REQUIRED COURSE TEXT

COURSE DESCRIPTION

MGMT 3287. Managerial Leadership. (3) Prerequisite: MGMT 3140 with a C or better. A managerial perspective on leadership in formal organizations. Emphasis is placed on team-building, exercising influence, decision-making, and conflict management. Pedagogical tools to be used include role playing, case analyses, self-assessment of leadership competencies, and shadowing of working managers.

COURSE OVERVIEW

Managerial Leadership covers the essential skills necessary to be a more productive leader as well as a more effective manager. Increasingly, individuals want to feel connected to the “bigger picture” in organizations. They expect leaders to create direction and commitment and enable them to work together to achieve personal and organizational success. There is no single style of leadership that is effective in all situations. However, there are basic principles and processes that all effective leaders apply. This course focuses on those principles and processes.

COURSE OBJECTIVES

Upon completion of this course you should be able to:

1. understand managerial leadership
2. appreciate and understand the relationship between culture and leadership
3. understand the relevance of leadership theories and concepts and their relationship to practice
4. develop team-building and decision-making skills
5. understand and apply change leadership skills
6. create the capacity for self-leadership
7. develop leadership and interpersonal skills using self-assessments, self-evaluations, experiential exercises, and case analyses.

CLASS FORMAT

You will achieve the objectives of the course through a combination of lectures, class discussions, assignments, and experiential exercises. Since this is an interactive, discussion-driven course, your attendance and participation are expected.

Do you have any questions about the course? If so, feel free to get in touch with me and share your thoughts and expectations on the course.

CLASS POLICIES

1. Read assignments before class and be prepared to answer questions in class. Your comments and questions are welcomed in this course. If you do not understand any material, please ask.

2. Your work will be collected at the beginning of class on the day it is due. Assignments will be considered late if they are turned in after the beginning of the class.

3. All assignments turned in must be typed. Please use a 12-point font in Times New Roman or Arial. Since right justified margins create unusual spacing, they should be avoided. When you submit an assignment, please keep a copy for your records.

4. Written assignments will be graded on content, format, organization, and grammar. To improve your grades on your written assignments, you are strongly encouraged to review a draft of each assignment with your professor, during his office hours, prior to submitting your final document. Some important criteria to consider in writing various business documents include: Content (weak integration of leadership theory and practice, missing important information/details), Format (spacing, alignment, neatness), Organization (direct/indirect style, logic), and Grammar (writing style, misspelled words, subject/verb agreement, awkward phrases, tone, punctuation, sentence/paragraph length, coherence, word choice, active/passive voice, parallelism, and transitions).

5. Please bring your name card to every class throughout the semester. This will help me to learn your name and to factor your participation in any borderline situations involving the course grade.

6. Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.
7. Because of privacy issues, final grades will not be posted. However, you may obtain your grade for the course by accessing the UNC Charlotte website.

8. The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class [or by written or email notice].

**ACADEMIC INTEGRITY**

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. The following information from the current UNC Charlotte Catalog is provided for your information.

**THE UNC CHARLOTTE CODE OF STUDENT ACADEMIC INTEGRITY**

The UNC Charlotte Code of Student Academic Integrity governs the responsibility of students to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties. The following conduct is prohibited in that Code as violating those standards:

A. **Cheating.** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

B. **Fabrication and Falsification.** Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

C. **Multiple Submission.** The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

D. **Plagiarism.** Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.

E. **Abuse of Academic Materials.** Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.

F. **Complicity in Academic Dishonesty.** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. A full explanation of these definitions, and a description of procedures used in cases where student violations are alleged, is found in the complete text of The UNC Charlotte Code of Student Academic Integrity. This Code may be modified from time to time. Students are advised to contact the Office of the Dean of Students or go to www.legal.uncc.edu/policies/ps-105.html to ensure they consult the most recent edition.
DISABILITY SERVICES STATEMENT

UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or visit their office at Fretwell 230.

GRADING POLICY

Grades for this course will be determined by your performance on the following work:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>150*</td>
<td>A = 540-600 pts.</td>
</tr>
<tr>
<td>Exam 2</td>
<td>150*</td>
<td>B = 480-539 pts.</td>
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<tr>
<td>Comprehensive Final</td>
<td>200</td>
<td>C = 420-479 pts.</td>
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<tr>
<td>Individual Case</td>
<td>100</td>
<td>D = 360-419 pts.</td>
</tr>
<tr>
<td>Quizzes (5/6 @30 points each)</td>
<td>150*</td>
<td>F = 0-359 pts.</td>
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<tr>
<td>Total Points</td>
<td>600</td>
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* Your lowest grade of these three will be deleted

ATTENDANCE POLICY & CLASS PARTICIPATION

Students who punctually attend class on a regular basis most often perform at a higher level on exams and assignments. Thus, attendance at all class sessions is expected. Absences from class may be excused for such reasons as personal illness, religious holidays, or participating as an authorized University representative in an out-of-town event. Whenever possible, you are expected to seek the permission of your instructor prior to absences.

Material will be presented in class that is not in the text and will be on the exams. If you miss a class, you should obtain notes from a trusted classmate. Although I do not take formal attendance at all classes, I reserve the right to do so at any time.

Since this course is designed to elicit discussion, it is incumbent on you to be PREPARED to discuss material at each class meeting. You are expected to be an active participant and to make meaningful comments on the topics being discussed. You should, therefore, make a conscientious effort to attend class and to be sufficiently prepared to contribute to the discussions.

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct
during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

**QUIZZES AND EXAMINATIONS**

During the semester we will have 6 quizzes; 5 will count toward the equivalent of a term exam. We will also have two term examinations and a comprehensive final. All material covered in readings, assignments, and class discussions is subject to examination. Make-up quizzes will not be given. Make up exams will be given only if you miss an exam as a result of an approved absence.

**COURSE OUTLINE AND ASSIGNMENT SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>R</td>
<td>1/8</td>
<td>Course Overview</td>
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<td></td>
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<tr>
<td>T</td>
<td>1/13</td>
<td>Introduction to Leadership</td>
</tr>
<tr>
<td>R</td>
<td>1/15</td>
<td>Trait Approach</td>
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<tr>
<td>T</td>
<td>1/20</td>
<td>Trait Approach</td>
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<tr>
<td>R</td>
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<td>Skills Approach</td>
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<td>T</td>
<td>1/27</td>
<td>Skills Approach</td>
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<tr>
<td>R</td>
<td>1/29</td>
<td>Style Approach</td>
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<tr>
<td>T</td>
<td>2/3</td>
<td>Style Approach</td>
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<tr>
<td>R</td>
<td>2/5</td>
<td>Situational Approach</td>
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<tr>
<td>T</td>
<td>2/10</td>
<td>Contingency Theory</td>
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<tr>
<td>R</td>
<td>2/12</td>
<td>Contingency Theory</td>
</tr>
<tr>
<td>T</td>
<td>2/17</td>
<td><strong>EXAM I (Chapters 1-6)</strong></td>
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<tr>
<td>R</td>
<td>2/19</td>
<td>Path-Goal Theory</td>
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<tr>
<td>T</td>
<td>2/24</td>
<td>Path-Goal Theory</td>
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<td>R</td>
<td>2/26</td>
<td>Leader-Member Exchange Theory</td>
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<tr>
<td>T</td>
<td>3/3</td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>R</td>
<td>3/5</td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>T</td>
<td>3/10</td>
<td>Transformational Leadership</td>
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<tr>
<td>R</td>
<td>3/12</td>
<td>Transformational Leadership</td>
</tr>
<tr>
<td>T</td>
<td>3/17</td>
<td>Servant Leadership/ Authentic Leadership</td>
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</table>
Final Exam: Tuesday, May 5 11:00 a.m.-1:30 p.m.

An Expanded View of Plagiarism (With permission of Dr. Douglas Pugh)

Over the past several years I have noticed a growing problem with plagiarism at both the undergraduate and graduate level. When confronted, students have claimed either (a) ignorance as to what constitutes plagiarism, or (b) that they "just forgot" to include the appropriate citations. The purpose of this document is to make the meaning and definition of plagiarism perfectly clear by providing formal definitions and numerous examples. Its purpose also is to make you aware that this is an issue I take very seriously, and, as such, you should too as you prepare your formal written work for this course.

The material below is taken from the UNCC Code of Student Academic Integrity (on the web at http://www.uncc.edu/policystate/ps-105.html. This is a useful resource if you have any questions regarding plagiarism or other matters of academic integrity. However, the best way to get an answer if you are in any way confused is simply to ask me.
According to the UNCC Code of Academic Integrity: "Plagiarism is use of the distinctive ideas or words belonging to another person without adequate acknowledgement of that person's contribution. In the context of academic work the standards for acknowledging sources are very high. An author must give due credit whenever quoting another person's actual words, whenever using another person's idea, opinion or theory, and whenever borrowing facts, statistics or illustrative material, unless the information is common knowledge". The two most common areas where plagiarism is an issue come in the use of direct quotations and in paraphrasing.

Direct Quotation: Every direct quotation must be identified by quotation marks or by appropriate indentation, and must be promptly acknowledged. The citation must be complete and in a style appropriate to the academic discipline.

EXAMPLE: The following is an example of an unacknowledged direct quotation:

Original Source: “To push the comparison with popular tale and popular romance a bit further, we may note that the measure of artistic triviality of works such as Sir Degare or even Havelok the Dane is their casualness, their indifference to all but the simplest elements of literary substance. The point is that high genre does not certify art and low genre does not preclude it.” (From Robert M. Duran, Chaucer and the Shape of Creation, Howard University Press, 1967, p. 187.)

Student Paper: “To push the comparison with popular tale and popular romance a bit further, you can note that the measure of the artistic triviality in some works of Chaucer's time period is their casualness, their indifference to all but the simplest elements of literary substance. The point is that high genre does not certify art and low genre does not preclude it.”

Paraphrase: Prompt acknowledgement is required when material from another source is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Locke's comment . . .” or “according to Rousseau . . .” and conclude with a citation identifying the exact reference. A citation acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.

EXAMPLE: The following is an example of an unacknowledged paraphrase:

Original Source: “The era in question included three formally declared wars. The decision to enter the War of 1812 was made by Congress after extended debate. Madison made no recommendation in favor of hostilities, though he did marshall a telling case against England in his message to Congress of June 1, 1812. The primary impetus to battle, however, seems to have come from a group of War Hawks in the legislature.” (From W. Taylor Reveley III, “Presidential War-Making: Constitutional
Student Paper: "There were three formally declared wars during this era. The decision to enter the war in 1812 was made by Congress after extended debate. Madison actually made no recommendation in favor of hostilities in his message to Congress of June 1, 1812, though he presented a persuasive case against Britain. The primary impetus to battle, however, appears to have come from a group of War Hawks in the legislature."

Both of the above examples are plagiarized because, in the student's papers, there is no acknowledgement given of the original authors. Reading the student paper gives the impression that those were his/her thoughts and ideas rather than those of the original author. That, in a nutshell, is the essence of plagiarism.

Here is an example of plagiarism from a student paper here at UNC Charlotte. The original article is "Determinants of Job Satisfaction of Municipal Government Employees" by Mark C. Ellickson and Kay Logsdon, in the journal State and Local Government Review. The first two paragraphs of the article are reproduced below.

Organizational scholars have long been interested in why some people report being very satisfied with their jobs and others express much lower levels of satisfaction (Locke 1976). The drive to understand and explain job satisfaction has been motivated by utilitarian reasons (e.g., to increase productivity and organizational commitment, lower absenteeism and turnover, and ultimately, increase organizational effectiveness) as well as humanitarian interests (i.e., the notion that employees deserve to be treated with respect and have their psychological and physical well-being maximized). Satisfied workers also tend to engage in organizational citizenship behaviors; that is, altruistic behaviors that exceed the formal requirements of a job (Schnake 1991; Organ and Ryan 1995). Dissatisfied workers show an increased propensity for counterproductive behaviors, including withdrawal, burnout, and workplace aggression (Spector 1997).

Despite researchers’ and practitioners’ interest in job satisfaction among workers generally, few studies have sought to explain variation in job satisfaction among government employees, especially municipal employees, one of the fastest-growing sectors of the U.S. workforce. Over 11 million people…….

Now, look at the first two paragraphs of the submitted student paper.

Introduction

*Job satisfaction plays a central role in the study of behavior at work. It is one of the most widely discussed and enthusiastically studied constructs in organizational behavior. The drive to understand and explain job satisfaction has been motivated by utilitarian reasons*
(e.g., to increase productivity and organizational commitment, lower absenteeism and turnover, and ultimately, increase organizational effectiveness) as well as humanitarian interests (i.e., the notion that employees deserve to be treated with respect and have their psychological and physical well-being maximized) (Ellickson and Logsdon 2001). Satisfied workers also tend to engage in organizational citizenship behaviors; that is, altruistic behaviors that exceed the formal requirements of a job (Schnake 1991; Organ and Ryan 1995).

Dissatisfied workers show an increased propensity for counterproductive behaviors, including withdrawal, burnout, and workplace aggression (Spector 1997).

In this project, we studied a workgroup and measured its employees’ job satisfaction and dissatisfaction using Herzberg’s Two-Factor Theory. The scope of the project is to identify the motivator (satisfier) factors and the hygiene (dissatisfier) factors, analyze them and come up with the measurement. Criticism of the two-factor theory suggests that the research methodology looked only at satisfaction, not at productivity and that the relationship between satisfaction and productivity is assumed (Robbins 2003). As would be discussed in this paper, we also looked at productivity measured against, the workgroup’s goals and objectives to validate the assumption.

Make sure you understand why this is an example of plagiarism!! First, the student paper takes a direct quote from the article by Ellickson & Logsdon. Although they do include a reference at the end of the second sentence, the passage immediately before the reference should be contained in quotation marks, and a page number from the original source should be provided, because they have taken a direct quote from the original source. The most glaring offence, however, occurs in the 2 sentences following the Ellickson and Logsdon 2001 reference. There is nothing to indicate that the 2 sentences beginning “Satisfied workers also tend...” are anything other than the student's own work. The reader would assume that those thoughts and words were the student's original ideas; that the students had identified the articles by Schnake 1991, Organ and Ryan, 1995, and Spector, 1997, and reached conclusions based on those articles which they wrote in those two sentences. Of course, this is not true. The entire first paragraph is taken straight from the Ellickson and Logsdon article, but there is nothing to indicate this in the student submission.

I include this lengthy discussion because representing the work of another person as your own is
serious business. Make sure you understand the basic rules outlined above. And if you have any questions, by all means just ask me. Any instances of plagiarism will be dealt with according to the established rules of UNC Charlotte, and penalties may range from failure in the course to expulsion from the University. This is one area where I make no exceptions.

The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.