

University of North Texas at Dallas
Fall 2024
DISTANCE EDUCATION SYLLABUS

MGMT 4470.0073: Leadership - Fall 2024 3 hrs.

Department of	Management
Instructor Name	Professor Matthew L. Houston
Office Location	Founders Hall 320
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Email Address	Matthew.Houston@untdallas.edu
Office Hours	Upon Request on Canvas OR Email. Professor plans to respond within 24 hours of contact
Virtual Office Hours	Upon Request on Canvas OR Email. Professor plans to respond within 24 hours of contact
Course Format/Structure	Online
Classroom Location	N/A
Class Meeting Days & Times	N/A
Course Catalog Description	MGMT4470 (3 hours) An in-depth course on leadership. Students are provided tools and leadership methods that will apply to various organizational structures. Students gain insights about their own personalities, skills, ethics, values, and beliefs as they related to leading others, and can discuss and debate several leadership topics.
Prerequisites	N/A
Corequisites	N/A
Required Reading	Northouse, Peter G., Leadership: Theory and Practice, 9th ed., Sage Publications, Inc. ISBN: 978-150636231
Recommended Reading & References	N/A
Access to Learning Resources	UNT Dallas Library: Phone: (972) 338-1616; Website URL: http://www.untdallas.edu/library UNT Dallas Bookstore: Phone: (972) 780-3652; Website URL: http://www.untdallas.edu/bookstore Email: untdallas@bkstr.com

Canvas Resources	Canvas Help for Students: Browser and Computer Requirements for Canvas: https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Instructure/tap/66 Access Canvas via untdallas.instructure.com <ul style="list-style-type: none"> • Username: your EUID # • Password: your password Canvas 24/7 Phone Support for Students: 1-833-668-8634 Canvas Help Resources: Web: Canvas Student Guide Contact Distance Learning & Instructional Technology (DLIT) Email: distancelearning@untdallas.edu
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Course Overview

Course Goals/Overview:

The goals of this course are:

1. to provide students with an understanding of the various theoretical perspectives of leadership while also
2. immersing them in practical scenarios where concepts, theories, and approaches can be applied in “read world” organizational issues.

Learning Objectives/Outcomes: At the end of this course, students will be able to:

1. Understand the basic knowledge of key leadership theories, strategies, and approaches
2. Learn and Identify self-awareness of one’s personal leadership style.
3. Evaluate leadership dilemmas within organizations.
4. Analyze and recommend action-oriented decisions through case analysis.
5. Delineate between leadership and management.

Distance Education Course Outline and Discussion Topics

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Canvas announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Schedule	Topic	Activities	Due Date
Week 1	Chapter 1: Leadership Introduction	<p>Review Syllabus, Schedule, and Expectations</p> <p>Professor will assign Six Groups</p> <p>Discussion Board #1: What Is Leadership? Answer the questions listed under Discussion Board in Canvas.</p> <p>The professor will Random Select student Individual Case and post the student's name, case, week due.</p> <p>View Generations at Work PPT</p> <p>Read Chapter 1 and listen to professor chapter overview</p>	<p>Discussion board initial post due Wednesday by 11:59pm; (2) peer responses due by Sun., 11:59</p>
Week 2	Chapter 2: Trait Approach	<p>Listen to professor chapter 2 overview</p> <p>Discussion Forum</p> <p>Discussion Board #2: Why Is Leadership Important? Answer the questions listed under Discussion Board</p> <p>Submit Chapter 2 Summary and Leadership Trait Questionnaire, and refer to Syllabus</p>	<p>Initial post due no later than Wed by 11:59 pm. Posts to (2) peers due no later than Sunday by 11:59 pm</p>
Week 3	Chapter 3: Skills Approach	<p>Listen to professor chapter 3 overview</p> <p>Group Formation and Selection of group leader</p> <p>Discussion Forum Discussion Board #3 Examining the Impact of a Good Leader.</p>	<p>Initial post due no later than Wed by 11:59 pm. Posts to (2) peers due no later than Sunday by 11:59 pm</p>

		<p>Answer the questions listed under the Discussion Board.</p> <p>Submit Chapter 3 Summary and Leadership Trait Questionnaire, refer to Syllabus</p>	
Week 4	Chapter 4: Behavioral Approach	<p>Listen to professor chapter 4 overview</p> <p>Submit Chapter 4 Summary and Leadership Trait Questionnaire, refer to Syllabus</p>	
Week 5	<p>Chapter 5: Situational Approach</p> <p>Chapter 6: Path-Goal Theory</p>	<p>Listen to professor chapters 5 and 6 overviews</p> <p>Discussion Forum Discussion Board #4: Collaboration Produces the Best Outcomes Answer the questions listed under Discussion</p> <p>Submit Chapters 5 and 6 Summary and Leadership Trait Questionnaire, refer to Syllabus</p>	Initial post due no later than Wed by 11:59 pm. Posts to (2) peers due no later than Sunday by 11:59 pm
Week 6	Chapter 7: Leader-Member Exchange Theory	<p>Listen to professor Chapter 7 overview</p> <p>Submit Chapter 7 Summary and Leadership Trait Questionnaire, refer to Syllabus</p>	
Week 7	Chapter 8: Transformational Leadership	<p>Listen to professor Chapter 8 overview</p> <p>Discussion Forum Discussion Board #5 Transformational and Transactional Leadership Answer the questions listed under Discussion Board</p> <p>Submit Chapter 8 Summary and Leadership Trait Questionnaire, refer to Syllabus</p>	Initial post due no later than Wed by 11:59 pm. Posts to (2) peers due no later than Sunday by 11:59 pm

Week 8	Chapter 9: Authentic Leadership	<p>Mid-Term Exam (Covers Chapters 1-8)</p> <p>Listen to professor Chapter 9 overview</p> <p>Discussion Forum Discussion Board #6 Embracing Failure. Answer questions listed under Discussion Board.</p> <p>Submit Chapter 9 Summary and Leadership Trait Questionnaire, refer to Syllabus</p>	<p>10/15</p> <p>Initial post due no later than Wed by 11:59 pm. Posts to (2) peers due no later than Sunday by 11:59 pm</p>
Week 9	Chapter 10: Servant Leadership	<p>Listen to professor Chapter 10 overview</p> <p>Discussion Forum Discussion Board #7, Leadership and Ethics. Answer the questions listed under Discussion Board in the Syllabus.</p> <p>Submit Chapter 10 Summary and Leadership Trait Questionnaire, refer to Syllabus</p>	<p>Initial post due no later than Wed by 11:59 pm. Posts to (2) peers due no later than Sunday by 11:59 pm</p>
Week 10	Chapter 11: Adaptive Leadership	<p>Listen to professor Chapter 11 overview</p> <p>Submit Chapter 11 Summary and Leadership Trait Questionnaire, refer to Syllabus</p>	
Week 11	Chapter 12: Followership	<p>Listen to professor Chapter 12 overview</p> <p>Submit Chapter 12 Summary and Leadership Trait Questionnaire, refer to Syllabus</p>	
Week 12	<p>Chapter 13: Leadership Ethics</p> <p>Chapter 14: Team Leadership</p>	<p>Listen to professor Chapters 13 and 14</p> <p>Discussion Forum Discussion Board #8 Building New Leaders</p>	<p>Initial post due no later than Wed by</p>

		<p>Answer the questions listed under Discussion Board</p> <p>Submit Chapter 13 & 14 Summary and Leadership Trait Questionnaire, refer to Syllabus</p>	11:59 pm. Posts to (2) peers due no later than Sunday by 11:59 pm
Week 13	Chapter 15: Gender and Leadership	<p>Listen to professor Chapter 15 overview</p> <p>Submit Chapter 15 Summary and Leadership Trait Questionnaire, refer to Syllabus</p> <p>Individual Case Analysis due for all chapters</p> <p>Final preparation for group presentation</p>	
Week 14		<p>Group Presentations</p> <p>Group schedule 20-minute slot with Professor 11/25-27/2024</p>	
Week 15	Chapter 16: Culture and Leadership	<p>Listen to professor Chapter 16 overview</p> <p>Submit Chapter 16 Summary and Leadership Trait Questionnaire, refer to Syllabus</p> <p>Extra Credit Post – Reflective Paper based on knowledge gained and questionnaires (30 points)</p>	
Week 16		Final Exam (90 minutes)	

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course, such as chapter summaries, questionnaires, exams, discussion boards, case studies (individual), and presentations (group).

Chapter Summary and Leadership Trait Questionnaire (Chapters 2-16)

The chapter summary should include important points; eliminate opinion. Introduction, Details, and Summary; **IN YOUR OWN WORDS**. At the end of the summary, include your scores from the Leadership Trait Questionnaire. Please refer to the syllabus for due dates. The chapter summaries are important as they help prepare you for the mid-term and final exams. Papers should be submitted via Canvas; 12-font, double-spaced, Times New Roman. At least one page for the chapter summaries.

Exams

- **Mid-Term**
- **Final**

Exams will include multiple choice, true/false, and short answer responses. **Exam policy:** Quizzes and or exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Discussion Board

The class will review and discuss eight (8) videos presented by Professor Matt Houston ([Leadership Essentials w/ Matt Houston](#)).

Your initial post no later than Wednesday, 11:59pm will incorporate the main concepts of each video. Include in your response how the concepts you identified relate to the text. (2) peer responses are to enhance the discussion, posted no later than Sunday, 11:59pm. "I agree or disagree" is not an acceptable peer response; why do you agree or disagree? **All three posts, on the same day, will result in a zero for the discussion board.**

Individual Case Study

Use the following format to critically analyze the case assigned. Problem(s) means more than one problem; solution(s) means more than one solution. Root Problem (one); i.e., if we do not do this, the organization will shut down, and the same is true for Root Solution; this will save the company. **To receive full credit for the individual case study, you will also need to answer the questions at the end of the case.**

- (1) Identify the main characters (those who play a key role in the case)
- (2) Trace the chronological series of events
- (3) Isolate the problem(s) more than one
- (4) Propose the solution(s) more than one to the problems based on the facts in the case and your personal and educational experience. Ask "what options might be available"?
- (5) Explore the root problem; one. There is a difference in the possible "root problem" and "symptoms."
- (6) Root solution (one). What is the most feasible solution/option from the firm's available resources, which will best satisfy the stakeholders? Your assessment of the case study will depend on the facts and your reasoned argument.

Group Presentation

Each group will select a leadership style from the text, conduct and present research (7-10 peer reviewed references) related to the style. Included in the presentation will be a CEO of a publicly traded company that best reflects the leadership chosen and why. The group will have 10-15 minutes to present the style chosen, research articles, and the CEO.

- You, as a group, are the subject-matter experts in the leadership style chosen;
- Cover the leadership style research articles
- CEO chosen;
- Utilize a PPT
- All members of the group will present

Further instructions will be provided on how to link the presentation.

Extra Credit

Extra Credit Assignment 1 (15 points) – Please answer the following questions in paragraph format

- From what you have learned this semester, **not textbook answer, define leadership;**
- There is a **distinction between leaders and managers. Provide three differences;**
- Your **skills model includes what three skills and their significance;**
- You are **planning a budget; is this a leadership or management skill? Yes or no does not answer the question. Explain.**

Extra Credit Assignment 2 (15 points) – Refer to the text, Drill Sergeant at First case and answer the following questions:

- He **changed his leadership style from “what to what”;** explain what his initial style was and what his current style is.
- From what **you have learned this semester**, please answer the following question. You have just moved from a management position to a leadership position. **What will you do in the first week, first month, and first year?**

Grading Matrix:

Activities/Assignments	Points
Chapter Summary and Leadership Trait Questionnaire	225
Exams <ul style="list-style-type: none"> • Mid-Term (100) • Final (100) 	200
Group Presentation	100
Video Discussion Boards (8@15 points)	120
Individual Case Study	75
Total	720

GRADE DETERMINATION:

A = 648-720 points or better or 90-100%

B = 576 – 647 points or 80-89%

C = 504 – 575 points or 70-79%

D = 432 – 503 points or 60-69%

F = 431 points or below 59%

Need tutoring services or just some help with a particular assignment? For tutoring that empowers students to achieve success, schedule an appointment with the Learning Commons today at <https://www.untDallas.edu/learning/schedule-appointment/>.

Course-Specific Policies

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true>.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Policy 7.005 Student Attendance at <https://www.untDallas.edu/hr/upol>).

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas at Dallas makes reasonable academic accommodations for students with disabilities. Students seeking accommodations must first register with the Disabilities Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delays in implementation. Note that a student must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letter during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDisability@untDallas.edu on the first floor of the Student Center.

Canvas Instructure Accessibility Statement:

University of North Texas at Dallas is committed to ensuring that online and hybrid courses are usable

by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. The Canvas Instructure Accessibility Statement is provided at <https://www.canvaslms.com/accessibility>.

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

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 UNT Dallas Academic Integrity Policy in the appropriate Catalog at <http://dallascatalog.unt.edu>.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

The use of artificial intelligence (AI) tools, including large language models like ChatGPT, for the completion of coursework in this class is subject to the following policy:

- *Permitted Uses: Students may use AI tools for brainstorming, research assistance, and initial drafting. However, the output generated by these tools should be critically evaluated and not incorporated directly into assignments.*
- *Original Work: All submitted work must be the student's original creation. AI-generated content should be used as a starting point for further development and must be clearly cited and attributed.*
- *Academic Integrity: The use of AI tools does not absolve students of their responsibility to uphold academic integrity. Any attempt to pass off AI-generated content as one's own work will be considered a violation of academic honesty policies.*
- *Citation and Attribution: When using AI tools, students must properly cite and attribute the AI-generated content in accordance with the citation style specified for the assignment.*
- *Critical Thinking: The goal of this course is to develop critical thinking and problem-solving skills. While AI tools can be helpful, they should not be used as a substitute for independent thought and analysis.*
- *Instructor's Discretion: The instructor reserves the right to further restrict or prohibit the use of AI tools in specific assignments or assessments.*

Students are encouraged to discuss any questions or concerns about the use of AI tools with the instructor.

Web-based Plagiarism Detection: Please be aware in some courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom etiquette:

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's Rights, Responsibilities, and Conduct will be referred to the Dean of Students as the instructor deems appropriate (UNTD Policy 7.001 found at <https://untsystem.policytech.com/dotNet/documents/?docid=1278&public=true>).

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Canvas classroom 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 the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to [UNT Dallas' Registrar](#) for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Classroom Disruption:

Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absent for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (UNTD Policy 7.001 found at <https://untsystem.policytech.com/dotNet/documents/?docid=1278&public=true>) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that

interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Course Evaluations:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester via your campus email, providing you a chance to comment on how this class is taught. I will not have access to the results of the evaluations until after final grades have posted. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Bad Weather Policy:

Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to <http://www.untDallas.edu/police/resources/notifications>.

Inclement Weather and Online Classes:

Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Technology Assistance: To successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

Browser and computer requirements for Canvas:

<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Instructure/ta-p/66>