

**COURSE NUMBER: MANA 4385**

**Term:** Spring 2025, 15-week session

**Professor:** Dr. Poonam Kumar

**Email:** pkumar@uttyler.edu

**COURSE TITLE: Strategic Leadership**

**Office Hours:** Wednesdays 4-5, via zoom

**Course Dates:** Jan 13, 2025 - May 3, 2025

**Course Format:** Online, Asynchronous

---

**Course Description**

This course builds upon the introduction to leadership found in the MANA 3311 Organization Behavior course and augments the emphasis on leadership in the MANA 4395 Strategic Management course. MANA 4385 is one of two courses when taken will move the student toward a Leadership Minor. The purpose of strategic leadership is to lead change to enhance personal and organizational performance. This starts with the application of leadership theories across all levels of the firm. In the learning process the course examines various roles and best practices for leaders. These roles include the personal role of leader as well as those of strategist, moral and ethical role model, ethical problem solver and change agent. A wide variety of topics and material will be critically analyzed. Topics may include top management team dynamics, team building and leading, and transformational change processes. The pedagogies for the course will include readings, case studies, assessment for personal insights, online discussions, experiential exercises, and audio and video resources.

**Prerequisite:** A strong desire to engage and learn about “leaders” in place as well as “emerging” leaders such as the student themselves. The student will be responsible for describing a personal leadership development plan to facilitate the design and implementation of their professional and personal career.

**Student Learning Outcomes**

After successfully completing this course, you will be able to:

- Explain the meaning of leadership and how it differs from management.
- Develop a personal leadership philosophy.
- Describe the leader actions that foster teamwork.
- Describe the leader’s role in employee engagement.
- Develop and apply effective leadership skills.
- Identify general and task-related traits that contribute to leadership effectiveness.
- Describe many of the traits and behaviors of charismatic leaders.
- Compare the participative and autocratic leadership styles.
- Describe how the situation influences the choice of leadership objectives.

## Required Textbooks and Readings

Primary Textbook: Leadership: Research Findings, Practice, and Skills (2023), 10th Edition by DuBrin, Andrew J. Cengage Learning. ISBN 13: 978-0357716175.

“Top 5” Clifton Strengths Assessment and results (\$24.99)

<https://store.gallup.com/p/en-us/10108/cliftonstrengths-top-5?c=1>

Additional instructional materials and resources will be provided on the Canvas course site.

## Course Structure

This course is offered as a fully online, asynchronous course including 2-3 synchronous zoom sessions. Please note that this is not a self-paced course, the course will follow a set schedule as outlined in the syllabus with specific due dates for weekly modules and assignments. The course is designed to be interactive and your active engagement in the course will determine your success in the course. I will utilize a consistent module structure and learning sequence to maximize student learning in the course. The course content will be organized into weekly modules following a set schedule provided in the syllabus. Every week will follow a consistent learning sequence:

- 1) **Read** the assigned textbook chapters,
- 2) **Review** the PowerPoint slides/ lectures and other instructional materials,
- 3) **Apply and discuss** the concepts learned on weekly discussion forums
- 4) **Self-assess and Reflect** on the leadership skills discussed during the week using the chapter *Leadership Self-Assessment Quizzes*.

The content of modules will be made available week by week based on the schedule outlined in the syllabus. Students are encouraged to do the assigned chapters in advance so they can meaningfully engage with the course content during the week.

Weekly modules will start on Monday and end on Sunday, all weekly module assignments should be submitted by Sunday.

I will post weekly announcements on Monday mornings to guide your learning, it is important that you check your course announcements on a regular basis.

## Tips for Success in this Course

1. **Participate.** To be successful in an online learning environment, students have to actively participate in discussions and other activities. I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.

2. **Manage your time.** I get it—students usually juggle a lot, and I know you've got commitments beyond this class. Still, doing your best often means carving out enough dedicated time for coursework. Try scheduling specific blocks of time and ensure you have enough room to finish assignments, allowing extra space for any tech issues that might pop up.
3. **Login regularly.** I recommend that you log in to Canvas several times a week to view announcements, discussion posts and replies to your posts.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous class content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use Canvas notification settings.** Pro tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. (Canvas Notification Guide)
6. **Ask for help if needed.** If you are struggling with a course concept, reach out to me and your classmates for support. Post any questions you have regarding the course, readings or assignments on “**Ask your instructor**” discussion forum. Please do not post any questions related to your grades on this forum, this discussion forum is meant for asking general course related questions.

## Artificial Intelligence (AI)

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

AI is an important tool in our lives today, however, it is not a substitute for your independent thought and should not be used to write your assignments in this course. You can use AI tools for researching ideas, designing a presentation, formatting documents etc. but not for writing your discussion responses and assignments. All AI use should be acknowledged and referenced.

## Important Dates:

Census Date = **January 27, 2025**

Last Day to Withdraw from Classes = **March 31, 2025**

Please refer to the academic calendar dates. -

<https://www.uttyler.edu/schedule/files/2024-2025/academic-calendar-2024-2025-main-20240809.pdf>

## Technical Support

If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing [itsupport@patriots.uttyler.edu](mailto:itsupport@patriots.uttyler.edu).

When you email IT Support, include a complete description of your question or problem including:

- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you got the error message

**EMAIL COMMUNICATION:** To protect the privacy of students the university requires that all email communication with students be conducted through the University Patriot email system. It is the responsibility of the student to regularly check their Patriot email address. If you have any problems accessing your Patriots email contact the IT department by email at [itsupport@uttyler.edu](mailto:itsupport@uttyler.edu), by phone at 903.565.5555 or in person in BUS 101.

## UNIVERSITY RULES AND POLICIES:

*Student Rights and Responsibilities:* To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsiblites.php>

*Academic Integrity:* Academic integrity is the utmost importance. Academic dishonesty will result in the receipt of an F for a final grade in this course. The assessments included in this course are designed to measure your grasp of the information which is examined throughout the course. Please refer to UT-Tyler's Academic Standards of Conduct.

*College of Business Statement of Ethics:* The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business and Technology at The University of Texas at Tyler will:

- o Ensure honesty in all behavior, never cheating or knowingly giving false information.
- o Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- o Develop an environment conducive to learning.
- o Encourage and support student organizations and activities.

*Grade Replacement/Forgiveness and Census Date Policies:* Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>.

Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your

overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions about which students need to be aware.

These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade) • Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

*State-Mandated Course Drop Policy:* Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6- drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

*Disability Accommodation:* Any student who feels their performance in this class may be impacted by a disability, in accordance with federal law, must provide documentation of his/her disability. It is university policy to evaluate the need for an accommodation on a case by case basis. In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to [cstaples@uttyler.edu](mailto:cstaples@uttyler.edu)

### ***UT Tyler Resources for Students***

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

**MAKE-UP POLICY:** Makeup exams will be given for university-approved excuses only, which are subject to the instructor’s approval. Any request for a change resulting in an alternate time for an exam will need to be pre-approved prior to the exam in question. Whenever possible, every effort should be made to take an exam as scheduled. No make-up opportunity will be provided for weekly discussions and late submissions will not be graded.

## Grading Scale and Structure

The course focuses on leadership skill development; therefore, the assignments are designed to help students apply the concepts discussed in the course. A variety of assessments will be used to assess your learning in the course.

### Grading Scale

- **A** - (90% or higher)
- **B** - (80 - 89%)
- **C** - (70 - 79%)
- **D** - (60 - 69%)
- **F** - (Below 60%)

Assignments	Points Possible (per item)	Points Possible
Online Discussion (@20 points each)	20 per discussion posts, total 5 discussions	100
<b>MID TERM EXAM</b>	200	200
Leadership Self-Assessment Reflections  Leadership self-assessment quizzes from the book and Cliftons Strength Assessment.  These self-assessment assignments are designed to help students become self-aware of their leadership skills and develop an actionable plan to grow their leadership skills.	20 per assessments, total 5 self-assessment reflections.	100
Leadership Portfolio and Presentation	200	200
<b>TOTAL POINTS</b>		<b>600</b>

### Online Discussions

Online discussions are an important part of an online learning experience. Online discussions provide students an opportunity to deepen their understanding of the topics and learn from their peers. Consider the online discussions as mini-essays and assignments designed to help you connect the readings to your personal experiences and contexts. Each Discussion Board counts as 20 points. In addition to responding to the Discussion prompt you will also be required to respond to at least two other students' postings. Grammar, punctuation, and spelling should be error-free. **Answer to discussion prompt will be due by Thursday midnight, and response to at least two other students' posts latest by Sunday midnight.**

The following rubric will be used to grade the discussion posts –

Required Elements				
	Excellent (18 -20 Points)	Good (15-17)	Fair (12-14)	Poor (below 12)
Relevance of Post	Post thoroughly answers the discussion prompt and demonstrates understanding of the material with well-developed ideas. Post integrates assigned reading/ content and makes strong connections to practice. Response is supported by research/ readings and personal experiences.	Post addresses most of the prompt(s) and demonstrates some understanding of the readings with well-developed ideas. Post does provide some connections to readings and personal experience.	Post fails to address all components of the prompt. The response is not well developed and doesn't make clear connections to readings and personal experiences.	Post does not address the components of the prompt
Quality of Post	Appropriate thoughtful and reflective comments	Appropriate comments and responds in detail to other students' postings.	Responds, but with minimal effort (for example – "I agree with XX)	Minimal effort
Contribution to the learning community	Provides interesting perspective and insights to the discussion, shares additional resources/ readings related to the topic. Presents creative approaches to topic.	Interacts with other students respectfully and presents relevant viewpoint for consideration.	Minimal effort to contribute to the learning community	Minimal effort to contribute to the learning community
Mechanics	Writing is free of grammatical, spelling, or punctuation errors.	Writing includes less than 3 grammatical, spelling or punctuation errors.	Writing includes 3-5 grammatical, spelling, or punctuation errors.	Writing contains more than 5 grammatical, spelling or punctuation errors.

**Leadership Self-Assessment/ Reflections-**



The purpose of the leadership self-assessments is to help students gain a deeper understanding of their leadership strengths and identify areas for improvement. You are not required to submit the actual results of your self-assessment quizzes. Instead, use the results as a basis for a one-page reflection.

In your reflection, focus on analyzing your leadership strengths and areas for growth, drawing on the insights you gained from the assessments. Additionally, highlight how these insights connect to your personal leadership style and your goals for future development.

### Requirements:

- **Self-Assessment Reflections:**

Students will complete the self-assessment quizzes from the textbook and write five separate one-page reflections. Each reflection should summarize the assessment results, analyze their meaning, and discuss the practical application of this information for personal leadership development.

These reflections are an opportunity to explore how the assessments inform your understanding of leadership and to create a plan for continued growth.

- a) **Reflection 1:** Chapter 2: Traits, Motives, and Characteristics of Leaders: quizzes 2-1, 2-2, 2-3
- b) **Reflection 2:** Chapter 4: Leadership Behaviors, Attitudes, and Styles – quizzes 4-1, 4-2, and 4-3
- c) **Reflection 3:** Chapter 6: Leadership Ethics and Social Responsibility – quizzes 6-1 and 6-2
- d) **Reflection 4:** Chapter 10: Motivation and Coaching Skills – quizzes 10-1, 10-2, and 10-3
- e) **Reflection 5:** Chapter 12: Communication and Conflict Resolution Skills – quizzes 12-1, 12-3 and 12-4

*Self-assessment based on Clifton Strength finder.*

The CliftonStrengths will help students identify their talents and strengths. Students will have an opportunity to get coaching from a career success coach to develop personalized leadership development plans.

**MID -TERM EXAM** – This will be a multiple choice, timed exam designed to assess students’ conceptual understanding of the readings. -

### **Leadership Portfolio and Presentation-(Telling Your Leadership Story)**

Students will create and present a leadership portfolio that presents their unique skills, strengths, and personal brand. The portfolio should be designed as though you are interviewing for your dream job.

Students should use information from the Leadership self-assessment quizzes, Cliftons strength finder assessment, leadership skill building exercises from each chapter and any volunteer, co-curricular experience related to leadership. The portfolio is an expression of who you are as a leader and where you are headed on this leadership journey. This is your opportunity to tell your story as a leader. Be creative!

Portfolio should include the following components –

1. **Career Research and Dream Job Analysis**

- **Job Analysis:** Identify 1-2 dream jobs you would like to pursue after graduation. Research job descriptions on LinkedIn, Glassdoor, or company websites. Note key leadership skills and attributes that are commonly listed.



- **Role Models:** Find profiles on LinkedIn of professionals who currently hold roles similar to your dream job. Analyze their career paths, skills and experiences.
  - **Skills Mapping:** List the skills these jobs require, focusing on leadership and soft skills (e.g., communication, adaptability, teamwork). Highlight any additional skills related to your chosen field or industry.
- 2. Personal Leadership Assessment**
- **CliftonStrengths Results:** Include a summary of your top strengths based on CliftonStrengths and discuss how these align with your desired role.
  - **Self-Assessment Quizzes:** Reflect on results from the course’s leadership self-assessments. Identify any areas where you excel or need improvement.
  - **Gap Analysis:** Compare your skills with those required for the job. Discuss any gaps and how you plan to develop these areas.
- 3. Personal Branding and Leadership Story**
- **Personal Leadership Statement:** Write a brief (1-2 Paragraphs) that articulates who you are as a leader. This should reflect your values, leadership style, strengths and leadership philosophy.
  - **Leadership Experiences:** Describe 2-3 specific experiences that demonstrate your leadership abilities. These could be from internships, academic projects, volunteer work, or team experiences. Use the STAR method (Situation, Task, Action, Result) to highlight the skills you applied and the outcomes you achieved.
- 4. Presentation (Your elevator pitch/ telling your story)**
- Create a short video (2-3) minutes where you present your elevator pitch and share your leadership story as though you are interviewing for your dream job.

Deliverables and Submission guidelines –

- 1) **Written Portfolio:** Submit the Leadership Portfolio as a word document (5-7 pages double spaced) in the Canvas “Assignments” area
- 2) **Video:** Create a short video (2-3) minutes presenting your leadership profile as though you are interviewing for your dream job and share on discussion forum “My Leadership Profile”

Note: This is a tentative schedule, and subject to change as necessary – monitor Canvas course page for current deadlines.

## COURSE SCHEDULE

Week	Dates	Readings	Assignments
1.	1/13-1/19	<p><b>Chapter 1: <i>The Nature and Importance of Leadership</i></b></p> <p><i>ZOOM SESSION Course Overview</i>  <i>1/15 4:00 pm to 5:00pm</i></p>	<p>1) Review Syllabus and course requirements</p> <p><b>2) Post Introduction on Discussion Form</b></p> <p>3) Participate in zoom session (optional)</p>
	1/20/25	<b>Martin Luther King, Jr. Holiday</b>	
2	1/21-1/26	<p><b>Chapter 2: <i>The Impact of Leadership on Organizational Performance</i></b></p> <p><i>Jan 22<sup>nd</sup> - Live Zoom Session on "Leadership Skills in Job Descriptions"</i></p>	<p><b>Leadership Self Reflection 1 Due on 1/26</b></p> <p>Based on self-assessment quizzes 2-1, 2-2, 2-3</p>
3	1/27-2/2	<b>Chapter 3: <i>Charismatic and Transformational Leadership</i></b>	Online Discussion: Chapter 3
4	2/3-2/9	<b>Chapter 4: <i>Leadership Behaviors, Attitudes, and Styles</i></b>	<p><b>Leadership Self Reflection # 2 due 2/9<sup>th</sup></b></p> <p>Based on self-assessment quizzes 4-1, 4-2, and 4-3.</p>
5	2/10-2/16	<b>Chapter 5 &amp; 6: <i>Contingency and Situational Leadership, Leadership Ethics and Responsibility</i></b>	<p><b>Leadership Self-Reflection # 3 due 2/16</b></p> <p>Based on self-assessment quizzes 6-1 and 6-2</p>
6	2/17-2/23	<b>MIDTERM</b>	
7	2/24-3/2	Chapter 7: Power, Politics, and Leadership	Online Discussion
8	3/3- 3/9	<b>Chapter 8: <i>Influence Tactics of Leaders</i></b>	Online Discussion – Leadership Case Problem B page 222
9	3/10-3/16	<b>Chapter 9 &amp; 10</b> <i>Developing Teamwork</i> <i>Motivation &amp; Coaching Skills</i>	<p><b>Leadership Self-Reflection # 4</b></p> <p>Based on self-assessment quizzes 10-1, 10-2, and 10-3</p>
10	3/17-3/21	<b>SPRING BREAK</b>	
11	3/24-3/30	<b>Chapters 11 &amp; 12:</b> <i>Creativity, Innovation &amp; Leadership</i>	

		<i>Communication and Conflict Resolution Skills</i>	<b>Leadership Self-Reflection# 5</b> Based on quizzes 12-1, 12-3 and 12-4
<b>12</b>	<b>3/31-4/6</b>	<i>April 3<sup>rd</sup> 4-5 pm.- Live Zoom Session "Applying Leadership Experience to a Resume"</i>	Write about your leadership experiences
<b>13</b>	<b>4/7-4/13</b>	<b>Chapters 13, 14 &amp; 15 :</b> <i>Strategic Leadership and Knowledge Management International and Culturally Diverse Aspects of leadership Leadership Development &amp; Succession</i>	Online Discussion – Leader in Action
<b>14</b>	<b>4/14-4/20</b>	<b>Putting it all together</b>	Work on finalizing portfolios and presentation
<b>15</b>	<b>4/21-4/27</b>	<b>FINAL PROJECT (LEADERSHIP PORTFOLIO and Presentation) DUE on 4/21 by midnight.</b>	Submit Leadership Portfolio on Discussion Forum Peer feedback on Presentations by April 24 <sup>th</sup> midnight
	<b>4/28-4/30</b>	<b>FINAL FEEDBACK and COURSE WRAP UP</b>	