1. Course Information

Course Title: Leadership Theory and Practice
Course number: MGMT 3340
Course Section: A
Semester: Spring 2017
Room #: Strake 201
Credit hours: 3
Days & hours: Tuesday & Thursday 3:35-4:50

Prerequisites: 30 Credit Hours

Blackboard site: Blackboard site (http://blackboard.stthom.edu/) for MGMT 3340, Spring 2017

2. Instructor Information

Name: Joseph Cerami
Office location: 116c Welder
Emergency phone: 979-575-9548
Office phone: 713-525-3884
E-mail: ceramij@stthom.edu
Fax number: 713 525 2110
Office hours: Tuesday, Wednesday, 1-3pm, Room 116c Welder

Home/cell phone: 979-575-9548. I prefer that you send me text messages at this number, unless there is a medical emergency. Or, send me an email message with your telephone number and two one-hour time periods between 8 a.m. and 9 p.m. during which it will be convenient for you to take my call. I check email messages frequently and will respond promptly.

Where to leave assignments: Assignments should be turned in during class or online as specified in the directions for each assignment. In case of an emergency, please contact me via email for alternate directions. Assignments should not be submitted via email.

3. Course Catalog Description

Leadership theory and practice integrates the interdisciplinary research on leadership and leader development knowledge, skills, attributes and values. The course examines contemporary issues and ideas influencing the personal, interpersonal, group and organizational levels of leadership that are applicable in the private, public and nonprofit sectors. This is a core course in leadership studies designed primarily for undergraduate students beginning their Leadership Minor degree programs.
4. Program Goals

When students complete the leadership minor program at the University of St. Thomas,

1. They will be able to communicate effectively.
   - Objective 1: Graduates will deliver a compelling oral presentation.
   - Objective 2: Graduates will demonstrate mastery of supportive communication.
   - Objective 3: Graduates will write professional quality documents.

2. They will be adept at critical thinking.
   - Objective 1: Graduates will analyze problems critically and creatively.
   - Objective 2: Graduates will evaluate data thoroughly.
   - Objective 3: Graduates will present feasible solutions.

3. They will be able to work effectively in teams.
   - Objective 1: Graduates will work collectively towards team objectives.
   - Objective 2: Graduates will demonstrate professional interpersonal relations with other team members.

4. They will be ethical decision makers.
   - Objective 1: Graduates will identify the ethical issues implicit in complex situations.
   - Objective 2: Graduates will describe and use ethical frameworks.

5. They will be knowledgeable about fundamental ethical issues and decision-making processes.

5. Course Learning Objectives

The course is designed to (1) expose you to a variety of ethical leadership models, tools and current debates, (2) integrate materials from previous courses to make ethical decisions, and (3) provide a bridge between the classroom and real-world personal, professional and organizational concerns. The course requires you to take personal, interpersonal, group and organizational perspectives in order to develop realistic solutions to difficult, complex problems and issues.

Upon completion of this course, the student should be able to:

- Explain how the interdisciplinary research from leadership theory and practice contributes to the students understanding of influence relationships (Program Goal 5: Knowledge)
- Conduct ethical analysis in a variety of complex and competitive situations (Program Goals 2: Critical Thinking, Objectives 1, 2, & 3 and Program Goal 5: Knowledge)
- Describe the processes of ethical thinking and implementation, and the range of actions leaders and managers can take to promote competent implementation and personal, team and organizational development (Program Goal 4: Ethics, Objectives 1 & 2 and Program Goal 5: Knowledge)

The assignments in this course have been designed so that students can develop the following skills

- Teamwork (Program Goal 3: Teamwork, Objectives 1 & 2)
- Delivering professional presentations (Program Goal 1: Communication, Objectives 1 & 2)
- Producing well-structured documents that integrates information from various sources (Program Goal 1: Communication, Objective 3)

6. Texts, Readings, Materials

**Required reading:** The course required books include:


**Suggestions for further study:**

**Resources**
CSB Resource Site for BBA Students on Blackboard.
If you cannot see this course, please let me know.

**7. Instructional methods:**
This class will be use a combination of lecture, group discussion, and case analysis methods. The objective of the lectures will be to highlight the key points in the readings, and bring different viewpoints on the topics to the attention of the students. It is the student’s responsibility to read and study all assigned materials thoroughly. Such preparation on the part of the student will be necessary before class for productive class discussions and completion of assignments and assessments for the course.

**8. Use of Technology**
1) **Online data retrieval and/or research:**
   - Web search and information retrieval for various assignments
   - LibGuide of the Doherty Library

2) **Online communication or collaboration**
   - Stthom email account will be used for course-related communication
   - Discussion Board
   - Text messaging; I will require your cell phone number and provider for this.

3) **Use of general productivity software (e.g., Microsoft Office) to complete assignment**
   Microsoft Word and PowerPoint used to complete assignments
   Microsoft Office self-help tutorials for students at [http://www.stthom.edu/Offices_Services/Offices/Information_Technology/Services/Training/Microsoft_Products.aqf](http://www.stthom.edu/Offices_Services/Offices/Information_Technology/Services/Training/Microsoft_Products.aqf)

4) **Use of BlackBoard learning platform**
   - Course syllabus, assignment directions, and other information available in Blackboard
   - Selected assignments to be submitted through Blackboard
9. Course Topics (See Enclosure 1) and Schedule:
The class meets on Tuesdays and Thursdays 3:35-4:50 pm. We will discuss leadership theory and practice concepts in class. Our progress will be determined by the level of discussion and student comfort with the topics. The scheduled class meeting dates in the attached Enclosure 1.

Please note that the schedule is a guide and that every attempt is made to provide an accurate overview of the course plan. However, the schedule will be modified as needed during the semester depending on the progress, needs, and experiences of the students. In addition, opportunities to bring in guest speakers or attend topical events, university closures, and other unforeseen events could result in changes to the schedule.

Assignments/Tests:

• Readings: See the attached seminar reading schedule (See Enclosure 1).
  o Read assigned material; be prepared for class discussion and participation
  o If there are topics/concepts in the assigned readings that you find difficult, please let me know at least the morning before the class/session in which we are scheduled to discuss the reading. We can focus additional attention on those areas.

• Mid Term Examination

• Book Review
  o Each student will write a book review on Brooks, *The Road to Character*
  o Instructions will be provided in seminar

• Student Development Plan Presentations
  o Group activity in plan preparation
  o Individual presentations on individual development plans

• Final Examination: Student Development Plan and Essays
  o Each student will provide written essays discussing their development plans
  o Addition information will be forthcoming

Deliverables:

1. Midterm Essay Examination
2. Book Review
3. Student Development Plan and Oral Presentation
4. Student Development Plan Essays

10. Course Policies

• Attendance/tardiness
  Attendance will be taken at the start of every scheduled class meeting. Students are expected to attend every class and arrive at the scheduled start time for each class. This is a seminar course, and student participation in class activities is essential for the successful completion of the course. Absences that are not excused prior to the seminar by the professor will result in a decrement of 3% of the final course grade.
Note that we will have group meetings outside class times. When scheduling group meetings, I will make every reasonable attempt to accommodate the schedules of members in a group. If a student misses a scheduled meeting of the group with the instructor, an absence will be recorded.

Please note:
1. If you must miss a class because of illness or other significant reason(s), please bring documented evidence of the same. The excuse for absence will be accepted at the discretion of the instructor.
2. If you miss a class, find out what was covered by asking other students or by sending an email message to the instructor. If you choose to ask a classmate, ask more than one student to be sure that you understand everything covered in class. It is entirely your responsibility to make sure that you have read and clarified any material that was covered in any class you missed before coming to the next class.

• **Citizenship behavior**

  Q: What is citizenship behavior in the classroom?
  
  Presence in the classroom
  Sportsmanship

Students should treat class obligations as they would any other professional commitment. The class environment is informal, but is also one of mutual respect.

Q: How will citizenship behavior be scored?
Any behavior that is not considered appropriate by the instructor will result in a deduction of points. Examples of such behavior include – but are not limited to – monitoring of electronic devices, lack of attention during contributions by other members of the class, and disruptive behavior.

Please note that disruptive behavior by a student during presentation of another student/group will result in a penalty on the student group’s presentation score.

• **Participation**

Every member of the class is expected to attend every class session completely and to participate fully in the activities in class. Participation in class helps make the class more enjoyable and attractive – and, it is a part of your grade. Please note that participation points are not automatically awarded to students based on their presence in class. While preparation and coming to class are prerequisites for contribution, they are not a substitute for it. On the other hand, absence will adversely affect your participation grade.

When students attend a class session, they start with zero participation points. It is the student’s responsibility to earn participation points during the session by actively participating in class activities, discussions, and presentations. Evidence of active participation by a student is defined broadly as:

- Verbal participation in team and class discussions appropriate to the setting.
- Offering relevant comments and questions that are aligned with the topic at hand.
- Offering relevant current events such as current media reports that are aligned with the topic at hand.
- Asking questions or offering comments that help classmates refine their ideas.

I routinely call on students, whose hands are not raised. So even if you do not raise your hand, you will have an opportunity to contribute.
Specifically, here is how I evaluate the participation in this course:

**Outstanding contributor – A (100).** In-class contributions reflect exceptional preparation and thoughtful use of course concepts. Ideas offered are always substantive, and provide one or more major insights as well as direction for the class. Arguments are well supported, persuasively presented, and reveal that this person is an excellent listener. Comments invariably help others to move their thinking to a higher plane. If this person were not a member of the class, the quality of our discussions would be greatly diminished.

**Good contributor – A/B (90).** In-class contributions reflect thorough preparation and correct use of course concepts. At a minimum, I expect and hope that all class members fall into this category. Ideas offered are usually substantive, and provide good insights and sometimes direction for the class. Arguments are generally well supported and often persuasive, and reveal that this person is a good listener. Comments usually help others to improve their thinking. If this person were not a member of the class, the quality of our discussions would be diminished considerably.

**Adequate contributor – B (80).** Contributions reflect satisfactory preparation of course material and some use of course concepts. Ideas offered sometimes provide useful insights, but seldom offer a major new direction for discussion. Supporting arguments are moderately persuasive. Comments occasionally enhance the learning of others, and indicate that this person is a passable listener. If this person were not a member of the class, the quality of our discussions would be diminished somewhat.

**Unsatisfactory contributor – C (70).** Contributions in class reflect inadequate preparation. Ideas offered are seldom important, often irrelevant, and do not provide insights or a constructive direction for the class. Integrative comments and higher-order thinking are absent. This person does very little to further the thinking and potential contributions of others.

**Non-participant – F (0).** The person has said little or nothing in this class to date. Such persons have benefited from the thinking and courage of their peers, but have offered little in return. If this person were not a member of the class, the quality of the discussion would be unchanged or possibly improved.

I will provide you with periodic feedback on your participation. Please keep in mind that my expectations regarding the quality of your participation (and the quality of all work in this course!) will grow as the course progresses.

- **Make-up for Test or In-class Assignment**
  A make-up test or assignment will be offered only under the most extenuating circumstances. You have a maximum of one working day from the date of the test or in-class assignment to notify the instructor and arrange a makeup. Bring documentation supporting the reason for the absence. If you exceed the one-day notification period and/or you do not provide the required documentation, you forfeit your right to a makeup test.
  A make-up test or assignment may be of a different format. The test or assignment may have to be completed at the Testing Center. It is the student’s responsibility to contact the instructor and make arrangements for the make-up test or assignment – as per directions from instructor.
• **Missed Assignments**
Assignments are due on the dates specified in the schedule on Blackboard. Missed assignments may be accepted with a grade penalty, at the discretion of the instructor. If accepted, penalty as shown below will be applied.

<table>
<thead>
<tr>
<th>Time after submission deadline</th>
<th>Grade penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any time after submission deadline to 1 day late</td>
<td>90% of assignment grade</td>
</tr>
<tr>
<td>More than 1 day, but less than 3 days late</td>
<td>70% of assignment grade</td>
</tr>
<tr>
<td>More than 3 days, but less than 1 week late</td>
<td>50% of assignment grade</td>
</tr>
<tr>
<td>More than 1 week, but less than 2 weeks late</td>
<td>25% of assignment grade</td>
</tr>
<tr>
<td>More than 2 weeks late</td>
<td>0%</td>
</tr>
</tbody>
</table>

• **Obligations to the group**
Please note that many of the assignments in this class are group assignments. If you fail to meet your group obligations and are removed from the group, you will not be able to complete the assignment and will lose all points for that assignment – negatively impacting your ability to complete this course. In addition, please note that:
1. Your grades on group projects will be adjusted by peer evaluations of your efforts in group projects.
2. Any work submitted to meet group requirements will be considered as representative of the work of all group members.

• **Extra credit opportunities**
The instructor may offer extra credit for attending and participating in events that will further student learning. Students will be required to complete additional assignments related to the event to earn the extra credit. Mere attendance at an event will not garner any extra credit in this class.

• **Cell phones, electronic media**
  o **During lectures**
Cell phones and all other communication devices must be switched to ‘silent’ mode during class meetings. Use of laptops for activities not related to this class will be penalized. Please see section on attendance above.
  o **During presentations and tests**
Cell phones and all other communication devices must be turned off during presentations and tests in class. A 5% penalty will be applied to your test score or your group’s presentation score for each instance of disruption caused by your cell phone.

• **Student Feedback**
I encourage you to take an active role in this course by providing me with your feedback and comments about the course throughout the semester. Please do so by contacting me directly – individually, collectively or via delegates – as early as possible rather than waiting for a formal feedback survey. Feedback is an important part of continuous improvement. Please let me know if there is anything I can do to make this class better for you.

The online course evaluation system is available to students towards the end of the semester. This system provides a tool for students to provide feedback regarding their learning experiences in courses at CSB and UST. Students are strongly encouraged to participate in this course evaluation process. Student feedback is crucial for curriculum development, faculty development, and continuous improvement of the programs offered by the Cameron School of Business.
11. Student Grading Processes: (including weighting of factors)

<table>
<thead>
<tr>
<th>Assignment/test</th>
<th>Weight (%)</th>
<th>Assessment type</th>
<th>Individual or group assignment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Behavior</td>
<td>5</td>
<td>B</td>
<td>Individual</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>B/F</td>
<td>Individual and Group</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>20</td>
<td>S/F</td>
<td>Individual</td>
</tr>
<tr>
<td>Book Review</td>
<td>20</td>
<td>S/F</td>
<td>Individual</td>
</tr>
<tr>
<td>Development Plan Presentation</td>
<td>20</td>
<td>B/S/F</td>
<td>Individual and Group</td>
</tr>
<tr>
<td>Development Plan Essays</td>
<td>30</td>
<td>S/F</td>
<td>Individual</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Assessment type: B = behavioral; S=summative; F=formative)

Assignment directions and grading rubrics will be provided on Blackboard or via Email.

**Grading Scale**
The grading scale below indicates the ranges for specific letter grades. The numeric scores you receive from the tests and assignments will be weighted based on the weights in the course outline. The final score will be automatically rounded to a whole number. The rounded score will then be used to assign a course grade, based on the scale in the table below.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Number (%)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Excellent, superior performance, showing comprehensive understanding of subject matter</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>Good, clearly above-average performance with knowledge of subject matter generally complete</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>Satisfactory, basic understanding of the subject matter</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>Minimal pass, marginal performance generally insufficient preparation for subsequent courses in the same subject</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>Fail, unsatisfactory performance or failure to meet course rqmts</td>
</tr>
</tbody>
</table>

**Checking your grades**
Your numeric scores on assignments will be made available periodically in class or through Blackboard. Please note that scores posted on Blackboard may not be weighted and the Blackboard average may not reflect your actual grade in the class.

If you have any questions re your grades, please meet me to discuss your performance in the course. I will not provide or discuss grades over the phone or via email. I strongly advise that you do not wait until the end of the semester to check your grades.
12. Available Support Services:

- **Tutorial Services Center**
  The Tutorial Services Center is a tutorial center, and is available free of cost to all UST students. Writing consultants and subject tutors are available when the center is open. The schedule is available at [http://www.stthom.edu/Offices_Services/Offices/Tutorial_Services_Center/HoursSchedule.aqf](http://www.stthom.edu/Offices_Services/Offices/Tutorial_Services_Center/HoursSchedule.aqf)
  An online service is also available.

  Students are encouraged to consult with tutors at the Tutorial Services Center when completing written assignments for this course. Based on the instructor's assessment of the student's written work, the student may be required to work with the tutors at the Tutorial Services Center to improve the student's writing skills.

- **Information Technology Services**
CSB Mission Statement

Inspired by the Basilian Fathers’ motto of Goodness, Discipline and Knowledge, the Cameron School of Business provides a comprehensive, high quality, ethically oriented business education to a diverse student body enabling graduates to serve as leaders of faith and character in a global economy.

Academic Honesty

Ethical conduct is essential to a community of scholars and students searching for truth. Anything less than total commitment to honesty and honorable conduct undermines the efforts of the entire community. Academic integrity lies at the very heart of any institution of higher learning. In the Cameron School of Business, students and faculty are expected to commit to a code that exemplifies each individual's honor and integrity. Any conduct that violates this standard and betrays the respect of others is a matter of grave concern and, accordingly, is deemed unacceptable.

The tests will be individual efforts. Students may work together on homework assignments, but must submit their own assignments.

All work submitted/presented for this course must be the original work of the student(s). Since the goal of college-level work is to bring your idea(s) to the forefront of your submission—with the research acting to inform and support your ideas—excessive use of direct source quotations and material from external sources must be avoided. All source material must be cited even if you are not presenting direct quotes.

The penalty for an incident of academic dishonesty is, at the discretion of the professor, either a mark of zero for the work in question or the grade of F for the course.

Accommodations

The University of St. Thomas abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may impact your performance in this class and for which you may require accommodations, you must be registered with and provide documentation of your disability to Counseling and Disability Services which is located on the second floor of Crooker Center. Contact Debby Jones or Rose Signorello at 713-525-6953 or 713-525-3162.

Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential.
<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 19</td>
<td>Seminar 1</td>
<td>Introduction</td>
<td>None</td>
</tr>
<tr>
<td>Jan 24</td>
<td>Seminar 2</td>
<td>Leader’s Light or Shadow</td>
<td>Johnson: Preface, Intro, Chapter 1</td>
</tr>
<tr>
<td>Jan 26</td>
<td>Seminar 3</td>
<td>Stepping Out of Shadows</td>
<td>Johnson: Chapter 2</td>
</tr>
<tr>
<td>Jan 31</td>
<td>Seminar 4</td>
<td>Leader’s Character</td>
<td>Johnson: Chapter 3</td>
</tr>
<tr>
<td>Feb 2</td>
<td>Seminar 5</td>
<td>Combating Evil</td>
<td>Johnson: Chapter 4</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Seminar 6</td>
<td>Ethical Perspectives</td>
<td>Johnson: Chapter 5</td>
</tr>
<tr>
<td>Feb 9</td>
<td>Seminar 7</td>
<td>Ethical Decision-Making</td>
<td>Johnson: Chapter 6</td>
</tr>
<tr>
<td>Feb 14</td>
<td>Seminar 8</td>
<td>Normative Theories</td>
<td>Johnson: Chapter 7</td>
</tr>
<tr>
<td>Feb 16</td>
<td>Seminar 9</td>
<td>Ethical Small Group</td>
<td>Johnson: Chapter 8</td>
</tr>
<tr>
<td>Feb 21</td>
<td>Seminar 10</td>
<td>Organizational Climate</td>
<td>Johnson: Chapter 9</td>
</tr>
<tr>
<td>Feb 23</td>
<td>Seminar 11</td>
<td>Diversity</td>
<td>Johnson: Chapter 10</td>
</tr>
<tr>
<td>Feb 28</td>
<td>Seminar 12</td>
<td>Crisis Leadership</td>
<td>Johnson: Chapter 11 &amp; Epilogue</td>
</tr>
<tr>
<td>Mar 2</td>
<td>Seminar 13</td>
<td>Examination I</td>
<td></td>
</tr>
<tr>
<td>Mar 7</td>
<td>Seminar 14</td>
<td>Shift, Self, Self-Conquest</td>
<td>Brooks: Introduction &amp; Chapters 1, 2, 3</td>
</tr>
<tr>
<td>Mar 9</td>
<td>Seminar 15</td>
<td>Struggle, Self-Mastery</td>
<td>Brooks: Chapters 4, 5</td>
</tr>
<tr>
<td>Mar 21</td>
<td>Seminar 16</td>
<td>Dignity, Love</td>
<td>Brooks: Chapters 6, 7</td>
</tr>
<tr>
<td>Mar 23</td>
<td>Seminar 17</td>
<td>Ordered-Love, Self-Exam</td>
<td>Brooks: Chapters 8, 9</td>
</tr>
<tr>
<td>Mar 28</td>
<td>Seminar 18</td>
<td>The Big Me</td>
<td>Brooks: Chapter 10</td>
</tr>
<tr>
<td>Mar 30</td>
<td>Seminar 19</td>
<td>Book Review</td>
<td></td>
</tr>
<tr>
<td>Apr 4</td>
<td>Seminar 20</td>
<td>People as Leaders</td>
<td>Kouzes &amp; Posner: Preface &amp; Chapter 1</td>
</tr>
<tr>
<td>Apr 6</td>
<td>Seminar 21</td>
<td>Values; Setting Example</td>
<td>Kouzes &amp; Posner: Chapter 2, 3</td>
</tr>
<tr>
<td>Apr 11</td>
<td>Seminar 22</td>
<td>Envision Future; Enlist Others</td>
<td>Kouzes &amp; Posner: Chapter 4, 5</td>
</tr>
<tr>
<td>Apr 18</td>
<td>Seminar 23</td>
<td>Opportunities; Experiment; Risk</td>
<td>Kouzes &amp; Posner: Chapter 6, 7</td>
</tr>
<tr>
<td>Apr 20</td>
<td>Seminar 24</td>
<td>Collaboration; Enable Others</td>
<td>Kouzes &amp; Posner: Chapter 8, 9</td>
</tr>
<tr>
<td>Apr 25</td>
<td>Seminar 25</td>
<td>Recognize; Celebrate; Action</td>
<td>Kouzes &amp; Posner: Chapter 10, 11, 12</td>
</tr>
<tr>
<td>Apr 27</td>
<td>Seminar 26</td>
<td>Development Plan I: Orals</td>
<td>Instructions will be provided</td>
</tr>
<tr>
<td>May 2</td>
<td>Seminar 27</td>
<td>Development Plan II: Orals</td>
<td>Instructions will be provided</td>
</tr>
<tr>
<td>May 4</td>
<td>Seminar 28</td>
<td>Best-Self Exercise</td>
<td>Instructions will be provided</td>
</tr>
</tbody>
</table>