

# LTEC 3200, Fall 2023

## Leadership and Ethical Practices for STEM

**Instructor: John R. Turner, Ph.D.**

**College: College of Information**

**Department: Learning Technologies**

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### Course Description:

This course is a study of contemporary leadership practices, ethical issues, and team dynamics related to STEM occupations. It focuses on evidence-based leadership practices while addressing ethical practices that future leaders in STEM occupations might face along with best practices on how to manage in multidisciplinary group environments.

### Course Objectives:

After completing this course, the learner should be able to:

- Define leadership
- Define power
- Define empowerment
- Define self-leadership
- Understand different leadership theories and their applications
- Students will associate different leadership theories at different levels of analysis (individual, team, organizational/executive)
- Students will become familiar with different leadership development techniques
- Differentiate between leadership, shared leadership, and functional leadership
- Students will understand what it takes to be an effective team member
- Understand the positive and negative characteristics of a leader

## Cautionary:

Read carefully UNT’s Academic Integrity Policy (see below) and the guidelines as presented in the APA manual. Student’s should be fully aware of all UNT policies regarding academic integrity, copying, and plagiarism. Student’s need to be especially aware of the following:

- Students caught cheating or plagiarizing will receive a “0” for that assignment or exam (UNT Academic Integrity and Honesty).
- The term “plagiarism” includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment (UNT Academic Integrity and Honesty).
- Negligent often refers to a lack of attention, inattentive, careless, delinquent, etc... (vocabulary.com). NOT KNOWING also falls under negligent, plagiarism is plagiarism – it is each student’s responsibility to know.
- APA calls for: “That authors do not present the work of another as if it were their own work. This can extend to ideas as well as written words” (p. 16).
- APA specifies that: "Researchers do not claim the words and ideas of another as their own; they give credit where credit is due" (APA, 2010, p. 15).
- APA (2010) describes: “Cite the work of those individuals whose ideas, theories, or research have directly influenced your work.... provide documentation for all facts and figures that are not common knowledge" (p. 169).

## Course Evaluation Scale:

The following table provides the grading scale and points for this course.

Grade	Percentage
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	≤ 59%

\*No late assignments will be accepted. Unless a clear medical or family emergency (UNT approved absence) occurs, no late assignments will be accepted. Having a power outage or a loss of Internet services the night the assignment is due is not an excuse – plan accordingly for all assignment due dates. Religious holidays will also be observed. However, it is the student’s responsibility to notify

the instructor of dates of absence within the first 15 days of the semester (per UNT policy). Absences without prior notification will not be accepted.

**\*\*Remember, NO UNEXCUSED LATE ASSIGNMENTS WILL BE ACCEPTED.**

**\*\*\*Grades are based on student performance for individual assignments and team interactions and communication for team assignments. There will be no extra credit assignment for this course. You are graded on the work that you submit. No extra credit will be assigned for this course (Don't ask).**

## **Instructor:**

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## **Office Hours:**

Virtual by Appointment

- You can schedule an appointment via email in Canvas. Office hours are tentative and can be canceled due to unforeseen circumstances. All efforts will be made to reschedule and notify students of any cancelations when such events occur.
- Meetings will be conducted virtually using my Zoom account, or by phone. I will work with each student to find a reasonable time to meet.

# Course Information

## Class / Assignments:

Week	Week Beginning	Graded Items
1	8/21/2023 To 8/27/2023 30 points	<p><b>Module #1 - Introduction</b></p> <p>Module 1 Discussion Introduce Yourself (5 points)</p> <p>Syllabus Acknowledgment (5 points)</p> <p>Discussion What is a Leader? (5 points)</p> <p>Discussion – Leadership Parables (5 points)</p> <p>Kim, C. W., &amp; Mauborgne, R. A. (Jul/Aug 1992). Parables of leadership. <i>Harvard Business Review</i>, 70(4), 123-128</p> <p>Module 1 Assignment – Leadership Archetypes (10 points)</p> <p>Kets de Vries, M. F. R. (2006). Decoding the team conundrum: The eight roles executives play. <i>Organizational Dynamics</i>, 36(1), 28-44. <a href="https://doi.org/10.1016/j.orgdyn.2006.12.002">https://doi.org/10.1016/j.orgdyn.2006.12.002</a></p>
2	8/28/2023 To 9/3/2023 15 points	<p><b>Module #2 – What is Leadership</b></p> <p>Module 2 - Discussion – What is leadership to you? (5 points)</p> <p>Module 2 – Assignment What can we learn from historical leaders?</p> <ul style="list-style-type: none"> <li>Jago, A. G. (1982). Leadership: Perspectives in theory and research. <i>Management Science</i>, 28(3), 315-336. <a href="https://doi.org/10.1287/mnsc.25.3.31">https://doi.org/10.1287/mnsc.25.3.31</a></li> <li><a href="https://www.youtube.com/watch?v=1rtZYvLDPkQ">https://www.youtube.com/watch?v=1rtZYvLDPkQ</a></li> </ul>
3	9/4/2023 To 9/10/2023 15 points  <b>Holiday: Labor Day, 9/4/2023</b>	<p><b>Module #3 – Types of Action Logic</b></p> <p>Module 3 - Discussion – What are action logics? (5 points)</p> <p>Module 3 - Assignment 3 – Evaluating your action logic transformation (5 points)</p> <p>Rooke, D. &amp; Torbert, W. R. (2005). Seven transformations of leadership. <i>Harvard Business Review</i>, 83(4), pp. 66-76. <a href="http://hbr.org">hbr.org</a></p>
4	9/11/2023 To 9/17/2023 15 points	<p><b>Module #4 – Leadership vs Management</b></p> <p>Module 4 – Discussion – Example of leader and manager. (5 points)</p> <p>Module 4 – Assignment – Infographic contrasting leadership and management. (10 points)</p>

		<p>Kotter, J. P. (December 2001). What leaders really do. <i>Harvard Business Review</i>, 79(11), pp. 85-97. hbr.org</p> <p>Kotterman, J. (2006). Leadership versus management: What's the difference? <i>The Journal for Quality and Participation</i>, 29(2), pp. 13-17.  <a href="https://asq.org/quality-resources/pub/journal-for-quality-and-participation">https://asq.org/quality-resources/pub/journal-for-quality-and-participation</a></p>
5	<p>9/18/2023 To 9/24/2023 15 points</p>	<p><b>Module #5 – Leadership Task &amp; Relationship Behaviors</b></p> <p>Module 5 – Discussion – Task &amp; Relationship Questionnaire. (5 points)</p> <p>Module 5 – Assignment – Identify areas for improvement using the Hierarchical Taxonomy of Leadership Behavior. (10 points)</p> <p>Yukl, G., Gordon, A., &amp; Taber, T. (2002). A Hierarchical Taxonomy of Leadership Behavior: Integrating a Half Century of Behavior Research. <i>Journal of Leadership &amp; Organizational Studies</i>, 9(1), 15-32.  <a href="https://doi.org/10.1177/107179190200900102">https://doi.org/10.1177/107179190200900102</a></p>
6	<p>9/25/2023 TO 10/1/2023 15 Points</p>	<p><b>Module #6 – Leadership Skills</b></p> <p>Module 6 – Discussion – Leadership Skills Questionnaire. (5 points)</p> <p>Module 6 – Assignment – Leadership Development Techniques. (10 points)</p> <p>Turner, J. R., Baker, R., Schroeder, J., Johson, K., &amp; Chih-Hung, C. (2018). Leadership development techniques: Mapping leadership development techniques with leadership capacities using a typology of development. <i>European Journal of Training and Development</i>, 42(9), 538-557.  <a href="https://doi.org/10.1108/EJTD-03-2018-0022">https://doi.org/10.1108/EJTD-03-2018-0022</a></p>
7	<p>10/2/2023 TO 10/8/2023 15 Points</p>	<p><b>Module #7 – Path-Goal, Situational, Traits, Skills, Relational leadership</b></p> <p>Module 7 – Discussion – Path-Goal Theory. (5 points)</p> <p>Module 7 – Assignment – Leadership Presentation. (10 points)</p> <p>Turner, J. R., &amp; Baker, R. (2018). A review of leadership theories: identifying a lack of growth in the HRD leadership domain.</p>
8	<p>10/9/2023 TO 10/15/2023</p>	<p><b>Module #8 – Transformational Leadership Theory</b></p> <p>Module 8 – Discussion – Transformational Leadership Theory. (5 points)</p>

	15 Points	<p><b>Module 8 – Assignment –Leadership Presentation. (10 points)</b></p> <p>Bass, B. M. (1999). Two decades of research and development in transformational leadership. <i>European Journal of Work and Organizational Psychology</i>, 8(1), 9-32.</p>
9	10/16/2023 TO 10/22/2023	<p><b>Module #9 –Instrumental Leadership Theory</b></p> <p>Module 9 – Discussion – Strategic/Global Leadership Theory. (5 points)</p> <p>Module 9 – Assignment – Instrumental Leadership Presentation. (10 points)</p> <p>Antonakis, J., &amp; House, R. J. (2014). Instrumental leadership: Measurement and extension of transformational–transactional leadership theory. <i>The Leadership Quarterly</i>, 25(4), 746-771. <a href="https://doi.org/10.1016/j.leaqua.2014.04.005">https://doi.org/10.1016/j.leaqua.2014.04.005</a></p>
10	10/23/2023 TO 10/29/2023	<p><b>Module #10 –Shared Leadership Theory</b></p> <p>Module 10 – Discussion – Shared Leadership is Description. (5 points)</p> <p>Module 10 – Assignment – Shared Leadership Concept Map. (10 points)</p> <p>Barnett, R. C., &amp; Weidenfeller, N. K. (2016). Shared Leadership and Team Performance. <i>Advances in Developing Human Resources</i>, 18(3), 334-351. <a href="https://doi.org/10.1177/1523422316645885">https://doi.org/10.1177/1523422316645885</a></p>
11	10/30/2023 TO 11/5/2023	<p><b>Module #11 – Teamwork</b></p> <p>Module 11 – Discussion – Influencing Conditions. (5 points)</p> <p>Module 11 – Assignment – Teamwork Concept Map. (10 points)</p> <p>Salas, E., Shuffler, M. L., Thayer, A. L., Bedwell, W. L., &amp; Lazzara, E. H. (2015). Understanding and Improving Teamwork in Organizations: A Scientifically Based Practical Guide. <i>Human Resource Management</i>, 54(4), 599-622. <a href="https://doi.org/10.1002/hrm.21628">https://doi.org/10.1002/hrm.21628</a></p>
12	11/6/2023 TO 11/12/2023	<p><b>Module #12 – Team Player Characteristics</b></p> <p>Module 12 – Discussion – Characteristics of a Team Player. (5 points)</p>

		<p>Module 12 – Assignment – Characteristics of a Team Player Infographic. (10 points)</p> <p>Driskell, J. E., Goodwin, G. F., Salas, E., &amp; O'Shea, P. G. (2006). What makes a good team player? Personality and team effectiveness. <i>Group Dynamics: Theory, research, and practice</i>, 10(4), 249-271. <a href="https://doi.org/10.1037/1089-2699.10.4.249">https://doi.org/10.1037/1089-2699.10.4.249</a></p>
13	11/13/2023 TO 11/19/2023	<p><b>Module #13 – Team Effectiveness</b></p> <p>Module 13 – Discussion – Team Effectiveness &amp; Team Performance. (5 points)</p> <p>Module 13 – Assignment – Team Effectiveness Concept Map with Definitions. (10 points)</p> <p>Turner, J. R., Baker, R., Ali, Z., &amp; Thurlow, N. (2020). A new multiteam system (MTS) effectiveness model. <i>systems</i>, 8, 21. <a href="https://doi.org/10.3390/systems8020012">https://doi.org/10.3390/systems8020012</a></p>
	11/20/2023 TO 11/26/2023	<b>HOLIDAY</b>
	11/27/2023 TO 12/3/2023	<p><b>Module #14 – Teamwork 1</b></p> <p>Module 14 – Discussion – Teamwork. (5 points)</p> <p>Module 14 – Assignment – Toolbox 1 &amp; Toolbox 2. (10 points)</p>
	12/4/2023 TO 12/7/2023	<p><b>Module #15 – Teamwork 2</b></p> <p>Module 14 – Discussion – Reflection. (5 points)</p> <p>Module 14 – Assignment – Toolbox 3 &amp; Toolbox 4. (10 points)</p>
	12/7/2023	<b>Last Scheduled Class Meeting</b>
<p>Note: Assignment details and due dates will be listed in Canvas under the appropriate Module. The items listed here are tentative and could change at the discretion of the instructor. These items are only listed as a guide for students.</p>		

## Textbook:

There is no textbook required for this course.

Students will be responsible for accessing journal articles from the university library for their reading assignments in this course.

# UNT Policies & Guidelines

## Academic Integrity and Honesty

Students caught cheating or plagiarizing will receive a “0” for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term “cheating” includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term “plagiarism” includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

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Plagiarism is further described in the APA (6<sup>th</sup> edition) manual: “Researchers do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism)” (Section 1.10, p. 15). All students must become familiar with the APA guidelines concerning plagiarism, self-plagiarism, how to directly quote another’s work, how to paraphrase another’s work, etc...

The following cautionary notes are provided to help students avoid any problems with academic integrity:

- The theoretical article that will be your class project for this course must be a **new original** work. This work must not have been done for another separate course and cannot be conducted in conjunction with another

separate course during the same semester (some exceptions may apply with permission from both instructors).

- All information provided in the theoretical article for this course must be credited following APA (6<sup>th</sup> ed.) guidelines. All direct quotes and paraphrases must be conducted in your own words and not the words of the original authors.
- Ask questions first – do not ask for forgiveness, by then it is too late. Academic honesty and integrity is a serious issue for the college, the university, and the research field. You need to be proficient in APA guidelines so that you can avoid any complications with academic integrity.

## Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, tec. The Code of Student Conduct can be found at [deanofstudents.unt.edu/conduct](http://deanofstudents.unt.edu/conduct).

## Access to Information – Eagle Connect

Your access point for business and academic services at UNT occurs at [my.unt.edu](http://my.unt.edu). All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: [eagleconnect.unt.edu/](http://eagleconnect.unt.edu/)

## Classroom Disabilities Accommodations

The University of North Texas does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities. *It is the responsibility of the student to inform the instructor of any disabling condition*

*that will require modifications.* The following information is from: <http://www.unt.edu/oda>. Additionally, this site provides a set of FAQ for students and faculty.

Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA 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, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at [disability.unt.edu](http://disability.unt.edu). You may also contact them by phone at (940) 565 – 4323.

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**Tell me first!** Don't wait until after you receive a poor grade or fail a project or the course. Schedule a meeting and we can discuss any issues in private, but be sure to tell me first.

## Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at [my.unt.edu](http://my.unt.edu). Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

## Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted

during the duration of the course are kept for at least on calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates at the following link:  
[essc.unt.edu/registrar/ferpa.html](http://essc.unt.edu/registrar/ferpa.html)

## University Policy of Absence for Religious Holidays

In accordance with state law, students absent due to the observance of a religious holiday may take examinations or complete assignments scheduled for the day missed within a reasonable time after the absence if the student has notified the instructor of each class of the date of the absence within the first 15 days of the semester. Notification must be in writing, either personally delivered with receipt of the notification acknowledged and dated by the instructor, or by certified mail, return receipt requested.

Only holidays or holy days observed by a religion whose place of worship is exempt from property taxation under Section 11.20 of the Tax Code may be included. A student who is excused under this provision may not be penalized for the absence, but the instructor may appropriately respond if the student fails to satisfactorily complete the assignment or examination.

## Bureau of Citizenship and Immigration Services Regulations for F1 Visa Holders

To read INS regulations for F-1 students taking online courses, please go to this website

[http://www.ice.gov/sevis/regs/8cfr214\\_2f.htm](http://www.ice.gov/sevis/regs/8cfr214_2f.htm) and select the link to

"8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G)

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus

experience integral to the completion of this course. If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

## Policy on Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty preventing students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UNT Student Help Desk: [vista@unt.edu](mailto:vista@unt.edu) or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

## Students Input and Feedback

Student feedback is important and an essential part of participation in this course. The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

## Succeed at UNT

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find support. Get advised. Be prepared. Get involved. Stay focused.

To learn more about campus resources and information on how you can achieve success, go to [success.unt.edu/](https://success.unt.edu/).