

## EMBA 525 – Executive Leadership

Winter 2014, January 13 – March 23

Instructor: Dr. John Humphreys  
Email: john.humphreys@tamuc.edu  
Phone: Office: (903) 886-5941  
Fax: (903) 886-5702  
Office: CBT 311  
Office Hours: MTW 9:00 – 11:00 AM. E-mail: anytime ☺

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**Required Texts (and journal readings):** No textbook is required, as we will use journal articles that you will access from the electronic periodical databases (ABI Inform and/or Business Source Complete). **The following assigned readings will be assigned throughout the term:**

- Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3): 19-31.
- Bass, B.M., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership behavior. *Leadership Quarterly*, 10(2), 181-217.
- Graeff, C.L. (1997). Evolution of situational leadership theory: A critical review. *Leadership Quarterly*, 8(2): 153-171.
- House, R.J. (1996). Path-goal theory of leadership: Lessons, legacy, and a reformulated theory. *Leadership Quarterly*, 7(3): 323-352.
- Howell, J.M., & Avolio, B.J. (1992). The ethics of charismatic leadership: Submission or liberation? *Academy of Management Executive*, 6(2): 43-54.
- Humphreys, J.H. (2002). Transformational leader behavior, proximity, and successful services marketing. *Journal of Services Marketing*, 16(6), 487-502.
- Humphreys, J. (2004). The vision thing. *MIT Sloan Management Review*, 45(4), 96.
- Humphreys, J.H. (2005). Contextual implications for transformational and servant leadership: A historical approach. *Management Decision*, 43(10): 1410-1431.
- Humphreys, J.H., & Einstein, W.O. (2004). Leadership and temperament congruence: Extending the expectancy model of work motivation. *Journal of Leadership & Organizational Studies*, 10(4): 58-79.
- Humphreys, J., Pryor, M., Pane, S., & Oyler, J. (2009). The leadership of Joseph R. Walker: Towards a model of socialized charisma through expert power. *Journal of Applied Management and Entrepreneurship*, 14(1): 59-81.

- 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.
- Novicevic, M.M., Humphreys, J.H., Buckley, M.R., Cagle, C., & Roberts, F. (2011). Effective leadership in unexpected places: A sociohistorical analysis of the Red Tops dance orchestra. *Business Horizons*, 54(6): 529-540.
- 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.
- van Dierendonck, D. (2011). Servant leadership: A review and synthesis. *Journal of Management*, 37(4), 1228-1261.
- 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.

### **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 major models and theories associated with effective executive leadership at the individual, group, and organizational levels.

### **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 most of the journal articles through the electronic periodical databases (ABI Inform and Business Source Complete).** The ones that are not available in these databases I will supply. On occasion I will have various papers and slide presentations found under “doc sharing.” I will correspond with you **frequently** by e-mail (My Leo mail). 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. **While early**

**preparation is valued, I would suggest you do not begin writing until after the first chat session.**

Synchronous communications (i.e., Class Live Pro Sessions) will occur **Tuesday nights from 8:00 PM to 9:00 PM, Commerce, TX** time. We will have our first session on **1/14/14**. 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:**

- Demonstrate a grasp of the evolution of leadership thought
- Demonstrate knowledge of the theory, limitations, and application of the major perspectives of leader behavior with respect to follower outcomes
- Develop an effective leadership model of your own

<b>Grade Evaluation</b>	<b><u>Points</u></b>
Statements of understanding [SOU] (3)	600
Final leadership model	400
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TOTAL	1,000

**Grade Conversion**

- A = 900 or greater (90%)
- B = 800 - 899 (80% - 89%)
- C = 700 – 799 (70% - 79%)
- F = 699 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. These analyses must be e-mailed to me before 8:00 AM on the due date (200 points each). The statements will be graded based upon timeliness, specificity, journal support, and the firmness of your grasp of the material.

**Final Model** – 400 points are available based upon the quality of your final model, which will be based upon your creation of a comprehensive leadership model. Further directions will be given after seeing the make-up of the class.

**Format for Assignments:**

The following guidelines for all written assignments should be used.

Word document, double-spaced, Times New Roman 12 point font, one-inch margins

Student name, assignment information, date, and page number in upper right-hand corner  
**no** title page  
 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.

**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@tamuc.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).

**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).

**Term Calendar**

<b>Date</b>	<b>Week</b>	<b>Lectures, Chapter Readings, &amp; Exams</b>	<b>Individual – Group Assignments</b>
1/13	1	Course Introduction & Chapter SOUs, Periodical Databases & APA Style  Leadership Traits	Assign Graeff (1997) and Vroom & Jago (2007) as reading  Assign Novicevic et al. (2011) as reading  Assign SOU 1
1/20	2	Team Leadership	
1/27	3	Situational and Contingency theories	Assign Howell & Avolio (1992) and Bass & Steidlmeier (1999) as reading

			<p><b>1<sup>st</sup> SOU due on Situational Leadership Theory and Contingency Theory</b></p> <p>Assign SOU 2</p>
2/03	4	Leadership Ethics	Assign House (1996) and Schriesheim, Castro, & Cogliser (1999) as reading
2/10	5	Path Goal Theory & LMX Theory	<p><b>2<sup>nd</sup> SOU due on Path Goal Theory and LMX</b></p> <p>Assign Bass (1990), Humphreys (2002), and Humphreys (2005) as reading</p>
2/17	6	Transformational Leadership	Assign van Dierendonck (2011) as reading
2/24	7	Servant Leadership	Assign Walumbwa et al. (2008) and Humphreys et al. (2011) as reading
3/03	8	Authentic Leadership	<p><b>3<sup>rd</sup> SOU due on Transformational Leadership, Servant Leadership, and Authentic Leadership</b></p> <p>Assign Humphreys &amp; Einstein (2004) and Humphreys, Pryor, Pane, &amp; Oyler (2009) as reading</p>

			Assign final leadership model
3/10	9	Wrap Up Discussion	
3/17	10	Final Model Submission	<b>Final Model due on March 21st by 8:00 AM</b>

### Graduate Literature Review Paper Analysis Assessment Rubric

	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<b>Completeness of review (60%)</b>	Superior completeness; student's review of the literature is extraordinarily thorough  <b>(108 - 120)</b>	Complete; student's review of the literature covers most all seminal articles  <b>(96 - 107)</b>	Mostly complete but with gaps in some areas; student's review is missing some key works  <b>(84 - 95)</b>	Incomplete in most respects  <b>(0 - 83)</b>
<b>Focus on follower outcomes (20%)</b>	Student's review is almost exclusively focused on how the leadership theory/model impacts critical follower outcomes  <b>(36 - 40)</b>	Student's review is largely focused on how the leadership theory/model impacts critical follower outcomes  <b>(32 - 35)</b>	Student's review is somewhat focused on how the leadership theory/model impacts critical follower outcomes  <b>(28 - 31)</b>	Student's review largely ignores how the leadership theory/model impacts critical follower outcomes  <b>(0 - 27)</b>
<b>Writing quality (10%)</b>	Writes extraordinarily clearly and insightfully  <b>(18 - 20)</b>	Writes clearly and effectively  <b>(16 - 17)</b>	Writing has content but is unfocused  <b>(14 - 15)</b>	Fails to communicate in an adequate manner  <b>(0 - 13)</b>
<b>APA Format (10%)</b>	Uses APA format accurately  <b>(18 - 20)</b>	Uses APA format with only minor violations  <b>(16 - 17)</b>	Demonstrates incomplete knowledge of APA style  <b>(14 - 15)</b>	Fails to use APA style  <b>(0 - 13)</b>

**Scoring Key:**

- \_\_\_\_\_ **Far Exceeds Standards = 180 – 200**
- \_\_\_\_\_ **Exceeds Standards = 160 – 179**
- \_\_\_\_\_ **Meets Standards = 140 - 159**
- \_\_\_\_\_ **Fails to Meet Standards = < 140**

## Leadership Model Development Assessment Rubric

	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<b>Conceptual rigor (60%)</b>	Superior conceptual rigor and rationale  (216 – 240)	Good conceptual rigor and rationale  (192 – 215)	Adequate conceptual rigor but with gaps in some areas or lacks specificity  (168 -191)	Inadequate conceptual rigor and lacks adequate detail  (0 – 167)
<b>Support (20%)</b>	Model is extraordinarily specific and supported  (72 - 80)	Model is complete and mostly supported  (64 - 71)	Model is fairly complete but there are gaps and support is limited  (56 - 63)	Model is inadequate and/or unsupported  (0 - 55)
<b>Presentation and explanation (20%)</b>	Professionally presented with superior explanation  (72 - 80)	Professionally presented with adequate explanation  (64 - 71)	Adequate presentation and explanation  (56 - 63)	Inadequate presentation or explanation  (0 - 55)

**Scoring Key:**

- \_\_\_\_\_ **Far Exceeds Standards = 360 - 400**
- \_\_\_\_\_ **Exceeds Standards = 320 - 359**
- \_\_\_\_\_ **Meets Standards = 280 - 319**
- \_\_\_\_\_ **Fails to Meet Standards = < 280**