approaches are incorporated to enhance audience engagement</td>
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<td></td>
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<tr>
<td><strong>Executive Summary</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>• <em>Summary</em> of everything that is offered in the presentation: the background information on the company/person in the case and issue/problem, and the works cited</td>
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<tr>
<td>• No more than 1 page (not including works cited)</td>
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<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>Time Penalties (too short or long)</strong></td>
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Course Policies

Email Policy:
I will only contact you though your tamu.edu account or Blackboard. If you email me through a personal account I will ask you to resend it through university email. Also, I may need to contact you, and will do so through university email or Blackboard.

It is expected that email will follow good grammar and proper Email netiquette rules with proper salutations for proper response. REMEMBER: ALL CAPS MESSAGES IS SHOUTING AT THE TEACHER – and will not be responded to. In addition, messages like: hey prof wat did i miss? or simply here’s my paper will not be responded to. Without proper grammar and the person’s name in the email, responses cannot be given. Your faculty will always respond when emails are received with respect and appropriate formality given the nature of working in a professional environment.

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 zero the first time and failing the course for any additional offence.

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. TBD is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations:
APA style is the only accepted method used for citations and referencing during this class. All work should be paraphrased rather than copied directly. Material used from sources other than the text should use APA style citations and references.

Classroom/professional behavior:
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students
engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Grade Appeals:**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

**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 Corpus Christi Hall 116. 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.
**Civil Rights Statement**
Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints and support resources, (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez (Samuel.Ramirez@tamucc.edu) or Deputy Title IX Coordinator, Rosie Ruiz (Rosie.Ruiz@tamucc.edu) at (361) 825-5826 or visit the TAMUCC website at http://edcs.tamucc.edu/titleIX/.

Limits to Confidentiality. Essays, journals and other materials submitted for this class are generally considered confidential pursuant to the University’s student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the course instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me.

These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors at the University Counseling Center (https://counseling.tamucc.edu/).

**Statement of Academic Continuity:**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
## Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Material Covered</th>
<th>Reading Assignments</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1    | Introduction, Go over syllabus, **Get Into Groups**  
Introduction to Leadership  
*Jack Welsh Case*  
Trait Approach  
*Katharine Graham Case*  
Situational Approach  
Skills Approach | Chapter 1  
Views on Power Self-Assessment | |
| 2    | Behavioral Approach  
*Activity*  
Path-Goal Theory & Leader Member Exchange  
*Lance Armstrong Case*  
Authentic Leadership  
Servant Leadership  
Transactional/Transformational Approach | Chapters 4  
Style Questionnaire | |
| 3    | T/T Approach cont.  
*Activity*  
Coach K/Coach Knight Case  
Study Day for Exam – No Class | Chapter 8 [cont.]  
MLQ Form | |
|      | **MIDTERM EXAM (in class)** | | **Fortune 500 Leader Choice Due** |
| 4    | Team Leadership  
*Activity*  
Followership  
*Activity*  
Ethics in Leadership  
*Activity*  
Diversity in Leadership  
*Activity* | Chapter 14  
Team Leader Questionnaire | |
|      | **Final Exam distributed** | | |
| 5    | Communication in Leadership  
*Activity* | | |
|      | **Group Presentations** | | **Group Presentations** |
|      | NO CLASS | | **FINAL EXAM (online)** |

*** The professor reserves the right to change the syllabus as needed throughout the semester. However, you will be alerted to all changes during class. ***
Syllabus Agreement

By signing at the bottom of this page, I acknowledge that I have read through each statement below, and concur with each of them.

1. I acknowledge that I was given a copy of the syllabus on the first day of class, which the professor went through with the class. If I received this syllabus after the first day of class, I acknowledge that I have read through this entire syllabus.

2. I understand the assignments required of me in this course.

3. I understand the expectations needed to receive each final letter grade.

4. I was permitted to ask any questions, and if I did, I was given sufficient clarification by the instructor.

5. I understand that I may be required to do certain assignments and homework online through Blackboard.

6. I acknowledge that the syllabus may change due to unforeseen situations or circumstances, including but not limited to events such as a hurricane or snow day, Professor illness, campus closure etc., which the Professor will alert the class to during class time or by email. The Professor will alert students as to what changes will occur, as well as posting a revised copy of the syllabus on Blackboard.

Print Name: ______________________________________________________

Signature: _________________________________________________________

Date: ____________________________