

# SYLLABUS - - MGT 597 ACTIVE LEADERSHIP

Summer 2016

**Instructor:** Mr. Jack Cooke MS, MBA

**Class:** L-3 Cohorts Only

**Credit:** 3 Semester hours

## **Texts:**

*The Extraordinary Leader – Turning Good Managers into Great Leaders*, by John H. Zenger and Joseph Folkman, (2009) New York, McGraw-Hill, Inc. ISBN 978-0-07-162808-2

*HBR's 10 Must Reads on Leadership*, by Daniel Goleman et al, (2011) Boston, Harvard Business School Publishing. ISBN 978-1-4221-5797-8

*The Art and Science of Leadership* by Afsaneh Nahavandi, (2012) 7<sup>th</sup> Edition, New Jersey, Prentice Hall, ISBN 978-0-13-354676-7

## **Course Description:**

Today's complex business environment is replete with challenges calling for energetic, inspired and competent leadership. This special topics course is an investigation into the essence of leadership with a particular focus on the attributes and behaviors of exemplary leaders and their impact on business organizations. Case studies, discussion and self-assessment exercises will explore the basics of motivation in organizational behavior, the history of leadership thought, contemporary leadership models & styles, sources of leadership power & influence and the challenges of leading change.

This is a "web-enhanced" course where a portion of the instruction will be conducted in class and a portion will be on-line through the TAMU-C eCollege tool. The instructor will provide a broad survey and review of more than a dozen current noteworthy books and articles on active leadership (see notes and references below). Lecture will be balanced with a mix of classroom exercises, on-line exams and class discussion. Current events and financial news that characterizes leadership skill (or a notable shortage of it) will also likely enter into class discussion.

## **Course Learning Outcomes:**

Clearly, our society needs a constant stream of leaders with the ability to effectively guide organizations to meet the challenges of modern business enterprise. This course asserts that good leaders are made ... not born. Further, good leaders develop through a never ending process of self-study, education, mentoring, training and experience. To be a good leader who inspires peers and followers to higher levels of teamwork and accomplishment there are certain attributes one must possess and behaviors that must be evident. The purpose of this course is to share a rigorously researched, evidence based body of knowledge on the subject of effective, active leadership. The delivery of the course will couple the research & perspectives of noted current scholars with the experiences of a seasoned Fortune 500 senior executive. Specifically, a student who meets the objectives of this course will attain the following learning outcomes. The student will:

- ❖ Gain relevant knowledge in the fundamental principles and practices of effective leadership and be able to apply various leadership theories to situations which arise in organizations.

- ❖ Learn to recognize leadership styles and describe situations where a particular style may be more appropriate and effective.
- ❖ Recognize and appreciate the differences in individuals and groups that influence both leader and follower behaviors.
- ❖ Describe the sources of personal, relational and positional power together with the corresponding influence tactics that are employed by leaders to shape individual and group behaviors.
- ❖ Analyze how effective leader – follower relationships develop and are sustained. Describe personal attributes that build leadership credibility and foster trusting relationships within an organization.
- ❖ Gain useful experience in observation, reflection, analysis and communicating ideas in a group discussion.
- ❖ Develop a degree of self-awareness to enable those seeking self-improvement a means to strengthen their leadership skills.

The following is an outline of the anticipated 10 class periods that will comprise the course. Details of the reading assignments will be identified in the Module descriptions within eCollege.

<u><b>Class Date</b></u>	<u><b>Instruction Outline</b></u>
Module 1 June 9	<b>Course Introduction and requirements review</b> What Leaders Really Do: The Definition and Significance of Leadership -- The Research and views of John Kotter and Afsaneh Nahavandi
Module 2 June 16	<b>Motivation &amp; Meaning: Why People Choose to Follow</b> -- The Research and views of Annie McKee et al.
Module 3 June 23	<b>Leadership Competency: 16 Behaviors that Differentiate How Leaders are Perceived</b> -- The Research and views of Jack Zenger and Joe Folkman
Module 4 June 30	<b>Early Theories of Leadership:</b> Trait, Behavior, Contingency & Path-Goal Models -- The Research and views of Afsaneh Nahavandi et al.
Module 5 July 7	<b>Individual Differences and Attributes</b> -- The Research and views of Afsaneh Nahavandi et al.
Module 6 July 14	<b>Power &amp; Influence</b> -- The Research and views of Linda Hill, Kathleen McGinn & Afsaneh Nahavandi
Module 7 July 21	<b>Contemporary Concepts &amp; Models of Leadership</b> -- The Research and views of Douglas McGregor, Bernard Bass & Afsaneh Nahavandi
Module 8	<b>Emotional Intelligence &amp; Authenticity</b> What Makes a Leader? -- Daniel Goleman's Views

July 28            Discovering Your Authentic Leadership - - Bill George's Views  
                          What to Ask the Person in the Mirror - - Robert Kaplan's Views

Module 9            **Dealing with Crisis & Adaptive Challenges**  
August 4            Crucibles of Leadership - - Warren Bennis & Robert Thomas' Views  
                          The Work of Leadership - - Ronald Heifetz & Donald Laurie's Views  
                          Making Judgment Calls - - Noel Tichy & Warren Bennis' Views

Module 10          **Leading Change** - - John Kotter's Views  
August 11

**Grading:**

There will be five exams to assess the student's accomplishment of the course objectives and learning outcomes. Exam questions will be taken exclusively from material covered in class and will take the form of short essay. For this reason class attendance and engagement are critically important. In answering essay questions, grammar and clarity of expression will certainly count. Class attendance and participation will also count toward the student's course grade. Final grade will be determined as follows:

Exam #1	100 points
Exam #2	100 points
Exam #3	100 points
Exam #4	100 points
Exam #5	100 points
Attendance & Class Participation	100 points
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	600 points

Letter Grades will be earned in accordance with the following methodology:

- A:        540 – 600 points
- B:        480 – 539 points
- C:        420 – 479 points
- F:        Below 420 points

**Notes & References:**

The central themes and concepts expressed in the following books will likely be reviewed in class. Purchase of these books is **not required** for the course but I would recommend them highly if you are adding to your personal library. The course will also make use of case studies and classic articles from the Harvard Business Review. Case study materials, class exercise worksheets and articles will either be supplied by the instructor or directions will be provided on how to download the materials from the TAMU-Commerce library.

*The Leadership Challenge*, by James Kouzes and Barry Posner, (2007), San Francisco, John Wiley & Sons, Inc.

*Primal Leadership – Realizing the power of emotional intelligence*, by Daniel Goleman, Richard Boyatzis & Annie McKee, (2006), Boston, Harvard Business School Press

*Credibility – How leaders gain and lose it, why people demand it*, by James Kouzes and Barry Posner, San Francisco, John Wiley & Sons, Inc.

*Leading With Questions – How leaders find the right solutions by knowing what to ask*, by Michael Marquardt, (2005), San Francisco, John Wiley & Sons, Inc.

*The Knowing / Doing Gap – How smart companies turn knowledge into action*, by Jeffery Pfeffer and Robert Sutton, (2000), Boston, Harvard Business School Press

*Now, Discover Your Strengths*, by Marcus Buckingham and Donald Clifton, (2001), New York, Simon and Schuster Inc.

*The Fifth Discipline – The art & practice of the learning organization*, by Peter Senge, (2006), New York, Random House Inc.

*The 360 Degree Leader – Developing your influence from anywhere in the organization*, by John Maxwell, (2005), Nashville, Thomas Nelson Inc.

*Leadership That Matters – The critical factors for making a difference in people's lives and organizations' success*, by Marshall Sashkin and Molly Sashkin, (2003), San Francisco, Barrett-Koehler Publishers Inc.

### **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 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@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)**

**Student Conduct Statement:** “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” Students enrolled in on-line courses have the same rights and responsibilities as students in live-taught courses.

**A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.**

Refer to Student’s Guide Book located at:

[www.tamu-commerce.edu/studentlife/guidebook.htm](http://www.tamu-commerce.edu/studentlife/guidebook.htm)

## **University Policy on Academic Honesty**

Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty (see definitions below).

The full text of the University policy regarding academic honesty and procedures for handling incidents can be found on the tamuc.edu website as 13.99.99.R0.10 Graduate Student Academic Dishonesty. The following definitions of academic dishonesty are excerpted and included below for your information.

### Definitions

Academic dishonesty includes commission of any of the following acts. This listing is not, however, exclusive of any other acts that may reasonably be called academic dishonesty.

Clarification is provided for each definition by listing some prohibited behaviors.

**CHEATING:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise. Unauthorized materials may include anything or anyone that gives a student assistance, and has not been specifically approved in advance by the instructor.

**COMPLICITY:** Intentionally or knowingly helping or attempting to help, another to commit an act of academic dishonesty.

**EXAMPLES: ABUSE AND MISUSE OF ACCESS AND UNAUTHORIZED ACCESS:**

Students may not abuse or misuse computer access or gain unauthorized access to information in any academic exercise.

**FABRICATION:** Making up data or results, and recording or reporting them; submitting fabricated documents.

**FALSIFICATION:** Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

**FORGERY:** Making a fictitious document, or altering an existing document, with the intent to deceive or gain advantage.

**MULTIPLE SUBMISSIONS:** Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work.

**PLAGIARISM:** The appropriation of another person's ideas, processes, results or words without giving appropriate credit.

**SPECIAL NOTE REGARDING GROUP PROJECTS:** If someone in a group commits academic misconduct, the entire group could be held responsible for it as well. It is important to document clearly who contributes what parts to the joint project, to know what group members are doing, and how they are acquiring the materials they provide.

**UNIVERSITY RULES ON RESEARCH:** Students involved in conducting research and/or scholarly activities at Texas A&M University-Commerce must also adhere to standards set forth in 15.99.03.R1 *Ethics in Research and Scholarship*.

**VIOLATION OF DEPARTMENTAL OR COLLEGE RULES:** Students may not violate any departmental or college rules relating to academic matters.

**Professor's Additional comments on Plagiarism**

There seems to be a belief among many that anything found on the Internet is free to use as one wishes. The "cut and paste" option also makes it quite tempting. However, information on the web must be properly cited just as you would any "hard copy" periodicals or books. Keep the following in mind:

1. It is generally not advisable to quote anything verbatim in a paper unless there is an overriding reason to do so, such as the use of a particular phrase or sentence that illustrates a point well and should not be changed. When you do quote directly, you must place the statement in quotes in addition to a footnote at the end of the quote (or for longer quotes, offset the quoted section). Not placing the statement in quotes implies that the wording is your own.
2. Simply changing a few words in a sentence (for example, "large" to "big") may alleviate the need for quotes (depending on how much you change), but it is not the best way to go. If you are

not going to provide a direct quote, then the material should be stated in your own terms. Changing a couple of words implies laziness.

3. Every idea you get from another source must be cited. Placing 100 citations in a paper does not imply that the work is not original, but that you did a proper job of giving credit where it was due.

4. The real danger in a "cut and paste" approach to report writing is that you end up including a lot of information that is related to the topic about which you are writing, but does not really address what you are trying to say. Putting things in your own words allows you to focus your comments more effectively.

5. Material that would be considered to be common knowledge in the field (like the general strategic management model) would not likely require a citation.

6. Some papers may be assessed for authenticity using turnitin.com software.

Any deviation from the guidelines concerning quotes and citations constitutes **plagiarism**, as it suggests that you are trying to submit someone else's work and creativity as your own. If you have any questions, please contact your instructor for clarification.

Plagiarism represents disregard for academic standards and is strictly against University policy. Plagiarized work will result in an **"F"** for the course and further administrative sanctions permitted under University policy. (see the procedure on the TAMU-C website titled: 13.99.99.R0.10 Graduate Student Academic Dishonesty) Guidelines for properly quoting someone else's writings and the proper citing of sources can be found in the APA Publication Manual.

### **TAMU-Commerce University Campus Concealed Handgun Carry Rules**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.