**Florida Institute of Technology**

**ADDING A NEW COURSE TO THE CURRICULUM**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>B U S</th>
<th>COURSE NO</th>
<th>4 5 2 0</th>
<th>CREDIT HOURS</th>
<th>3</th>
<th>TERM TO BE ADDED TO THE FILE</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(e.g., CS1)</td>
<td>(e.g., 1301)</td>
<td></td>
<td></td>
<td></td>
<td>(e.g., Fall 2010)</td>
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</table>

**CLASS HOURS** 45/semester  
**LECTURE HOURS** 45/semester  
**LAB HOURS**  
**CONTACT HOURS (CEU ONLY)**  

**DEPARTMENT** Nathan M. Bisk College of Business  
(e.g., Computer Sciences)  
**SCHEDULE TYPE** Lecture (A)  
(e.g., Lecture, Lab or Special Topics/Project)  
**COMPUTER TITLE** Restricted to 25 characters, including spaces  
Leadership Theory & Pract  
**CATALOG TITLE** Leadership Theory and Practice  
**CATALOG DESCRIPTION OF COURSE** Restricted to 350 characters, including spaces  

Reviews and analyzes classical and contemporary leadership theories. Emphasizes how each approach can be applied in real-world organizations.

This description has been approved by the catalog office  
9/14/10  
**Catalog Director**  

**GRADES TO BE ISSUED**  
A, B, C, D, F  
A, B, C, D, F, CEU  
CEU  
S, U  
P, F  
Other  

**REQUIREMENTS**  
Prerequisite, BUS 3501  
Prerequisite, BUS 4502  
**Course Number**  
**Course Number**  

**ADDITIONAL RESTRICTION**  
(e.g., Major, Class Level, Department Head Approval)  

If this course replaces a course currently offered in BANNER, please indicate old course information and the date/term the course may be removed from the system.

**SUBJECT** Alpha Prefix (e.g., CS1)  
**COURSE NO.** (e.g., 1301)  
**TERM TO INACTIVATE**  

**APPROVALS:** Upon completion of appropriate department approvals, submit form to Chair, Graduate Council, or Chair, Undergraduate Curriculum Committee for approval below and forward to Catalog Director.

**Originator**  
09/10/2010  
**Date**  
**Chair, Graduate Council**  
**Date**  
**Department Head/Program Chair**  
**Date**  
**OR**  
**Dean or Associate Dean**  
9/16/2010  
**Date**  
**Chair, Undergraduate Curriculum Committee**  
**Date**  

**CATALOG DIRECTOR**  

**REGISTRAR'S USE ONLY**  
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Date  

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Florida Institute of Technology  
Office of the Registrar  
150 West University Boulevard, Melbourne, FL 32901-6975  
(321) 674-8114  
Fax (321) 674-7827  
RDR-075-S1C
To: Undergraduate Curriculum Committee  

From: Alex Vamosi, Ph.D., Associate Dean of Academics, COB

Thru: Robert Niebuhr, Dean COB

Date: September 16, 2010

RE: Adding a New Course – Leadership Theory and Practice

The College of Business is requesting approval to add a new course called Leadership Theory and Practice to its undergraduate curriculum. Dr. Manley has taught this course as a special topic many times (most current syllabus is attached.) It has been one of the most popular business electives in our curriculum, and is an excellent complement to Business Ethics (BUS 4503).
Professor: Dr. Roger Manley  
Office: College of Business  
Office Hours: Mon/Weds, 1:00—3:00PM  
Email Address: rmanley@fit.edu

REQUIRED READING AND COURSE TEXT/MATERIALS


2. Assorted handouts provided by instructor at no charge

3. Films: *Hoosiers* and *12 Angry Men*

INTRODUCTION

This course is designed to provide students with a learning experience that will provide them with an interesting, realistic, and comprehensive view of the leadership experience in today’s world. The course integrates recent ideas and events with established scholarly work. Today has been described as a period of discontinuous change wherein organizations can no longer resort to how things were done in the "old days." This course addresses the characteristics and skills leaders need to navigate the white water rapids of today’s world.

Recent ethical scandals, corporate social responsibility, global crises, action learning and learning organizations, globalization, multi-national organizations and work teams, and evolving social contracts between organizations and their members are placing demands upon leaders that go far beyond the topics traditionally taught in management and organizational behavior courses. This course goes beyond traditional theories and incorporates valuable, real-world ideas such as establishing vision and shaping corporate culture, values-based leadership, and leading a learning organization.

COURSE DESCRIPTION

This course will review and analyze a selected number of classical and contemporary leadership theories with special emphasis placed on how each theoretical approach can be applied in real-world organizations. The course is designed to explore how leadership theory can inform and direct the way that leadership is practiced. Emphasis is also placed upon ethics and leadership, and learning theory and the leader as an effective learner. Students will analyze and discuss case studies associated with each leadership
approach, as well as complete and discuss self-assessment questionnaires related to the theories.

**COURSE OBJECTIVES**

By the end of the course, you should be able to:

✓ Describe the leadership approaches considered in the course and be able to discuss the strengths and weaknesses of each approach.
✓ Conduct analyses of critical leadership incidents and determine which leadership approaches would be most appropriate considering the situation, followers and leader.
✓ Demonstrate the ability to use of a variety of leadership approaches.
✓ Demonstrate the ability to analyze an actual experience you have had, reflect on the experience in light of approaches covered in the course, and describe how you will make use of lessons learned from it in the future.
✓ Explain the roles of values and ethics in leadership.

**COURSE TOPICS**

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
</tr>
<tr>
<td>8/17</td>
<td><strong>TB 1: What Does It Mean to Be a Leader?</strong> (Handouts and pp. 1-14)</td>
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<td>- Forming into learning teams</td>
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<td>- Psychological Contracting Process – making mutual expectations explicit</td>
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<td></td>
<td>- The New Reality for Organizations</td>
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<td></td>
<td>- Management vs. Leadership: Is there a Difference?</td>
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1 8/19

- Dialog About Design and Conduct of Course
- Leadership Defined
- Leadership Theories: Historical Overview
- Leadership and Power
- Plan of the Book
- Developing Group Norms and a Course Charter

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2 8/24&26

**TB 2: Learning, Trait Approach** (Handouts & pp. 15-37)

- **Individual Learning Style (LSI) Handout**
- Characteristics of Learning Styles
- Trait Approach
- Leadership Trait Questionnaire (LTQ) pp.34-35
- Behavior Approaches
- **Big Five Sampler (Handout)**
- Case 2.1 Choosing a New Director of Research (pp. 28-29)
- Case 2.2 A Remarkable Turnaround (p. 30-31)
- Case 2.3 Recruiting for the Bank (p. 31-32)
Week | Assignment
---|---
3 | **TB 3: Skills Approaches** (Handouts and pp. 39-67)

8/31&9/02
- **Skills Inventory** (pp. 63-65)
- Katz's Three Skills Model
- US Army Skills Model
  - Individual Attributes
  - Competencies
  - Outcomes
  - Career Experiences
  - Environmental Influences
- Case 3.1 A Strained Research Team (pp. 57-58)
- Case 3.2 A Shift for LtCol Adams (pp. 58-61)
- Case 3.3 Andy's Recipe (pp. 61-62)

4 | **TB 4: Style Approaches** (Handouts and pp. 69-88)

9/07&09
- **Leadership Style Questionnaire** (pp. 84-86)
- Critical Incidents: "Hoosiers"
- Apply Style Approaches to situations in "Hoosiers"
- Ohio State and Michigan Studies
- Managerial Grid
- Critical Incidents: "Hoosiers"
- Case 4.1 A Drill Sergeant at First (p. 81)
- Case 4.2 Eating Lunch Standing Up (p. 82)
- Case 4.3 Enhancing the Department's Culture (p. 83)
- **Leadership Style Questionnaire** (pp. 84-86)

5 | **TB 5: Situational Approach:** (pp. 89-109)

9/14 & 16
- **LEAD-Self Questionnaire** & [HO 4] SLT Notes
- Situational Leadership Theory (SLT)
- Case 5.1 What Style Do I Use? (pp. 99-100)
- Case 5-2 Why Aren't They Listening? (pp. 100-101)
- Case 5-3 Getting the Message Across (pp. 102-103)
- Critical Incidents: "Hoosiers"

6 | **TB 6 Contingency Theory** (pp. 111-124)

9/21 & 23
- Leadership Styles
- Situational Variables
- Case 6.1 No Control Over the Student Council (p. 119)
- Case 6.2 Giving Him a Hard Time (p. 119)
- Case 6.3 What's the Best Leader Match? (p. 120)
- **LPC Questionnaire** (pp. 121-122)
- Video: *Leadership and the 60 Minute Manager*
Week | Assignment
--- | ---
7 | LEARNING EXPERIENCE #1
9/28 | TB 7 Path-Goal Theory (pp. 125-145)
| Leader Behaviors
| Subordinate Characteristics
| Task Characteristics
| Path-Goal Leadership Questionnaire (pp.142-144)
| Case 7.1 Three Shifts, Three Supervisors (pp. 136-138)
| Case 7.2 Directions for Some, Support for Others (pp. 138-140)
| Case 7.3 Marathon Runners at different Levels

8 | TB 7 Path-Goal Theory (continued)
10/05 | TB 8: Leader-Member Exchange (LMX) (pp. 122-169)
| Early Studies
| Later Studies
| Leadership Making
| How Does LMX Work?
| LMX Questionnaire (pp. 164-166)
| Case 8.1 His Team Gets the Best Assignments (pp. 159-160)
| Case 8-2 Working Hard at Being Fair (pp. 161-162)
| Case 8-3 Taking on Additional Responsibilities (pp. 162-164)

9 | 10/12 *****FALL BREAK*****
10 | 10/14 TB 9: Transformational Leadership (pp. 171-203)
| Multifactor Leadership Questionnaire (pp. 199)
| Transformational Leadership Defined
| Transformational Leadership and Charisma
| Transformational Leadership Model
| Case 9-1 The Vision Failed (pp. 191-193)
| Case 9-2 Students Dig It (pp. 193-195)
| Case 9-3 Her Vision of a Model Research Center (pp. 195-197)
| Video: St. Crispian's Day Speech from Henry V

10 | TB 9: Transformational Leadership (continued)
10/19 | TB 10: Authentic Leadership (pp. 205-240)
| Authentic Leadership Questionnaire (ALQ) (pp. 235-236)
| Authentic Leadership Defined
| -- Intrapersonal
| -- Interpersonal
| -- Developmental
| Authentic Action Wheel
| Authentic Leadership Characteristics
| Theoretical Approach
| Case 10-1 Am I Really a Leader? (pp. 225-227)
| Case 10-2 Moving Mountains for Education and Peace (pp. 228-231)
| Case 10.3 The Reluctant First Lady (pp. 231-234)
Week 11  Assignment
10/26  TB 10  Authentic Leadership (continued)
10/28  TB 11: Team Leadership (pp. 241-270)
  - Team Leader Questionnaire (pp. 265-268)
  - Team Leadership Model
  - Leadership Decisions
  - Leadership Actions
  - Team Effectiveness
  - Characteristics of Team Excellence
  - Case 11.1 Can This Virtual Team Work? (pp. 261-262)
  - Case 11-2 They Dominated the Conversation (pp. 262-263)
  - Case 11-3 Starts with a Bang, Ends with a Whimper (pp. 263-264)

Week 12  Assignment
11/02 & 04  TB 12: Psychodynamic Approach (pp. 271-300)
  - Psychodynamic Approach Survey (pp. 296-298)
  - Transactional Analysis
  - Personality Types
  - Social Character
  - Personal Style Inventory (Handout)
  - Case 12-1 Not the Type Who Sees the Big Picture (pp. 293-294)
  - Case 12-2 Staff Meeting Problems (p. 295)
  - Case 12-3 Unexpected Reactions (p. 206)

Activity: Term Project Presentations

Week 13  Assignment
11/09  TB 13: Women and Leadership (pp. 301-333)
  - The Gender-Leader Implicit Association Test (pp. 322-326)
  - Gender and Leadership Styles
  - Gender and Leadership Effectiveness
  - The Glass Ceiling Turned Labyrinth
  - Navigating the Labyrinth
  - Case 13-1 The “Glass Ceiling” (pp. 319-320)
  - Case 13-2 Lack of Inclusion and Credibility (pp. 320-321)
  - Case 13-3 Pregnancy as a Barrier to Job Status (pp. 321-322)

Activity: Term Project Presentations

Week 14  Assignment
11/11  HOLIDAY—VETERANS’ DAY
11/16 & 18  Leadership and Culture: (pp. 335-376)
  - Dimensions of Culture Questionnaire (pp. 368-373)
  - Culture Defined
  - Ethnocentrism
  - Dimensions of Culture
  - Clusters of World Cultures and Characteristics of Clusters
  - Leadership Behavior and Culture Clusters
  - Universally Desirable and Undesirable Leadership Attributes
  - Case 14-1 A Challenging Workplace (pp. 361-363)
  - Case 14-2 A Special Kind of Financing (pp. 363-365)
  - Case 14-3 Whose Hispanic Center Is It? (pp. 365-367)

Activity: Term Project Presentations
Week Assignment
15  TB 15 Leadership and Ethics (pp. 377-407)
11/23
- Perceived Leader Integrity Scale (PLIS) (pp. 401-403)
- Ethics Defined
- Ethical Theories
- Perspectives on Ethical Leadership
- Principles of Ethical Leadership
- Case 15-1 A Struggling Company Without Enough Cash (pp. 396-397)
- Case 15-2 How Safe Is Safe? (pp. 397-398)
- Case 15-3 Reexamining a Proposal (pp. 399-400)
11/25
HOLIDAY—THANKSGIVING

16 TB 15: Ethics and Leadership: (continued)
12/30

17 **** LEARNING EXPERIENCE #2 *****
12/10
(Friday 12/10/10: 10:30AM-12:30PM)

COURSE POLICIES:

GRADING/EVALUATION:
Grades will be assigned on the basis of demonstrated learning and growth, and contributions to classmates' learning. The relative weights of inputs are:

- Learning Experience #1: 25%
- Learning Experience #2: 25%
- Term Project: 25%
- Engagement: 25%

<table>
<thead>
<tr>
<th>Passing:</th>
<th>A 90-100</th>
<th>B 80-89</th>
<th>C 70-79</th>
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</thead>
<tbody>
<tr>
<td>Not Passing:</td>
<td>D 60-69</td>
<td>F Below 60</td>
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</table>

Engagement: Preparation, Attendance and Participation: Students are expected to share the responsibility for their individual learning as well as that of their classmates. Therefore, it is essential that students complete any pre-work preparation required for each class meeting. Participation and classmates' assessments of your contributions to their learning will be taken into consideration by the professor in assigning final grades. Attendance at class is necessary (but not sufficient) for receiving recognition for participation and contributions to the learning of others.

Learning Teams: Participants will join learning teams of 4-5 members during the first two class sessions. Many of the in-class learning experiences are designed for the small group setting. Learning Experiences # 1 & 2 (aka "exams") will have a learning team component that will comprise 40% of the LE grades. The team portion of the experiences will be distributed to students prior to the LEs. Team members will have the ability to recognize team member contributions (or lack thereof) to their individual learning. In an extreme case
a learning team may "fire" a member for violation of team norms (e.g., lack of participation) by notifying the instructor of its decision.

**Term Project:** The term project will serve to "close the loop" on the learning experience of this course. Making use of Kolb's model of learning, this project requires you to recall an actual experience that you had (CE); the reading assignments, lectures and discussions will provide opportunities for reflective observation (RO) and abstract conceptualization (AC); and the active experimentation (AE) component will be realizing how you can make use of what you learned in the future.

Consider something extraordinary you have accomplished in a work or organizational setting (CE)--in other words, your *personal best.* This should be your personal best as a leader--an experience in which you felt that you led an effort to levels beyond what might be normally expected. Questions that you might explore in your term project might include (but are not mandatory):

1. Who initiated the project?
2. What made you believe you could accomplish the results that you sought?
3. What special techniques or strategies did you use to get other people involved?
4. Did you do anything to mark the completion of major phases along the way, or at the project's end?
5. What did you learn from this experience that you can make use of in the future?
6. What key lessons about leadership can you take away from this experience?

**MECHANICS:**

The term project will account for 25% of your final grade. An outline of the term project will be submitted to the instructor during the 13th week (not later than 4:00PM, 11/12/10.) It need not be written in a traditional academic paper format, but references should be cited. The term project deliverable will consist of two parts: (1) an executive summary that will be turned in to the instructor; and (2) a 10-minute presentation and 5-minute Q&A will be conducted in class. The executive summary will follow the CE-RO-AC-AE format and should be no more than five (5) double-spaced, typed pages. The student will be responsible for making an electronic copy of presentation material (e.g., a set of PowerPoint slides) available to members of the class, prior to the presentation via ANGEL or whatever method she or he chooses. The intent of this requirement is for students to describe their personal best and share the "key lessons" they learned with the instructor and their classmates. Class members will be expected to actively engage in the Q&A. Time will be set aside in-class for dialogue on "personal bests" after the presentations.

**ACADEMIC HONOR CODE:**

Students are expected to uphold the Academic Honor Code published in The Florida Institute of Technology Bulletin and the Student Handbook. The Academic Honor System is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. For more information, see:

http://www.fit.edu/studenthandbook/shb_02_03.pdf
Plagiarism
Students must understand what plagiarism is and its consequences. With the first occurrence of plagiarism, the student earns an “F” for the assignment. With the second occurrence, the student receives an “F” for the course and the incident is reported to the appropriate University authorities and a permanent record is placed in a student’s file.

AMERICANS WITH DISABILITIES ACT:
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to students with disabilities, contact the University Resource Center.

SYLLABUS CHANGE POLICY:
This syllabus is subject to change according to University Policy

CONSULTATION:
The professor will be available for consultation and re-negotiation of pinch/crunch points during the semester. Office hours are 1:00 - 3:00pm, Mondays and Wednesdays. He may be reached at 674-7373. Also, previous students have found email to be a very efficient means of communication (rmanley@fit.edu).

SUGGESTED CATALOG COURSE DESCRIPTION:
This course will review and analyze a selected number of classical and contemporary leadership theories with special emphasis placed on how each theoretical approach can be applied in real-world organizations. Prerequisites: BUS 3501 or BUS 4502.