Course Syllabus
MGMT4461-Section 001-Managerial Leadership
Fall 2015
Rm 257, 9:40-11:05, 3 Credit Hours

Instructor: Dr. Kathy A. Tuberville, SPHR

Office: 901-678-2222
Professional Development Center: 901-678-4740
E-mail: K.Tuberville@memphis.edu (Email is the best way to contact me!)
Office: Faculty Office: FCBE Rm 315 or Rm 274 Avron B. Fogelman Professional Development Center
Office Hours: Mondays 3:30-5:30pm, Tuesdays 4:15-5:15 pm, all others by appointment.

Course Overview

An examination of leadership from the perspective of the individual and the concept of self-leadership featuring topics that emphasize a variety of self-assessments, personal reflection, and a commitment to demonstrate leadership in a variety of venues.

Pre-Requisites/Co-Requisites:
MGMT 3110 Organization & Management, MGMT 3510 Business Communications

Required Texts (and Related Materials):


Supplementary Materials:
As assigned – Course content section. I will post articles periodically so check the Getting Started section under the Additional Reading Assignments Section.

Course Objectives:
By the end of the course, students should be able to:
- Demonstrate an understanding of the complexity and challenges of leadership.
- Document what personal leadership entails.
- Interpret personal surveys/assessments in order to enhance current leadership skills.
- Develop a plan to enhance their personal leadership effectiveness.

Fogelman College: Learning Outcomes for Your Degree

| BBA | http://www.fcbeassessment.net/LearningOutcomes/BBADegreeLearningOutcomes.pdf |

Course Methodology

The course content delivery will be based on interactive lectures, in-class activities, group discussion boards, guest speakers, and written individual assignments. The goal is to assist students in learning more about leadership in order to develop effective self-leadership strategies and ultimately develop a self-leadership development plan.

In eCourseware, please become familiar with our course home page. There I will post additional reading opportunities which may help you in your SLAP paper and other class activities. The Sample APA papers, with APA online links, are also posted there.

Professor’s Expectations

My expectations for students in this online course include the following. Specifically, I expect that:

a) I expect that you will commit the necessary time to stay current in the course. **By doing so, your potential for success is much higher.** This step includes *reading the syllabus and Assignment Summary carefully, printing out the syllabus and the course schedule, and reviewing the course content found in the modules.*

b) You will demonstrate critical thinking in the assignments.

c) You will positively participate in class discussion board activities.

d) This course is largely based on written assessments in papers and projects. I expect that you will use the course resources such as Sample Papers and the APA resource links to help you prepare your papers.

e) You will submit assignments on time—barring an emergency or illness, late papers are not accepted. If you have a valid problem, please contact me individually.

f) You will review the electronic feedback provided for papers in Grademark so that you can enhance your papers throughout the course.

g) You will let me know what you do not understand AFTER you have thoroughly read the instructions for the assignments.

h) I expect that you review, edit, and proof your work prior to submitting.
Student's Expectations

What can you expect from me?

a) If I have not returned an email within 24 hours, I did not receive your email. Please check the address and re-send your message.

b) You can expect me to grade thoroughly and provide feedback online on your papers to help you improve your grades on upcoming papers.

c) You can also expect me to be available to help you—however I need to hear from you as to the type of help you may need. I need clear questions in your emails—please be sure to identify the course information carefully.

Attendance and Participation
You are expected to attend class regularly and be highly participative. If you have only two absences and a 90% grade by the due date of the Reflection #4, you will not have to submit that paper. Be in class and do your work well—and get this reward for good work in the class!

Grading and Evaluation Criteria

The course will include written papers, discussion board activities, and in-class group projects for the semester grades. In lieu of a final, a SLAP (Self-Leadership Action Plan) will be required. The SLAP is both a paper and a presentation for each student.

Points are calculated through eCourseware to adjust for rounding. The following categories show the points necessary for each letter grade.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Grade Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>815-905</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>724-814</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>634-723</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>543-633</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>542 and lower</td>
<td>Less than 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Final Course Grades**

For all written papers, I use Turnitin.com and will post comments directly on your papers. To access these comments, go to “Grademark” in the respective dropbox. Click on Grademark and then on the “blue clouds” and you can see my comments directly on your paper. This method helps you immediately see where you need to make changes for your future papers. Turnitin.com also is a plagiarism detector and if your similarity score is over approximately
17%, I will be looking at your sources and paper carefully. Do not risk failing an assignment or the course--paraphrase, cite, and reference appropriately so that there’s no risk of plagiarism.

<table>
<thead>
<tr>
<th>Grade Component</th>
<th># of assignments</th>
<th>Point Value Each</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro Assignment</td>
<td>1</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Quizzes</td>
<td>12</td>
<td>10</td>
<td>120</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td>4</td>
<td>60</td>
<td>240</td>
</tr>
<tr>
<td>In-class Group Projects</td>
<td>4</td>
<td>50</td>
<td>200</td>
</tr>
<tr>
<td>Team Presentations</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Final Project</td>
<td>1</td>
<td>160</td>
<td>160 (210 total project)</td>
</tr>
<tr>
<td>Final Project Discussion Feedback</td>
<td>5 (minimum)</td>
<td>10 pts. each</td>
<td>50 (part of total project points—210)</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td></td>
<td></td>
<td><strong>905</strong></td>
</tr>
</tbody>
</table>

**Quizzes**

Twelve quizzes will be assigned each week. These will be taken online.

*Quizzes cannot be made up—so plan accordingly. Check the due dates on the quiz section of the course. These quizzes are based on the Neck & Manz text.*

**In-class Group Projects**

There are four in-class group projects. These projects will be distributed during the class on the assigned dates (check course schedule please). You will be in the same group as you will be with your discussion groups so you can engage with others. Each in-class group project will be different. For some, your group will be asked to do research for articles, some you will prepare a short PowerPoint in class, and others you will present the content of your project to the other groups. *These projects cannot be made up so check the dates and mark accordingly.*

**Reflection Papers**

During the course you will prepare four 3-4 page papers that discuss a particular topic from the course. The intent is for you to show your ability to apply the content to yourself in a specific way. It is important to show knowledge of the material and to identify specific behaviors or ideas you will implement.
Critical thinking should be obvious in the explanation as to your choices or conclusions. Include at least two outside sources, other than your course texts. An internet search, e.g. Google Scholar http://scholar.google.com/schhp?hl=en&amp;tab=ws would be a way to incorporate other perspectives on the topic. The U of M Library also has a number of excellent databases, such as ProQuest and Ebschost, to help you. Librarians are also available to help you with your searches as well under, “Ask A Librarian.”

The course texts may be used in addition to your researched sources. You should cite and reference the texts as well as your outside sources. APA should be used throughout the semester.

You are to use 2 outside sources, excluding your text, Mastering Self-Leadership, which is the primary text for the reflection papers. Rebooting Leadership may be used for the reflection papers but does not count as one of your 2 outside sources.

When you research outside sources, seek to find sources that have been published within the last 5 years. Use scholarly journals for your sources—the goal is to learn more about what is published recently about leadership.

You will submit your papers through the dropbox. Check the course schedule for due dates. Submission time for all reflection papers is 11:59 p.m. of the assignment due date.

Wikipedia cannot be used for the Reflection Papers, Discussion Posts, or the Final Project for sources. Leadership websites, though helpful and informative, cannot be used as your two primary outside sources. If you use them in addition to your two external sources, be sure to cite appropriately.

Your reflection papers and your discussion board assignments will alternate in due dates; you will not have both of these on assignments on the same week. Arranging the assignments in this way is designed to help you really focus on each assignment and prepare quality work. Review the syllabus, and the course schedule carefully each week for the assignments and due dates.

Grading

How will you be graded on the reflection papers? I will be evaluating these papers on demonstrated knowledge of the material, critical thinking/conclusions, potential for personal impact, professionalism, writing quality, relevance to self-leadership, & appropriate references.

- **Format:** APA, double-spaced, 1” margins all sides, Times New Roman font, 12 type size. *Proof and spellcheck! Writing errors will count! Refer to the sample paper provided in the Getting Started section.*

- **Include a cover page with each assignment**—Name of student, course, name of assignment, date. See APA cover page format in the links provided, OWL has great sample paper examples with cover pages. (OWL is the Online Writing Center from Perdue University)

- **Sample APA Paper**—Review the sample Reflection Papers carefully. Writing errors will count—apply what you learned in Business Communication (Mgmt 3510) in terms of report writing, references and citations, and scholarly writing. There are outside sources to help you apply APA appropriately. These links are included in the sample APA paper.

- **Supportive Sources:** As college seniors, you should be seeking strong sources for your reflection papers. Appropriate sources, properly cited and referenced per APA, will also be a grading component. Evaluate your sources carefully. Use the following points to evaluate your
sources for each reflection paper and your final project:

- **Credible**—is your source credible? As a journal, is it a scholarly work? (Examples: *The Journal of Management* is a credible source, *The Memphis Flyer*, for this purpose, is probably not a credible source).
- **Relevant**—does the source relate well to the weekly reading content?
- **Recent and Timely**—try to use sources that are written within the last five years

Remember, searching articles on the internet is much like going to the library. It takes some time to review the content and make sure that the article is right for your use. Allow time to seek appropriate articles. Keep a folder with the sources you use—they might be helpful for your final project.

**Intro Assignment**

Our first assignment will be a short written assignment which introduces you to the class and to me. Instructions will be posted in the course home page for this assignment.

The purpose of the introductory assignment is to introduce yourself to your group and to me. In addition, it gives you some early points in the class and provides a means for you to see my feedback to you—I will grade these but will give you more leniency in these assignments so you see my grading style.

**Final Project**—The requirements for this project will be given in class.

**Academic Integrity**

In their academic activities, students are expected to maintain high standards of honesty and integrity. **Academic dishonesty is prohibited.** Such conduct includes, but is not limited to, an attempt by one or more students to use unauthorized information in the taking of an exam, to submit as one’s own work, themes, reports, drawings, laboratory notes, computer programs, or other products prepared by another person or to knowingly assist another student in obtaining or using unauthorized materials.

**Plagiarism, cheating and other forms of academic dishonesty are prohibited.** Students guilty of academic misconduct, either directly or indirectly through participation or assistance are immediately responsible to their instructor. In addition to other possible disciplinary sanctions, which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or zero for an activity or to assign an “F” for the course.

**Quizzes in this course are not “open-book.” Please plan accordingly!**

**To understand plagiarism more, please visit,**
http://www.memphis.edu/fcbe/students/plagiarism.php

For more information on the Fogelman College of Business and Economics academic integrity policy, please visit http://www.memphis.edu/fcbe/students/integrity.php

Note that using a “Solutions Manual” or “instructor’s guide” is considered cheating. Should I have evidence that a student is using a “Solutions Manual” has occurred, I may take steps as described on the campus’ **Office of Student Conduct website**
<table>
<thead>
<tr>
<th>Course Schedule</th>
<th>Assignment</th>
<th>Date Due</th>
<th>Resource</th>
</tr>
</thead>
</table>
| Week One        | Course reading—  
Chapter 1, Neck &  
Manz  
Chapter 1, *Rebooting Leadership* | All reading assignments are due the week assigned—this is true for the entire semester and will not be repeated.  
Quiz #1—see the Quiz section in the course page | Course texts—please have available by the start of class.  
eCourseware Course Page—Resources and Information available |
| Tuesday, Aug 25 | Chapter 1, Neck &  
Manz  
Chapter 1, *Rebooting Leadership* |  |  |
| Thursday, Aug 27| Chapter 2—Neck &  
Manz and *Rebooting Leadership* | Introductory Assignment, 9/2/2015, dropbox  
Quiz #2 | Syllabus and course page, Sample APA Papers |
| Week Two        | Chapter 3—both texts | Quiz #3  
In-class group assignment #1 | Syllabus and course page, Sample APA resource links |
| Tuesday, Sept 2 | Chapter 3—both texts |  |  |
| Thursday, Sept 4| Chapter 4—both texts  
Reflection Paper #1—chapters 1-4 | 9/17—Reflection Paper #1, submit in dropbox  
Quiz #4 | Syllabus and course page, Sample APA Papers and APA resource links |
| Week Three      | Chapter 3—both texts | Quiz #3  
In-class group assignment #1 | Syllabus and course page, Sample APA resource links |
| Tuesday, Sept 8 | Chapter 3—both texts |  |  |
| Thursday, Sept 10| Chapter 4—both texts  
Reflection Paper #1—chapters 1-4 | 9/17—Reflection Paper #1, submit in dropbox  
Quiz #4 | Syllabus and course page, Sample APA Papers and APA resource links |
<p>| Week Four       | Chapter 5—both texts | Quiz #5 |  |
| Tuesday, Sept 15| Chapter 5—both texts |  |  |
| Thursday, Sept 17| Chapter 5—both texts |  |  |
| Week Five       | Chapter 5—both texts | Quiz #5 |  |
| Tuesday, Sept 22| Chapter 5—both texts |  |  |
| Thursday, Sept 24| Chapter 5—both texts |  |  |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week Six</td>
<td></td>
<td>Chapter 6—both texts</td>
<td>Quiz #6</td>
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<tr>
<td>Tuesday,</td>
<td></td>
<td></td>
<td>In-class group assignment #2 due 10/1/2015</td>
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<tr>
<td>Sept 29</td>
<td></td>
<td></td>
<td>Reflection #2 due 10/8/2015, submit in dropbox</td>
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<td>Thursday,</td>
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<td>Quiz #7</td>
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<td>Oct 1</td>
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<tr>
<td>Week Seven</td>
<td></td>
<td>Chapter 7—both texts</td>
<td>Reflection Paper #2</td>
</tr>
<tr>
<td>Tuesday,</td>
<td></td>
<td>Reflection Paper #2</td>
<td>Quiz #7</td>
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<tr>
<td>Oct 6</td>
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<tr>
<td>Thursday,</td>
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<td>Oct 8</td>
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<tr>
<td>Week Eight</td>
<td>Oct 10-13, 2015</td>
<td>Relax</td>
<td>Text readings, assignment provided in class, Sample APA Papers/APA resource links</td>
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<tr>
<td>Fall Break</td>
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<td>Relax</td>
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<td></td>
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<td><strong>Thursday, Chapter 7 continued</strong></td>
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<td>In-class Group Project, #3, 10/15//2015</td>
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<tr>
<td>Week Nine</td>
<td></td>
<td>Chapter 8—both texts</td>
<td>Quiz #8</td>
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<tr>
<td>Tuesday,</td>
<td></td>
<td>Team Projects Due</td>
<td>Thursday 10/22</td>
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<tr>
<td>Oct 20</td>
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<tr>
<td>Thursday,</td>
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<tr>
<td>Oct 22</td>
<td></td>
<td></td>
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<tr>
<td>Week Ten</td>
<td></td>
<td>Chapter 9—both texts</td>
<td>Quiz #9</td>
</tr>
<tr>
<td>Tuesday,</td>
<td></td>
<td>Reflection Paper #3 due</td>
<td>Reflection Paper #3 due in dropbox 10/29,</td>
</tr>
<tr>
<td>Oct 27</td>
<td></td>
<td><strong>START FINAL PROJECT, content in Final Project Section</strong></td>
<td></td>
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<tr>
<td>Thursday,</td>
<td></td>
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<tr>
<td>Oct 29</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Week Eleven</td>
<td></td>
<td>Chapter 10—both texts</td>
<td>Quiz #10</td>
</tr>
<tr>
<td>Tuesday,</td>
<td></td>
<td>In-class group project #4</td>
<td>In-class group project, due 11/5</td>
</tr>
<tr>
<td>Nov 3</td>
<td></td>
<td></td>
<td><strong>Sign up for Final Project Presentation Date</strong></td>
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<td>Thursday,</td>
<td></td>
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<tr>
<td>Nov 5</td>
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<td></td>
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<tr>
<td>Week Twelve</td>
<td></td>
<td>Chapter 11—Neck &amp;</td>
<td>Quiz #11</td>
</tr>
<tr>
<td>Week Fourteen</td>
<td>Tuesday, Nov 24</td>
<td>SLAP Presentations Begin</td>
<td>Review the final project requirements carefully</td>
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<tr>
<td>---------------</td>
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<tr>
<td>Thursday, Nov 26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Fifteen</td>
<td>Tuesday, Dec 1</td>
<td>SLAP Presentations Continue</td>
<td>Presentation dates assigned by earlier class sign-ups.</td>
</tr>
<tr>
<td>Thursday, Dec 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td>SLAP Presentations are in lieu of a final exam</td>
<td></td>
</tr>
</tbody>
</table>

The schedule above may be modified due to guest speaker schedules—all changes will be announced in class.

**Course Policies**

- Always include a subject line which includes the name of our course, MGMT 4461 001.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Choose wording carefully for clarity, courtesy, and completeness.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members. Use group emails appropriately and avoid excessive “reply alls” when not helpful to others.
Please email me from your U of M email (not elearn) to my U of M address, K.Tuberville@memphis.edu
I cannot easily reply to you from your elearn email.

Do not email assignments unless we have spoken, they will not be graded as it causes a disconnect in the eCourseware tracking of the assignment.

Questions For The Instructor

I want to hear from you with the following:
- Questions about the content—please read the syllabus first, then let me know if you still have questions
- Questions about how the course is working
- Problems you are encountering
- Technical issues with the course

You are in the same discussion group for the semester. See Group Assignments List in “Getting Started” section.

The following guidelines are standard points about discussion boards.
- Review the discussion threads thoroughly before entering the discussion.
- Try to maintain threads by using the “Reply” button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be positive and constructive in-group discussions.
- Respond in a thoughtful and timely manner.
- Demonstrate your understanding of the material and the comments in the discussion with insight and transparency.
- Demonstrate personal leadership qualities in your responses!

Student Services Information: Please access the FCBE Student Services page for information about
- Tutoring and other Academic Assistance
- Advising Services for Fogelman Students
- Technical Assistance

Students With Disabilities

Any student who may need class or test accommodations based on the impact of a disability is encouraged to speak with me privately to discuss your specific needs. Students with disabilities should also contact Disability Resources for Students (DRS) at 110 Wilder Tower, 678-2880. DRS coordinates accommodations for students with documented disabilities. For more information visit the DRS website at www.memphis.edu/drs.

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notes, computer programs, or other products prepared by another person or to knowingly assist another student in obtaining or using unauthorized materials.

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**Syllabus Changes**

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will announce changes in class and post on the opening page of the course eLearn page.

Extra credit options may be presented during the semester—these are at the discretion of the instructor and will be for activities that provide personal development. These will be announced through the course news page.

**Professional Development Opportunities**

Successful leaders recognize that growth is a process and that the more you learn, the more you grow.

The Avron B. Fogelman Professional Development Center offers a wide-range of opportunities to help you develop your personal brand and image. Extra credit may be offered during the semester for these opportunities.

Some of the many activities in the Complete Professional Program include:

- Professionalism First!
- Dining Etiquette
- Against All Odds Luncheon Series
- Women In Action
- Toastmasters
- Fogelman Serves
- Fogelman Fit
For more information, visit [www.memphis.edu/fcbe](http://www.memphis.edu/fcbe) and register online throughout the semester. You can also email [professional@memphis.edu](mailto:professional@memphis.edu) for additional information regarding the Complete Professional Program.

**SHRM—Society of Human Resource Management**

The UM Student SHRM chapter meets monthly and is a great way to get your acclimated to current HR issues, including leadership. See the “How To Join SHRM” information on the course page and look for details of our next meeting. Faculty sponsors are Dr. Carol Danehower and Dr. Kathy Tuberville.
The Complete Professional Program

Successful completion of your academic program is an essential component of your future career path. By completing the requirements of this course, you will have made a significant investment in your career. In addition, be sure to invest in your professional development by taking part in "The Complete Professional Program," sponsored by the Avron B. Fogelman Professional Development Center. This program is available exclusively to business majors and will help you make a smooth transition into the work world.

FOR MORE INFORMATION, TEXT "PRO" TO 31996, visit memphis.edu/professional or come see us in Room 274.