Organizational Leadership
MGT 385
Spring 2018

Professor: Dr. Robert A. Culpepper
Office: Room 403p McGee Business Bldg.
Hours: M 9:45-11:45 1:30-3:25; T 8:50-9:30, 10:45-11:00, 1:45-2:45, 12:00-12:30; Th 8:50-9:30, 10:45-11:00, 12:12:30; 1:45-4:00
Class Hours: MGT 377-001: T Th 9:30-10:45; MGT 377-002: T Th 12:30-1:45; MGT 385-022: Th 4:00-6:45
Phone: 468-1531 Office
email: rculpepper@sfasu.edu

Prerequisites
Junior Standing

Course Objectives
Upon course completion, the student should be able to:

1) Demonstrate adequate understanding of basic theories, perspectives, and insights found in the field of Organizational Leadership.
2) Analyze leadership theories in light of their practical application in various leadership situations/contexts, as articulated in class cases.
3) Show understanding of how varying situational contingencies necessitate a number of different leadership approaches and behaviors.
4) Demonstrate the ability to articulate present or past organizational experiences that bear on topics addressed in class and in the text.
5) Demonstrate familiarity with international aspects of Organizational Leadership.

Course Content

Leadership: Definitions and Concepts
Trait Approach to Leadership
Leadership Skills and Practices
Leadership and Personality Theory
Contingency Approach to Leadership
Leadership and Ethics

Popular Writings on Leadership - e.g., Korda, Welch, Gardner
Excerpts from Classical Writings – e.g., Shakespeare, Machiavelli, Thoreau, Hemingway
Leadership Concepts Demonstrated in Popular Films (selected film excerpts will vary by semester)
Class Text and Resources

Roughly half of the semester will present Organizational Leadership theory, perspectives and concepts – corresponding outlines and supplementary materials will be handed out as student references for this part of the course. Additionally, roughly half of the semester will relate leadership principles and insights to specific leadership situations portrayed in classic literature and modern films. The following books will be used as resources along with outlines and readings handed out in class.

Additional book: TBA
http://shakespeare.mit.edu/henryv/full.html Full text of Shakespeare’s Henry V.

Additionally, all students will be required to be signed up for an individual membership to Netflix, with the ability to order one DVD at a time, or more if you want. A streaming membership will not be adequate, since most titles are not available for streaming. Netflix can typically turn DVDs around in 2-3 days - if you mail the one just watched on a Tuesday - you have the next one in your queue by Friday.

Quizzes

Each film or literature excerpt will serve as a kind of case, from which we will draw lessons in conjunction with academic work and popular writings addressing leadership topics. Both film-based cases and literature-based cases assigned for a particular week may be associated with an additional reading on one or more leadership topics. A quiz on the film and/or reading assignments will occur at the beginning of each class period in which an assignment is due. These quizzes will gauge how well students know the source case and any readings assigned. Cases will involve in-class discussion, in-class group-based analysis and discussion, and/or case write-ups.

Case Projects

A joint, group case analysis - focusing on two works of literature or film - will be presented at the end of the semester. More information about the structure of the case write-ups, style, format, etc. will provided in a class handout. For those cases involving a group write-up, groups should be ready to give a short presentation to the class regarding insights and conclusions.

If you want to form groups with someone you know, prospective group lists should be given to me prior to the second week of class.

Guidelines for presentations:

1) Do not read verbatim. Use only bulleted note cards. This more like an
informative presentation than a presidential address.

2) Presentations should last an average of ten minutes or three to four minutes per presenter.

3) The use of PowerPoint, while not encouraged because of the brief nature of these presentation, is an option. See me if you want to use it.

**Participation and attendance**

Class discussion and regular class attendance is mandatory. A seating chart will be passed around the second week of the semester. Everyone should be in permanent seats by the beginning of the second week of class.

Borderline grades (e.g., .88, .89) are subject to being raised to the next level based on the participation component of the grade. This will be comprised of quiz grades, participation in class discussion, and other factors such as punctuality and classroom demeanor. Cell phone usage in class and during projected film segments, will have a large adverse effect on the participation grade.

**Missing an exam**

With prior notification of absence and a serious and verifiable reason, a missed exam will be substituted for by making the final exam grade count twice. The lack of advance notice for missing an exam and/or insufficient justification (determined by the professor) will result in a grade of zero for that exam. One exception to this policy is athletes; they should see the professor to work out a test alternative.

**Grading procedures**

Three exams will be given. They will consist primarily of computer-scored objective questions and short essay questions. Test questions address material covered both in class and in the readings; these two sources of material are meant to be complimentary rather than redundant. It should be noted that the lecture at times includes lecture information not covered in the readings and and vice versa.

*Final Exam.* The final exam will consist of two components: (a) new material covered since Exam 2, and (b) a comprehensive component testing previous material. It is weighted somewhat more heavily than other exams (130 points). The comprehensive part will include questions from the *lecture and readings.* The weighting of test grades and other grade components is as follows:

**Grading components**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
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<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Final exam</td>
<td>130</td>
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<tr>
<td>Project presentation</td>
<td>75</td>
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<tr>
<td>Class participation (including quizzes)</td>
<td>75</td>
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<td><strong>TOTAL</strong></td>
<td><strong>480</strong></td>
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Grades are assigned as follows:
The formula for computing overall grades at the end of the course is fairly simple:
Exam 1 + Exam 2 + Final Exam*1.3 + Project *.75 + Participation*.75)/ 4.8

Note: for the purposes of calculation, casework and final exam components are based on 100% being the best score, even though they do not equal 100 points in terms of weight - for e.g., an “A” on the project part of the grade might equal .95, which would then be multiplied times a weight of .75, an A on the final exam might also equal .95, which would then be multiplied times a weight of 1.3).

Any student with a documented disability requiring accommodation, please make an appointment to see me.

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**University and College of Business Policies**

**Student Academic Dishonesty (University Policy 4.1)**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to (1) using or attempting to use unauthorized materials on any assignment or exam; (2) falsifying or inventing of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to (1) submitting an assignment as if it were one's own work when is at least partly the work of another person; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or (3) incorporating the words or ideas of an author into one's paper without giving the author credit. Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. Please read the complete policy at [http://www.sfasu.edu/policies/student_academic_dishonesty.pdf](http://www.sfasu.edu/policies/student_academic_dishonesty.pdf)

**Course Grades (University Policy 5.5)**

Copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs.
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy related to active military service. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Please refer to the complete policy at http://www.sfasu.edu/policies/course-grades.pdf.

**Students with Disabilities**
Copy and paste the following statement and place in your course syllabus.

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Room 325 in the Human Services Building, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Conduct (University Policy 10.4)**
Copy and paste the following statement and place in your course syllabus.

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the full Student Conduct Code at http://www.sfasu.edu/policies/student-conduct-code.pdf.) Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading/Watching</th>
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<tbody>
<tr>
<td>JAN 18</td>
<td>Course Introduction</td>
<td>Reading Assignment <em>Henry V</em> Act 1</td>
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<tr>
<td>25</td>
<td>Traits/Image/Persona/Charisma</td>
<td>Reading Assignment <em>Henry V</em> Act 2 Scenes 2 and 4&lt;br&gt;Act 3 Scenes 1, 3, 4&lt;br&gt;Watch <em>Elizabeth: The Golden Age</em></td>
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<td>FEB 1</td>
<td>Traits/Image/Persona/Charisma</td>
<td>Reading Assignment <em>Henry V</em> Act 4 - Scenes 2, 3, Scene 7&lt;br&gt;(beginning at enter Montjoy)&lt;br&gt;Act 5 Scene 2&lt;br&gt;Watch <em>“Steve Jobs”</em> (2015)&lt;br&gt;Read Clemens, Chapter 4</td>
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<td>8</td>
<td>Traits/Image/Persona/Charisma</td>
<td>Watch <em>“Social Network”</em>&lt;br&gt;Read Clemens, Chapter 5</td>
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<td>15</td>
<td>Traits/Image/Persona/Charisma</td>
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<td>22</td>
<td>EXAM 1</td>
<td>Read Machievelli Chapters 1-12&lt;br&gt;Watch <em>“The King’s Speech”</em>&lt;br&gt;Read Clemens, Chapter 8</td>
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<td>MAR 1</td>
<td>Leadership Practice: Task, Motivation, and Context</td>
<td>Read Machievelli Chapters 13-25&lt;br&gt;Watch <em>“Zero Dark Thirty”</em></td>
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<td>8</td>
<td>Leadership Practice: Task, Motivation, and Context</td>
<td>Watch <em>“Lincoln”</em>&lt;br&gt;Watch <em>“Invictus”</em>&lt;br&gt;Read Clemens, Chapter 3</td>
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<td>SPRING BREAK</td>
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<td>22</td>
<td>EXAM 2</td>
<td>Watch <em>“Enron”</em>&lt;br&gt;Watch <em>“Band of Brothers: Disk 4 - Episode: The Breaking Point”</em></td>
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<td>Date</td>
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<td>Notes</td>
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| APR 5 | Contingency Approach to Leadership | Read *Leadership and Self Deception*, Chapters 1-14  
Watch “Gladiator” |
| 12  | Leadership Ethics | Read *Leadership and Self Deception*, Chapters 15-24  
Watch “Breaking Bad: Full Measure” |
<p>| 19  | Leadership Ethics | |
| 26  | GROUP PROJECTS | |
| MAY 3 | FINAL EXAM | |</p>
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<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>APR</td>
<td>6</td>
<td>Leadership Ethics</td>
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<td>13</td>
<td>Leadership Ethics</td>
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<td>20</td>
<td>GROUP PROJECTS</td>
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<td></td>
<td>27</td>
<td>GROUP PROJECTS</td>
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<tr>
<td>MAY</td>
<td>6</td>
<td>FINAL EXAM</td>
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