

## MGT 583 – Seminar in Leadership

Spring 2013, January 14 – May 10 – Section 01W

Instructor: Dr. John Humphreys  
Email: john.humphreys@tamuc.edu  
Phone: Office: (903) 886 - 5941  
Fax: (903) 886-5702  
Office: CBT 304  
Office Hours: MTW 9:00 – 11:00 AM. E-mail: anytime ☺

---

### Required Texts (and journal readings):

Northouse, P.E. (2012). *Leadership: Theory and Practice (6<sup>th</sup> Ed.)*. Sage: Thousand Oaks, CA  
ISBN: 9781452203409. Book cost – appx. \$90.00. (If you have a copy of the 5<sup>th</sup> edition it will also suffice).

### The following assigned readings will be used throughout the term as directed:

Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3): 19-31.

Graeff, C.L. (1997). Evolution of situational leadership theory: A critical review. *Leadership Quarterly*, 8(2): 153-171.

House, R.J. (1996). Path-goal theory of leadership: Lessons, legacy, and a reformulated theory. *Leadership Quarterly*, 7(3): 323-352.

Howell, J.M., & Avolio, B.J. (1992). The ethics of charismatic leadership: Submission or liberation? *Academy of Management Executive*, 6(2): 43-54.

Humphreys, J.H. (2005). Contextual implications for transformational and servant leadership: A historical approach. *Management Decision*, 43(10): 1410-1431.

Humphreys, J.H., & Einstein, W.O. (2004). Leadership and temperament congruence: Extending the expectancy model of work motivation. *Journal of Leadership & Organizational Studies*, 10(4): 58-79.

Humphreys, J.H., Pane-Haden, S., Clayton, R., Novicevic, M.M., & Gibson, J.W. (2011). Lillian McMurphy of Trumpet Records: Integrity and authenticity in the charismatic, constructive narcissist leader. *Journal of Leadership & Organizational Studies*, 18(1): 40-55.

Humphreys, J., Pryor, M., Pane, S., & Oyler, J. (2009). The leadership of Joseph R. Walker: Towards a model of socialized charisma through expert power. *Journal of Applied Management and Entrepreneurship*, 14(1): 59-81.

- Humphreys, J.H., Williams, W.A., Clayton, R.W., & Novicevic, M.M. (2011). Towards the augmenting role of authenticity: Xenophon as leadership theorist. *Management & Organizational History*, 6(2): 183-208.
- Novicevic, M.M., Humphreys, J.H., Buckley, M.R., Cagle, C., & Roberts, F. (2011). Effective leadership in unexpected places: A sociohistorical analysis of the Red Tops dance orchestra. *Business Horizons*, 54(6): 529-540.
- Schriesheim, C.A., Castro, S.L., & Coglisier, C.C. (1999). Leader-member exchange (LMX) research: A comprehensive review of theory, measurement, and data-analytic practices. *Leadership Quarterly*, 10(1): 63-113.
- Vroom, V.H., & Jago, A.G. (2007). The role of situation in leadership. *American Psychologist*, 62(1), 17-24.
- Walumbwa, F.O., Avolio, B.J., Gardner, W.L., Wernsing, T.S., & Peterson, S.J. 2008. Authentic leadership development and validation of a theory-based measure. *Journal of Management*, 34: 89-126.
- Zaccaro, S.J. (2007). Trait-based perspectives of leadership. *American Psychologist*, 62(1), 6-16.

### **Course Description:**

This course provides an in-depth seminar emphasizing the development of leadership as a discipline. It focuses primarily on the evolution of leadership thought and the application of the various models and theories associated with the various perspectives on leader behavior and subsequent follower outcomes.

### **Electronic system to use during the course:**

Students will find some of the course materials in the eCollege course management program and will become familiar with the features of the program as you use them. Please read the Announcement page of the class site. **I do not use all of the features of the eCollege site and will explain my process during our first chat session. You will get most of the journal articles through the electronic periodical databases (ABI Inform and Business Source Complete).** The ones that are not available in these databases I will supply. On occasion I will have various papers and slide presentations found under “doc sharing.” I will correspond with you **frequently** by e-mail (My Leo mail). Please make it a habit to check it daily at a minimum.

### **Course Requirements**

This is a web-based course using asynchronous and synchronous communication for the delivery of course material. Students are expected to participate in all elements of the course. All assignments should be e-mailed to me at john.humphreys@tamuc.edu. Students will only be graded for their participation during the week of the scheduled instruction. **While early**

**preparation is valued, I would suggest you do not begin writing until after the first chat session.**

Synchronous communications (i.e., Class Live Pro Sessions) will occur **Monday nights from 7:00 PM to 8:00 PM, Commerce, TX** time. We will have our first session on **1/14/13**. These sessions are designed to clarify course material. If for any reason you miss a scheduled chat, these sessions are archived and can be accessed by entering the Class Live Pro at a later date.

### **Course Objectives:**

- Demonstrate a grasp of the historical evolution of leadership thought
- Demonstrate knowledge of the theory, limitations, and application of the major perspectives of leader behavior with respect to follower outcomes
- Create a contribution to the study of leadership by developing a leadership model

### **Grade Evaluation**

#### **Points**

Statements of understanding [SOU] (6)	600
Final leadership model	400
<hr/>	
TOTAL	1,000

### **Grade Conversion**

A = 900 or greater (90%)  
B = 800 - 899 (80% - 89%)  
C = 700 – 799 (70% - 79%)  
F = 699 or below

### **Description of Evaluation Criteria**

**Statements of Understanding [SOU]** – On six (6) occasions (see calendar), I will ask you to prepare written summaries based upon your understanding of various leadership theories and models. These analyses must be e-mailed to me before 8:00 AM on the due date (100 points each). The statements will be graded based upon timeliness, specificity, journal support, and the firmness of your grasp of the material.

**Final Model** – 400 points are available based upon the quality of your final paper which will be based upon your creation of a comprehensive leadership model. Further directions will be given after seeing the make-up of the class.

### **Format for Exam and Other Assignments:**

The following guidelines for all written assignments should be used.

Word document, double-spaced

include the student name, assignment information, and date in upper right-hand corner  
**no** title page  
 one-inch margins all around (top, bottom, right and left)  
 contain **no** header or footer (except page numbers)  
 Times New Roman 12 font  
 use headings to denote subject change in the paper  
 All citation to be in APA style

**STUDENTS WITH DISABILITIES:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Student Disability Resources and Services.

Halladay Student Services Building  
 Room 303 A/D  
 Phone (903) 886-5835  
[Leigh.Powell@tamu-commerce.edu](mailto:Leigh.Powell@tamu-commerce.edu)

**TENETS OF COMMON BEHAVIOR STATEMENT:** All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See current Student Handbook).

**STATEMENT ON ACADEMIC INTEGRITY:** - Academic honesty is the foundation of the university community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. For this class, plagiarism will result in automatic failure (final course grade of F).

## Term Calendar

Date	Week	Lectures, Chapter Readings, & Exams	Individual – Group Assignments
1/14	1	Course Introduction & Chapter 1 - SOUs, Periodical Databases & APA Style Chapter 2 – Leadership Traits	Assign Zaccaro (2007) as reading Assign Graeff (1997) and Vroom & Jago (2007) as reading
1/21	2	Chapters 5 & 6 – Situational and Contingency theories	<b>1st SOU due on Situational Leadership Theory and Contingency Theory</b>

			Assign Novicevic et al. (2011) for reading
1/28	3	Chapter 11 – Team Leadership	Assign House (1996) as reading
2/04	4	Chapter 7 – Path Goal Theory	Assign Bass & Avolio (1994) as reading <b>2nd SOU due on Path Goal Theory</b>
2/11	5	Chapter 13 – Women in Leadership	Assign Schriesheim, Castro, & Cogliser (1999) as reading
2/18	6	Chapter 8 – LMX Theory	Assign Bass & Avolio (1993) as reading <b>3rd SOU due on LMX Theory</b>
2/25	7	Chapter 14 – Culture and Leadership	Assign Humphreys (2005) as reading
3/04	8	Chapter 9 – Transformational Leadership	Assign Howell & Avolio (1992) as reading <b>4th SOU due on Transformational Leadership</b>
3/11	9	<b>Spring Break</b>	
3/18	10	Chapter 15 – Leadership Ethics and Servant Leadership	Assign Walumbwa, Avolio, Gardner, Wernsing, & Peterson (2008) as reading
3/25	11	Chapter 10 – Authentic Leadership	Assign Humphreys & Einstein (2004) and Humphreys, Pryor, Pane, & Oyler (2009) as reading <b>5<sup>th</sup> SOU due on Servant Leadership</b>
4/01	12	Chapter 11 – Psychodynamic Approach	Assign final leadership model

4/08	13	Final Preparation	<b>6<sup>th</sup> SOU due on Authentic Leadership</b>
4/15	14	Final Preparation	
4/22	15	Final Preparation	
4/29	16	Wrap Up Discussion	<b>Final Model due on 5/06 by 8:00 AM</b>

### Graduate Literature Review Paper Analysis Assessment Rubric

	<b>Far Exceeds Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<b>Completeness of review (60%)</b>	Superior completeness; student's review of the literature is extraordinarily thorough  <b>(60)</b>	Complete; student's review of the literature covers most all seminal articles  <b>(48)</b>	Mostly complete but with gaps in some areas; student's review is missing some key works  <b>(42)</b>	Incomplete in most respects  <b>(36)</b>
<b>Focus on follower outcomes (20%)</b>	Student's review is almost exclusively focused on how the leadership theory/model impacts critical follower outcomes  <b>(20)</b>	Student's review is largely focused on how the leadership theory/model impacts critical follower outcomes  <b>(16)</b>	Student's review is somewhat focused on how the leadership theory/model impacts critical follower outcomes  <b>(14)</b>	Student's review largely ignores how the leadership theory/model impacts critical follower outcomes  <b>(12)</b>
<b>Writing quality (10%)</b>	Writes extraordinarily clearly and insightfully  <b>(10)</b>	Writes clearly and effectively  <b>(8)</b>	Writing has content but is unfocused  <b>(7)</b>	Fails to communicate in an adequate manner  <b>(6)</b>
<b>APA Format (10%)</b>	Uses APA format accurately  <b>(10)</b>	Uses APA format with only minor violations  <b>(8)</b>	Format demonstrates incomplete knowledge of APA style  <b>(7)</b>	Fails to use APA style  <b>(6)</b>

**Scoring Key:**

_____	<b>Far Exceeds Standards = 90 – 100</b>
_____	<b>Exceeds Standards = 80 – 89</b>
_____	<b>Meets Standards = 70 - 79</b>
_____	<b>Fails to Meet Standards = &lt; 70</b>