

## MGT 583 – Seminar in Leadership

Spring 2024 - Section 01W 24773

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### Required Texts (and journal readings):

Northouse, P.E. (2019). *Leadership: Theory and Practice (9<sup>th</sup> Ed.)*. Sage: Thousand Oaks, CA ISBN: 9781452203409. Book cost – appx. \$130.00 new and \$104 used from the bookstore. A digital version is available for \$65.35.

**The following assigned journal readings will be used throughout the term as directed** (*You will access the journal articles free of charge through the electronic periodical databases through the TAMUC Waters Library*):

Ayman, R., Chemers, M.M., & Fiedler, F. (1995). The contingency model of leadership effectiveness: Its levels of analysis. *Leadership Quarterly*, 6: 147-167.

Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18: 19-31.

Bass, B.M., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership behavior. *Leadership Quarterly*, 10: 181-217.

Graeff, C.L. (1997). Evolution of situational leadership theory: A critical review. *Leadership Quarterly*, 8: 153-171.

Hersey, P., & Blanchard, K.H. (1969). Life cycle theory of leadership. *Training & Development Journal*, 23: 26-34.

House, R.J. (1996). Path-goal theory of leadership: Lessons, legacy, and a reformulated theory. *Leadership Quarterly*, 7: 323-352.

Howell, J.M., & Avolio, B.J. (1992). The ethics of charismatic leadership: Submission or liberation? *Academy of Management Executive*, 6: 43-54.

Humphreys, J.H. (2005). Contextual implications for transformational and servant leadership: A historical approach. *Management Decision*, 43: 1410-1431.

Humphreys, J.H., Pane-Haden, S., Clayton, R., Novicevic, M.M., & Gibson, J.W. (2011). Lillian McMurry of Trumpet Records: Integrity and authenticity in the charismatic, constructive narcissist leader. *Journal of Leadership & Organizational Studies*, 18: 40-55.

- Humphreys, J.H., Randolph-Seng, B., Pane Haden, S.S., & Novicevic, M.M. (2015). Integrating libertarian paternalism into paternalistic leadership: The choice architecture of H.J. Heinz. *Journal of Leadership & Organizational Studies*, 22: 187-201.
- Liden, R.C., Sparrowe, R.T., & Wayne, S.J. (1997). Leader-member exchange theory: The past and potential for the future. *Research in Personnel and Human Resource Management*, 15: 47-119.
- 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: 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: 63-113.
- Smith, B.N., Montagno, R.V., & Kuzmenko, T.N. (2004). Transformational and servant leadership: Content and contextual comparisons. *Journal of Leadership & Organizational Studies*, 10: 80-91.
- Uhl-Bien, M., and Arena, M. (2017). Complexity leadership: Enabling people and organizations for adaptability. *Organizational Dynamics*, 46: 9-20.
- Vroom, V.H., & Jago, A.G. (2007). The role of situation in leadership. *American Psychologist*, 62: 17-24.
- van Dierendonck, D. (2011). Servant leadership: A review and synthesis. *Journal of Management*, 37: 1228-1261.
- 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.
- Zaccaro, S.J. (2007). Trait-based perspectives of leadership. *American Psychologist*, 62: 6-16.

### **Course Description:**

This course provides an in-depth seminar emphasizing the development of leadership as a discipline. We will focus on the evolution of leadership thought and the application of the various models and theories associated with the various perspectives on leader behavior and subsequent follower outcomes. Upon completion of the course, students should be able to:

- Demonstrate a grasp of the historical evolution of leadership thought
- Demonstrate knowledge of the theory, limitations, and application of major perspectives of leader behavior with respect to leader/follower outcomes
- Contribute to the study of leadership by developing a leadership paper/model

## Electronic system to use during the course:

Students will find some course materials in the D2L Brightspace course shell. You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

If you are having technical difficulty with any part of D2L Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

I will correspond with you by e-mail using the class list in D2L. The Zoom function of the D2L Learning Management System will be used for synchronous sessions beginning on **Tuesday, January 16<sup>th</sup> (7:30 PM CT)**. **However, subsequent Zoom sessions will be held on Mondays at 7:30 PM CT**. Please attend these sessions synchronously if possible. If you cannot, however, the sessions will be recorded so that you can watch at your convenience.

## Grade Evaluation

## Points

Statements of understanding [SOU] (5)	400
Transformational Leadership Case	200
Servant Leadership Case	200
Final leadership paper/model	200

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TOTAL	1,000
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## 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 five (5) occasions (see calendar), I will ask you to prepare written summaries based upon your understanding of various leadership theories and models. These analyses will be due by 8:00 AM on the due date (80 points each). The statements will be graded based upon timeliness, specificity, depth, journal

support, and the firmness of your grasp of the material. Precise instructions will be given in our Zoom class sessions.

**Case Studies** – On two (2) occasions (see calendar), I will ask you to apply your knowledge of leadership specifically related to transformational leadership and servant leadership using cases from the text. These analyses will be due by 8:00 AM on the due date (200 points each). Precise instructions will be given in our Zoom class sessions.

**Final Model** – 200 points are available based upon the quality of your final model which will be based upon your creation and elucidation of a comprehensive leadership model. Further directions will be given after seeing the make-up of the class.

### **Format for Assignments:**

Word document, double-spaced, Times New Roman 12 font, one-inch margins  
Student name, assignment information, 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

**Preferred Way to be Contacted:** E-mail. I check my e-mail often and will get back to you as soon as I can. It would be rare that I don't respond within 24 hours, usually much, much sooner. Never hesitate to contact me. I like students and I love teaching so I'm here for you if you need me. You may certainly also text me if we need to discuss your work.

**Attendance:** Obviously, I want you to attend my Zoom class meetings. I will do my best to motivate you to attend. If you must miss a session, please review the recording at your earliest convenience. You will be responsible for material covered in class. For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).  
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

**Late Work Policy:** I'd prefer for your assignments to not be late. Currency and timeliness are very important to your learning. I will, however, accept late work on an individual basis that will need to be cleared with me prior to the due date.

**Syllabus Change Policy:** The syllabus is a guide. Circumstances and events, such as student progress or current events, may make it necessary for me to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

**Student Conduct:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf).  
<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)  
<http://www.albion.com/netiquette/corerules.html>

**Academic Integrity:** Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. 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 failure (final course grade of F). For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

**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 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**  
**Waters Library, Room 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
**[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)**

**Nondiscrimination Notice:** Texas A&M University-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.

**Campus Concealed Carry Statement:** 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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

### Semester Calendar

<b>Date</b>	<b>Week</b>	<b>Lectures, Chapter Readings, &amp; Exams</b>	<b>Individual – Group Assignments</b>
1/16	1	Course Introduction - SOUs, Periodical Databases, Reading Journal Articles, & APA Style  Chapter 2 – Leadership Traits and example SOU	Assign Zaccaro (2007), and Hersey & Blanchard (1969), Graeff (1997), Ayman et al. (1995), and Vroom & Jago (2007) as reading
1/22	2	Chapters 5 – Situational and Contingency Theories	<b>1st SOU due on Situational Leadership Theory and Contingency Theory</b>  Assign Novicevic et al. (2011) for reading
1/29	3	Chapter 16 – Team Leadership	Assign House (1996) as reading
2/05	4	Chapter 6 – Path Goal Theory	Assign Humphreys et al. (2011) and Howell & Avolio (1992) as reading <b>2nd SOU due on Path Goal Theory</b>

2/12	5	Chapter 14 – Gender and Leadership	Assign Schriesheim et al. (1999) and Liden et al. (1997) as reading
2/19	6	Chapter 7 – LMX Theory	Assign Bass & Steidlmeier (1999) and Howell & Avolio (1992) as reading <b>3rd SOU due on LMX Theory</b>
2/26	7	Chapter 15 – Leadership Ethics	Assign Bass (1990) and Humphreys (2005) as reading
3/04	8	Chapter 8 – Transformational Leadership	Assign van Dierendonck (2011) and Smith et al. (2004) as reading <b>4th SOU due on Transformational Leadership</b> Assign transformational leadership case
3/11	9	<b>Spring Break</b>	
3/18	10	Chapter 10 - Servant Leadership	Assign Walumbwa et al. (2008) as reading Assign servant leader case Assign servant leadership case
3/25	11	Chapter 9 – Authentic Leadership	Assign Uhl-Bien and Arena (2017) as reading <b>Transformational leadership case due</b>
4/01	12	Chapter 11 – Adaptive (Enabling) Leadership	Assign Humphreys et al. (2015) as reading <b>5<sup>th</sup> SOU due on Servant Leadership</b>

4/08	13	Paternalistic Leadership And Final Model Discussion	Assign final leadership model
4/15	14	Case Analyses Discussion	<b>Servant Leader Case due</b>
4/22	15	Final Model Preparation	
4/29	16	Wrap Up Discussion	<b>Final Model due on 5/05 by 8:00 AM</b>

### Graduate SOU 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>(60 - 49)</b>	Complete; student's review of the literature covers most all seminal articles  <b>(48 - 43)</b>	Mostly complete but with gaps in some areas; student's review is missing some key works  <b>(42 - 37)</b>	Incomplete in most respects  <b>(36 - 0)</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>(20 - 17)</b>	Student's review is largely focused on how the leadership theory/model impacts critical follower outcomes  <b>(16 - 15)</b>	Student's review is somewhat focused on how the leadership theory/model impacts critical follower outcomes  <b>(14 - 13)</b>	Student's review largely ignores how the leadership theory/model impacts critical follower outcomes  <b>(12 - 0)</b>
<b>Writing quality (10%)</b>	Writes extraordinarily clearly and insightfully  <b>(10 - 9)</b>	Writes clearly and effectively  <b>(8)</b>	Writing has content but is unfocused  <b>(7)</b>	Fails to communicate in an adequate manner  <b>(6 - 0)</b>
<b>APA Format (10%)</b>	Uses APA format accurately  <b>(10 - 9)</b>	Uses APA format with only minor violations  <b>(8)</b>	Format demonstrates incomplete knowledge of APA style  <b>(7)</b>	Fails to use APA style  <b>(6 - 0)</b>

**Scoring Key:**

- \_\_\_\_\_ **Far Exceeds Standards = 90 – 100**
- \_\_\_\_\_ **Exceeds Standards = 80 – 89**
- \_\_\_\_\_ **Meets Standards = 70 - 79**
- \_\_\_\_\_ **Fails to Meet Standards = < 70**

**Graduate Case Analysis Assessment Rubric**

<b>Criteria</b>	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<p><b>Identification of Critical Issues (10%)</b></p> <p>In some cases, case issues will be stated. In other cases, it will be the student’s responsibility to identify the salient issues.</p>	Identifies all the most critical leadership issues clearly and with supported (journal support) rationale statements as to why each issue was included.	Identifies all the most critical leadership issues clearly with rationale statements as to why each issue was included.	Identifies most of the most critical leadership issues with some indication of rationale as to why each issue was included.	Identifies few, if any, of the most critical leadership issues and/or provides no rationale as to why each issue was included.
<p><b>Literature Review of the issues identified as critical (30%)</b></p> <p>Students should read the journal literature assigned and apply what we know about the identified issues.</p>	Provides a complete and clear review of the scholarly journal literature to support the knowledge associated with each identified issue.	Provides a substantial and clear review of the scholarly journal literature to support the knowledge associated with each identified issue.	Provides a fairly substantial and clear review of the journal literature to support the knowledge associated with each identified issue.	Provides an incomplete review of the journal literature and fails to support the knowledge associated with each identified issue.
<p><b>Evaluation of Alternatives (20%)</b></p> <p>There will often be competing ideas and guidance within the journal literature. Students must identify and evaluate the strengths and limitations of</p>	Identifies and evaluates a comprehensive set of alternatives for each managerial issue, providing the strengths and limitations of all alternatives with convincing and supported arguments.	Identifies and evaluates a comprehensive set of alternatives for each managerial issue, providing the strengths and limitations of all alternatives with reasonably convincing and supported	Identifies and evaluates a comprehensive set of alternatives for each managerial issue, providing the strengths and limitations of all alternatives with supported arguments.	Fails to identify and evaluate a comprehensive set of alternatives for each managerial issue, providing the strengths and limitations of all alternatives with convincing and supported arguments.

various possible actions before offering concrete recommendations.		arguments.		
<b>Supported Recommendations (if appropriate) (30%)</b>  Students must develop the most effective and feasible combination of alternatives to address the issues identified, researched, and evaluated.	Articulates and persuasively defends effective and feasible recommendations that address all of the identified issues.	Articulates and effectively defends effective and feasible recommendations that address all of the identified issues.	Lists and largely defends effective and feasible recommendations that address most of the identified issues.	Fails to list and/or defend effective and feasible recommendations that address most of the identified issues.
<b>References (10%)</b>  Students must offer a complete reference list of all works cited within their analysis (APA style).	Student provides a complete APA style references list with all in-text cited articles listed in the references (20 or >).	Student provides a complete APA style references list with all in-text cited articles listed in the references (15- 19).	Student provides a mostly complete APA style references list with all in-text cited articles listed in the references (10 - 14).	Student fails to provide at least 10 references or fails to do so in APA style.

### Final Leadership Model Assessment Rubric

	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<b>Completeness of proposed model (leader behaviors, follower outcomes, moderating variables, etc. )</b>  <b>(60%)</b>	Superior completeness; student's final model is extraordinarily thorough and logical in all aspects  <b>(240 - 193)</b>	Complete; student's final model is thorough and logical in most aspects  <b>(192 - 169)</b>	Mostly complete; but student's final model exhibits gaps in some areas of literature and/or logic  <b>(168 - 145)</b>	Student's final model is incomplete in many respects  <b>(144 - 0)</b>

<b>Extension of current models and literature</b>  <b>(30%)</b>	Student's final model effectively incorporates and extends current frameworks  <b>(120 - 97)</b>	Student's final model incorporates current frameworks  <b>(96 - 85)</b>	Student's final model incorporates current frameworks to some degree  <b>(84 - 73)</b>	Student's final model fails to incorporate current frameworks  <b>(72 - 0)</b>
<b>Creativity and writing quality</b>  <b>(10%)</b>	The student's final model exhibits great creativity with writing that is extraordinarily clear and insightful  <b>(40 - 33)</b>	The student's final model exhibits creativity with writing that is clear and insightful  <b>(32 - 29)</b>	The student's final model exhibits some creativity with writing that is clear  <b>(28 - 25)</b>	The student's final model exhibits little creativity with writing that is less than clear  <b>(24 - 0)</b>

**Scoring Key:**

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