Class
Days: Tuesday/Thursday
Time: 11:00 a.m. – 12:20 p.m.
Location: CoB 141

Instructor
Name: Dr. Marcus Butts  Office: CoB 212
Phone: 817-272-3855  E-mail: mbutts@uta.edu
(Better to contact me through e-mail than to leave a phone voice mail)

Office hours: T & R, 12:30 – 1:30 p.m.; or by appt.

COURSE DESCRIPTION
This course provides an introductory perspective on leadership in formal organizations, tailored toward the BNSF Early Leader Program. Emphasis is placed on understanding the differences between Leadership and Management in areas that include: definition, communication, team building, exercising influence, decision-making, and conflict management. It will include an overview of the history of leadership, how to distinguish managerial versus leadership practices, when and how to use both effectively, and the ethical issues leaders face in today’s workplace.

STUDENT LEARNING OBJECTIVES
1. Students will be able to discuss different styles of Leadership in Organizations and apply knowledge gained during class to discuss their viewpoints and real life situations.
2. Students will practice team building through use of activities and group presentations.
3. Students will demonstrate knowledge of leadership material/theory through presentations.
4. Students will be able to apply knowledge gained in class to current or future employment situations and make value judgments.
5. Students will be able to discuss ethical implications from decisions made during class discussions.

REQUIRED COURSE MATERIALS
Online tools: www.mhhe.com/hughesleadership8e

BLACKBOARD
This class is up on Blackboard (http://www.uta.edu/Blackboard). Please check Blackboard often. There you will be able to access class material as well as your grades.
COURSE REQUIREMENTS & GRADING POLICY

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<tr>
<th>COURSE</th>
<th>WEIGHTAGE</th>
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<tbody>
<tr>
<td>Exam 1</td>
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<td>Exam 2</td>
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<tr>
<td>Leadership Exercise Project</td>
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<td>Professional Decorum Pres.</td>
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<td>Goolsby Scholar Interview</td>
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GRADE ALLOCATION

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EXAMINATIONS (30%)

There will be TWO examinations. Please see the schedule below for the dates and times of each examination. Exams are multiple choice and essay/short answer. Exam questions will cover both text and class material. Exams are not cumulative.

THERE WILL BE NO MAKE UP EXAMS, unless you have a university excused absence or written documentation from a doctor. If your absence is excused, you have 7 days to make up the material.

LEADERSHIP EXERCISE GROUP PROJECT (40%)

One of the best ways to learn leadership skills is to have to teach them. This project requires you to work in a team to develop a participative exercise which could be used to build leadership skills, designed for a course, training, or a leadership development program. You should focus on skills that leaders need in general or in particularly contexts, as well as skills that are practical and essential for organizations. You can base your exercise around any theories or topics we’ve discussed in class or mentioned in the textbook. The exercise(s) should take 25-45 minutes to complete, plus time to present an outline of how the exercise should be debriefed to align with leadership topics/theories. Each group will run their exercise on the rest of the class using PowerPoint slides for instruction, and will hand in an Exercise Manual (at least 7 pages) describing the exercise, the skills developed, why the skills are critical to leaders, and an in-depth description of how the exercise may be run in a classroom or leadership development program.

PROFESSIONAL DECORUM PRESENTATION (15%)

This class replaces your Communication in Organizations course, which has a professionalism component. In the spirit of developing your professionalism skills, each team of students will present a 10-15 minute “how to” presentation (including PowerPoint slides) on a professional skill necessary for you to best succeed in your career. The presentation should be very interactive, and include recommendations and at least one hand-out. Possible topics include (but are not limited to): interviewing, resumes, dressing for success, job offer negotiation, business dinner etiquette, elevator sales pitches, and job/internship search strategies. Topics must be approved by me ahead of time.

GOOLSBY LEADERSHIP SCHOLAR INTERVIEW (15%)

Because this class is supposed to prepare you for the possibility to become a Goolsby Leadership Scholar, it’s important for you to learn from current students in the program. In teams of two, you will select a Goolsby Leadership Scholar to interview. You will meet with him/her two times. The first meeting will be a “get to know you” meeting, that can serve as information gathering. Then, you will meet a second time to formally interview him/her for 45-90 minutes. From that interview, you will take notes and create a written report as a group of two.

Approximate length of the written report is 5-10 pages, including the separate list of prepared questions. The written report is due at 11am on November 22nd. The written report should include:
1. Title page
   a. Goolsby Scholar’s name
   b. Date, time, and location of interview
   c. Your names

2. Narrative section of the report
   a. General background on the Goolsby Scholar and leadership development
      • What are the current leadership roles he/she has?
      • How did this person develop their leadership?
   b. Scholar’s leadership character, personality, style, etc?
      • How would YOU describe this person’s style, emotional intelligence, authenticity, mindfulness, character, level of morality, personality, etc. based on what you’ve learned in the course?
      • How do they handle conflict and moral/ethical delimas? What role has mentoring played in their success and development?
   c. Leader’s leadership perspective
      • Describe the Scholar’s general philosophy of leadership based on what you’ve learned in this course (e.g., born vs. taught, authentic, autocratic, etc.). Substantiate your answers.
      • What does the Goolsby Scholar consider to be the most important skills, attributes, or characteristics for leadership?
   d. Personal observations
      • This section is your summary of the experience. Was it helpful, stressful, exciting? What were the most important insights you walked away with in respect to you own development (for each of the two people in your group)? How does that relate to the theories and topics we have covered in this course?

3. Separate list of prepared questions attached

Turning in your written questions and the interviewee’s response as a format for the paper is NOT appropriate. The objective of this assignment is not to prove that you can record people’s responses. It is important for you to demonstrate in your writing that you can make an assessment of the Goolsby Scholar’s leadership development and leadership lessons and how they fit with the course materials. Thus, an in-depth analysis is required, and will be necessary to attain a high grade.

**ATTENDANCE**
Attendance is expected. 3 unexcused absences will result in loss of a letter grade. 5 unexcused absences will result in a failing grade. Absences are excused for medical reasons with documentation. Being on-time and remaining for the entirety of class are a part of complete attendance.

**ASSIGMENTS, SELF-ASSESSMENTS, & OUT-OF-CLASS TIME**
Beyond the time required to attend class, BNSF Early Leader Scholars should expect to spend at least 10 hours per week of their own time in course-related activities, completing assignments, self-assessments, and working with their peers. Assignments and readings are to be completed BEFORE coming to class in order to facilitate class participation.

**CELL PHONES & LAPTOPS**
Your cell phones must be silenced during class. Laptops are permitted in class for note taking purposes only. Emailing, instant messaging, texting, and internet surfing are strictly prohibited. Because these activities are distracting and disrespectful to your classmates and your professor, I reserve the right to approach you in class without notification and warning, and to see what else you
have opened on your laptop or phone. If there is anything other than Blackboard, PowerPoint, or Word open along your toolbar or if you are texting, you will be asked to leave the room.

**ACADEMIC INTEGRITY**
All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

“I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.”

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**STUDENTS WITH DISABILITIES**
The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**STUDENT FEEDBACK SURVEY**
At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**FINAL REVIEW WEEK**
A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.
**DROP POLICY**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships ([http://wweb.uta.edu/ses/fao](http://wweb.uta.edu/ses/fao)).

**STUDENT SUPPORT SERVICES**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

**ELECTRONIC COMMUNICATION (UTA E-MAIL)**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at [http://www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php).

**TENTATIVE TIMETABLE AND REQUIRED READINGS**

The following table provides a tentative schedule of topics, required readings, and assignments for the course. This is meant as a guideline; some modifications may be necessary.

*Note*: All readings must be completed **before, NOT AFTER, class on the day they are assigned.**

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<thead>
<tr>
<th>Topic/DATE(S)</th>
<th>ASSIGNED CHAPTERS &amp; READINGS</th>
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<tr>
<td><strong>Course Overview &amp; Introduction</strong></td>
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*Topic 1 – What it Means to be a Leader*

| T 8/30 | Ch. 1: What Do We Mean by Leadership? |
| R 9/1 | *Managers and Leaders: Are They Different?* (Blackboard) |
|       | Team Workday |

*Topic 2 – Understanding Oneself & Leader Attributes*

| T 9/6 | Ch. 6: Leader Attributes |
| R 9/8 | *What Makes a Leader?* (Blackboard) |
**Topic 3 – Effective Leader Behaviors & Considering Followers**
T 9/13  Ch. 7: Leadership Behavior (only pp. 241-254)
R 9/15  Ch. 9: Motivation, Satisfaction, and Performance
        Team 1 Professional Decorum Presentation

**Topic 4 – Power, Influence, & Communication as a Leader**
T 9/20  Ch. 4: Power and Influence; pp. 283-296
        GUEST SPEAKER
R 9/22  Example Leader Exercise

**Topic 5 – Coaching & Developing Others**
T 9/27  pp. 68-74; pp. 463-475
        Coaching the Alpha Male (Blackboard)
R 9/29  When Mentoring goes Bad (Blackboard)
        Team 2 Professional Decorum Presentation

T 10/4  **EXAM #1**
R 10/6  GUEST SPEAKER & Team Workday

**Topic 6 – Leading with Integrity & Authenticity**
T 10/11 Ch. 5: Values, Ethics, and Character
R 10/13 Discovering your Authentic Leadership (Blackboard)
        Team 3 Professional Decorum Presentation

**Topic 7 – The Dark Side of Leadership**
T 10/18 Ch. 16: The Dark Side of Leadership
R 10/20  Intemperate Chapter from ‘Bad Leadership’ (Blackboard)

T 10/25  GUEST SPEAKER & Team Workday

**Topic 8 – Leading Teams**
R 10/27  Ch. 10: Groups, Teams, and Their Leadership
T 11/1  How Management Teams Can Have a Good Fight (Blackboard)
        Team 4 Professional Decorum Presentation

**Topic 9 – Transforming Individuals and Organizations**
R 11/3  Ch. 14: Leadership and Change
T 11/8  John Abbott Case (Blackboard)
        Team 5 Professional Decorum Presentation

R 11/10 **EXAM #2**

T 11/15  Leadership Exercise Presentations
R 11/17  Leadership Exercise Presentations
T 11/22  Goolsby Leadership Scholar Interview Report Due
T 11/29  Leadership Exercise Presentations
R 12/1  Leadership Exercise Presentations
T 12/6  Leadership Exercise Presentations & Exercise Manuals Due

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**Note.** The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.