

**University of North Texas at Dallas**  
**Spring Semester 2017**  
**SYLLABUS**

**MGMT 4470: Leadership**  
**3 Credit Hours**

<b>Department of</b>		<b>Management</b>	<b>Division of</b>		<b>Business and Public Leadership</b>
<b>Instructor Name:</b>		Dr. Chemene Crawford			
<b>Office Location:</b>					
<b>Office Phone:</b>		(702) 497-9084 Cell or 214-860-2406 (Office)			
<b>Email Address:</b>		Chemene.Crawford@untdallas.edu			
<b>Office Hours:</b>		N/A			
<b>Virtual Office Hours:</b>		OPEN			
<b>Classroom Location:</b>		DAL 2 – 303			
<b>Class Meeting Days &amp; Times:</b>		Thursday 7 p.m. – 9:50 p.m.			
<b>Course Catalog Description:</b>		An in-depth course on leadership. Students are provided practical tools and methods of leadership that will apply to a variety of organizational structures. Students gain insights about their own personalities, skills, ethics, values and beliefs as they relate to leading others, and have the opportunity to discuss and debate a number of leadership topics.			
<b>Prerequisites:</b>		n/a			
<b>Co-requisites:</b>		n/a			
<b>Required Text:</b>		1. Northouse, P.G. (2013). <i>Leadership: Theory and Practice</i> . Thousand Oaks, CA. (6 <sup>th</sup> or 7 <sup>th</sup> edition)			
<b>Recommended Text and References:</b>		n/a			
<b>Access to Learning Resources:</b>		UNT Dallas Library: phone: (972) 338-1616; web: <a href="http://www.untdallas.edu/our-campus/library">http://www.untdallas.edu/our-campus/library</a> UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fheg.follett.com">1012mgr@fheg.follett.com</a>			
<b>Course Goals or Overview:</b>					
The goal of this course is to provide students with an understanding of the various theoretical perspectives of leadership, while also immersing them in practical scenarios where concepts, theories and approaches can be applied to “real world” organizational issues.					
<b>Learning Objectives/Outcomes:</b> At the end of this course, the student will					
1	Be able to identify leadership concepts, supporting evidence, and examples of practical application (CEA framework).				
2	Demonstrate the ability to identify individual, organizational, and community values and translate them into strategic action.				
3	Define leadership, and understand how this conceptualization has changed over the course of the 20 <sup>th</sup> and 21 <sup>st</sup> centuries.				
4	Distinguish between various leadership theories by comparing and contrasting their components, strengths				

	and weaknesses.
5	Provide assessments of leadership dilemmas within organizations based on theoretical and conceptual lenses.
6	Prescribe action-oriented leadership recommendations in organizational scenarios through case studies and role-plays.
7	Explain the difference between “leadership” and “management”.
8	To distinguish power, authority, and legitimate authority and understand the role each plays in leadership.

## Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor in class.

TOPICS	DATE
<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Syllabus Review</li> <li>• Defining Leadership</li> <li>• Case Study</li> <li>• In Class Essay: “What you hope to gain from this course”</li> </ul>	January 19, 2017
<ul style="list-style-type: none"> <li>• Reading: Northouse – Chapters 1 and 2</li> <li>• Leadership Traits Inventory</li> <li>• Case Study: Leadership Autobiography <b>Δ</b></li> <li>• Exercise: Leadership Inventory</li> </ul>	January 26, 2017
<ul style="list-style-type: none"> <li>• Reading: Northouse – Chapters 3 and 4</li> <li>• Leadership Skills Inventory and discussion</li> <li>• Case Study</li> </ul>	February 2, 2017
<ul style="list-style-type: none"> <li>• Leadership Style Inventory</li> <li>• Contemporary Leadership <b>Δ</b></li> <li>• Case Study: Managing up</li> </ul>	February 9, 2017
<ul style="list-style-type: none"> <li>• Reading: Northouse Chapters 5 and 6</li> <li>• Situational Leadership Questionnaire</li> <li>• LPC Leadership Questionnaire</li> <li>• Exercise: Group Discussion of Results</li> </ul>	February 16, 2017
<ul style="list-style-type: none"> <li>• Reading: Northouse Chapters 7 and 8</li> <li>• Path Goal Leadership Questionnaire</li> <li>• Exercise: Case Study</li> <li>• Leadership Jeopardy</li> </ul> <p><b>HANDOUT MIDTERM – DUE March 19, 2017, by the end of class.</b></p>	February, 23, 2017
<ul style="list-style-type: none"> <li>• Reading: Northouse Chapter 9</li> <li>• LMX 7 Questionnaire</li> <li>• MLQ Questionnaire</li> <li>• Leadership Film and Reflection <b>Δ</b></li> </ul>	March 2, 2017
<ul style="list-style-type: none"> <li>• Reading: Northouse Chapter 10</li> <li>• Mid Term due/ 5 – 7 min. presentations</li> </ul>	March 9, 2017

<b>Spring Break</b>	<b>March 13-19, 2017</b>
<ul style="list-style-type: none"> <li>• Reading: Northouse Chapter 12</li> <li>• Team teaching assignment and write up <b>Δ</b></li> </ul>	March 23, 2017
<ul style="list-style-type: none"> <li>• Reading: Northouse Chapter 14</li> <li>• Gender Leadership Questionnaire</li> <li>• In class debate: Gender and Leadership</li> </ul>	March 30, 2017
<ul style="list-style-type: none"> <li>• Reading: Northouse Chapter 15</li> <li>• Dimensions of Culture Questionnaire</li> <li>• Case Study</li> </ul>	April 6, 2017
<ul style="list-style-type: none"> <li>• Reading: Northouse Chapter 16</li> <li>• PLIS Questionnaire</li> <li>• Unethical behavior in the news – Discussion</li> <li>• Ethics: Caught or taught? <b>Δ</b></li> </ul>	April 13, 2017
<b>Presentations</b>	April 20, 2017
<b>Presentations</b>	April 27, 2017
<b>Presentations – Final Paper Due</b>	May 4, 2017

## Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Midterm** – This exam is a take home assignment, and will be handed out February 23rd, and is due March 9th **by the end of class. You will be expected to give a 5-7 minute overview of your assignment. If you use Power Point Slides, only 5 will be allowed.**

**Final Project** – This semester students will conduct a research project which will culminate in the form of a paper and presentation. In order to understand how leadership theory and practice intersect, students will be required to write a 7-8 page paper on a leadership topic, concept, or organization of their choice; this analysis will allow students to apply class concepts to “real world” leadership actions that are taking place in their community or profession. **Presentations will begin on April 20, 2017, and the final paper will be due on May 4, 2017, by the end of class.** More information on this project will be handed out at a later date.

**Δ Writing to Learn** – In order to ensure comprehension of the vast number of concepts presented over the course of the semester, students will engage in five (5) in class writing assignments. These assignments are designed to allow you to process information by putting it down on paper; it also allows for you to practice the analytical format we will be utilizing in the course also known as **Concept-Evidence-Application**. The more students write about course concepts, the more inclined they are to understand, remember, and apply them in both the classroom and workplace settings. Each assignment is worth five (5) points and will be turned in at the end of class.

**Class Participation** – A healthy class experience is dependent upon not only the instructor, but also instructor-student and student-student interactions. This class not only incorporates a manageable amount of readings, but also injects “real-world” exercises that allow students to put theory in to practice. As such, it is imperative that students not only attend class (promptly, of course), but arrive prepared to engage in **MEANINGFUL** discussions that add to every individual’s knowledge – including the instructor’s. As you will see, class participation representative of roughly **12% of the final grade**, and this will be determined in two ways: first, students will be expected to arrive to class ready to discuss the week’s readings, in both small groups, and within the larger classroom setting. Valuable class contributions will be based on the readings or other **RELEVANT** information. Please feel free to introduce alternative readings or present examples that are reflective of current events. Second, because this class is exercise-intensive, each student will be expected to come prepared for the week’s activity. This class is geared toward allowing you analyze case studies and engage in realistic role plays based on our leadership topic for the week. Poorly prepared students not only affect their own grades, but diminish the overall learning experience of his or her classmates.

**Grading Matrix:**

Instrument	Value (points or percentages)	Total
Midterm	1 midterm at 50 points	50
Final Project (Paper)	1 paper at 50 points	50
Final Project (Presentation)	1 presentation at 50 points	50
Writing to Learn	5 assignments at 5 points	25
Class Participation	-	25
<b>Total:</b>		<b>200</b>

**Grade Determination:**

- A = 200 – 180 pts; i.e. 90% or better
- B = 179 – 160 pts; i.e. 89 – 80 %
- C = 159 – 140 pts; i.e. 79 – 70 %
- D = 139 – 120 pts; i.e. 69 – 60 %
- F = 119 pts or below; i.e. less than 60%

**University Policies and Procedures****Students with Disabilities (ADA Compliance):**

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

**Student Evaluation of Teaching Effectiveness Policy:**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

**Assignment Policy:**

Assignments in this class must reflect the following format:

- Font: Times New Roman, Size 12
- Cover Page with Assignment Title, Class Title, Date, and Student Name
- One inch margins (Top, Bottom, Left, Right); please note that you will have to go into your page setup to make this adjustment. Most MS Word programs have 1.25 inches as a default for Left and Right margins.

**Late Policy:**

Students are expected to turn in all assignments by the end of the class on the date the assignment is due. Late work will receive a grade penalty. Work that is turned in at any time during the first 24 hours after the date and time the assignment is due will receive no higher than a grade of B. Work that is turned in at any time during the second 24 hours after a paper is due will received no higher than a grade of C. Student work *will not be accepted under any circumstances* more than 48 hours after the assigned due date and time. You will receive a 0 for the assignment. A hard copy of all work must be handed in to the professor at the beginning of the class

**Exam Policy:**

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

**Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at <http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic%20Integrity.pdf> for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:

**On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.**

**Bad Weather Policy:**

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

**Attendance and Participation Policy:**

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class.

It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

**Diversity/Tolerance Policy:**

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.

**Use of Cell Phones & Other Electronic Gadgets in the Classroom**

Students who prefer to use laptops to take notes in class are more than welcome to do so. However, please refrain from engaging in other activities (Facebook, shopping, etc.) that will serve as a distraction for both you and me.

Also, while we have all become increasingly reliant upon our technological devices to keep us in the loop both professionally and personally, this class has a "No Cell Phone" policy. This policy is particularly focusing on the growing trend of in-class texting, but it is certainly not limited to this behavior. If you need to use your cell phone, please feel free to leave the class as you see fit. Our time in class is limited, and despite our busy lives, I would like to spend the class period focused on the material.

**Incompletes:**

A semester grade of incomplete will be given only under extreme and unusual situations. Additionally, to be fair to all students in the course, when the work is completed, the student will not receive higher than a B for the course, regardless of how many points were earned in the course. More importantly, an incomplete will only be granted for students who are in good standing within the class (A/B grade) and have completed all work (except for the final) at semester's end. An incomplete is not a substitute for a poor grade.