Course Syllabus
MGMT7135 – Seminar in Leadership
Spring 2016
2 Credit Hours

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Office Hours: None – email & phone

**Course Description**

Theoretical and practical consideration of leadership in high performing business organizations; detailed analysis of relevant organizational behavior concepts; particular focus on theories of motivation, styles of leadership, and emotional intelligence.

**Course Overview**

An examination of leadership from the perspective of the individual within the organization 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. This course focuses on major themes of leadership and organizational behavior with the intent of identifying specific principles and behaviors that drive the attainment of organizational objectives and worker/employee engagement.

**Pre-Requisites/Co-Requisites:**
None, although it assumed that you have experience with online instruction.

**Required Texts (and Related Materials):**
The 360 Degree Leader Workbook - Maxwell - ISBN 978-0-78526-095-0 **MUST BE A NEW BOOK**
Location of Course Materials:
Other than the tests, materials will be found in course content. Students should check course news multiple times per week.

Course Objectives:
Students should be able, at the end of the course, to:

1. Demonstrate an understanding of the complexity and challenges of leadership, including various styles, theories, and models of leadership.
2. Demonstrate an understanding of various approaches to leadership.
3. Describe the five functions of a high-performing team and how to attain them.
4. Document their personal “brand” of personal leadership including the role of personal presence in leadership effectiveness
5. Interpret personal surveys/assessments to indicate strengths and areas of improvement
6. Operationalize a plan to develop their personal leadership style as to building influence in organizations

Fogelman College: Learning Outcomes for Your Degree

Course Methodology
This is an online course and much of the learning will be self-managed and self-paced. This has the benefit of accommodating each student’s unique schedule and learning style. Everything will be done fully online and asynchronously (meaning the class will not meet at specific times). The keystone of this course is the group discussion. This is an opportunity to explore the concept of leadership in a fashion that makes it very personal and very applicable to your world.

Professor’s Expectations:
We will spend our time reading, discussing, reflecting and writing. Your work will reflect a superb knowledge of the material as demonstrated by references to the texts and other resources in support of critical thinking, analysis, and application on your part. It is critical that you are prepared and on time with your work. Given that this class would normally meet for two hours each week (plus travel) and have an hour of work for each hour of class time, prepare to invest 3-4 hours (on average) per week.

Student’s Expectations:
There are certain things you can expect from me including: well-organized and engaging learning experience, response to emails within two (2) business days, and feedback on all work submitted within 7-10 calendar days. You can also expect to be equipped to assert your leadership influence in any venue by the end of the semester.
**Course Topics**

Module 1 Topics: The Five Dysfunctions of a team – We examine what it takes to be a highly-productive team.

Module 2 Topics: Introduction to Leadership: a leadership framework and the various approaches to describing & defining leadership

Module 3 Topics: Leadership Theories – a survey of the most commonly found leadership theories.

Module 4 Topics: Strengths-Based Leadership – we take advantage of the enormous amount of research that the Gallup organization has done regarding effective organizations.

Module 6: Leadership Models: an examination of a variety of popular leadership models

Module 5: The 360 Degree Leader – John Maxwell asserts that we can lead from anyplace in an organization in a 360 degree fashion – up, across, down.

Module 7: Special Topics of Leadership: Women, culture, and ethics in leadership.

**Grading and Evaluation Criteria**

You will be evaluated based on scoring rubrics found in the getting started section of course content.

**Formal Assessed Activities**

- Module Discussions 25
- Book Chapter 50
- Book on Leadership 50

**Final Exam**

A final project (book chapter & book on leadership) is required instead of an exam. More details are in course content.

**Final Course Grades**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>Module Discussions</td>
<td>350</td>
<td>360-400 --- A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>320-359 --- B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>280-319 --- C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>240-279 --- D</td>
</tr>
<tr>
<td>Book Chapter</td>
<td>50</td>
<td></td>
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<tr>
<td>Book on Leadership</td>
<td>50</td>
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<td>450</td>
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**Schedule of Activities**

**Week of:**

January 18 & 25  Module One: Introductions & Five Dysfunctions of a Team
February 1 & 8   Module Two: Approaches to Leadership
February 15 & 22 Module Three: Leadership Theories
February 29      Module Four: Strengths-Based Leadership
March 7          Spring Break
March 14 & 21    Module Five: Leadership Models
Grade Items

Group Discussions
From start to finish, this course is highly interactive with the teams as assigned. The importance of quality interaction is reflected in the weighting toward your final grade. You will be participating in a discussion each week regarding a particular topic with a small group of classmates. (1) You will be required to post your response by Friday of each week. Your post should show knowledge of the reading material (cite author, page numbers, etc.) and critical thinking on your part. It also must refer to one outside reference. At the least, this will be a substantial, well-written paragraph.

(2) You will also respond to each member of your discussion group by Sunday with a reply that shows the same level of knowledge and thought as your original post; e.g. “I agree”, “nice post”, “I was thinking the same thing” etc. will not work.

(3) You will finalize that week’s discussion by posting a summary of your thinking by Monday on the topic as influenced by the input of your group. Be sure to refer to the specific feedback (direct quotes) from your group members. Your grade for a discussion will be equally weighted among these three discussion activities.

Grade criteria = Adherence to posting deadlines, demonstrated knowledge of the material, critical thinking/conclusions, potential for personal impact, relevance to self-leadership, integration with personal survey if applicable, and application to your organization See rubric posted in course content.

Format: APA, double spaced, 1” margins, Arial, calibri or times new roman 12 font

Book Chapter
You will write 4-5 page paper that includes research, comments from your group discussions, and a summary of your own on a topic from our readings. Specifics will be published around midterm.

Final Project
You will serve as editor for your own “Book on Leadership”. From articles submitted by the class regarding our five books, you will select one each (five articles/chapters) for your book. You will write a preface and a summary of the five chapters that includes significant leadership lessons you have learned. Specifics on this project will be published around midterm.

Plagiarism

I have enabled detailed plagiarism detection for dropbox submissions using the Turnitin technology. This feature prepares an Originality Report, indicating the amount of matching content with other sources. A lower percentage rating indicates that most of the content is original; a higher percentage rating indicates that much or all of the content match’s content found in other sources and may require further investigation. The percentage ranges are associated with colors. This information is only seen by me, but I may refer to this:
Blue: \( \geq 0 \) and \( < 20\% \)

Green: \( \geq 20 \) and \( < 40\% \)

Yellow: \( \geq 40 \) and \( < 60\% \)

Orange: \( \geq 60 \) and \( < 80\% \)

Red: \( \geq 80 \) and \( \leq 100\% \)

Course Policies

E-MAIL:

All students are required to maintain and access their University of Memphis (@memphis.edu) email account. You will receive all official course correspondence at this email account. Any inability to receive incoming mail in a timely fashion (e.g., not regularly checking your email, having a “full mailbox” condition, etc.) is the student’s responsibility. You should communicate with the instructor only with your University email.

NOTE: It will never be appropriate to email your assignments. Contact me and I will advise.

Attendance:

Since this is an online class taught asynchronously, there are no scheduled meeting times. Thus, formal attendance will not be taken. However, you are expected to stay active and engaged throughout the academic term and keep up with the schedule of activities. Your full engagement in the class begins on the first day of the semester and should be maintained until the last assignment is submitted. For students receiving federal student loans, any lack of engagement in the course may be treated as non-attendance and potentially impact access to student loans in the future.

Adding/Dropping:

If you have questions about adding or dropping classes, please refer to this page on the Registrar’s website.

Academic Integrity:

The University of Memphis has clear codes regarding cheating and classroom misconduct. If interested, you may refer to the Student Handbook section on academic misconduct for a discussion of these codes. Note that using a “Solutions Manual” is considered cheating. Should your professor have evidence that using a “Solutions Manual” has occurred, he/she may take steps as described on the campus’ Office of Student Conduct website. If you have any questions about academic integrity or plagiarism, you are strongly encouraged to review the Fogelman College’s Website on Academic Integrity.
Participation:
To be successful in this course as a student, you must stay active and involved throughout the entire semester. Students are expected participate in all interactive aspects of the course. You should also regularly communicate with the instructor as part of your overall learning experience, check into the course frequently for announcements (usually on the course home page), and actively participate in threaded discussion events (both formal and informal). You should plan on logging into the course at least three times each week.

Classroom or Online Behavior:
All participants in the course should be considerate of the other course participants and treat them (as well as their opinions) with respect. The class will operate under the assumption that any and all feedback offered is positive in nature and that the intentions of the person(s) providing feedback are strictly honorable. Insensitivity in this area will not be tolerated. If you have any questions about online communication, you should review the Fogelman College's Netiquette website.

Because of the nature of this particular course – appropriate behavior is critical to your success!

Late Assignments:
Assignments and projects may be submitted anytime up to and including the date due. Please review all information in this syllabus and related “Course Activity Summary / Schedule” for all due dates for formally assessed work. If your work is not submitted on time, the instructor reserves the option to not accept late assignments depending upon the circumstances and appropriate communication between the student and the instructor.

Advance notice is always appreciated and influential in your instructor’s willingness to accept your work.

Extra Credit:
There is no extra credit offered in this course. Your final grade will be computed based on your work on the formal/assessed activities previously described in this syllabus.

Reporting Illness or Absence:
Online course generally preclude the need for this, but emergencies, previously-scheduled medical procedures, etc. can influence your participation. Informing the instructor sooner rather than later is always the best approach. The instructor reserves the right to request documentation.

Inclement Weather:
Although it would seem that this has nothing to do with an online course, you are expected to have online access at all times.
**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 immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

**Student Services**

Please access the [FCBE Student Services](#) page for information about:

- Students with Disabilities
- Tutoring and other Academic Assistance
- Advising Services for Fogelman Students
- Technical Assistance