

# FLORIDA ATLANTIC UNIVERSITY™

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## Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT: MANAGEMENT PROGRAMS

COLLEGE: BUSINESS

**RECOMMENDED COURSE IDENTIFICATION:**

PREFIX MAN COURSE NUMBER 6296 LAB CODE (L or C) \_\_\_\_\_

(TO OBTAIN A COURSE NUMBER, CONTACT RPOLANSK@FAU.EDU)

COMPLETE COURSE TITLE: LEADERSHIP AND ORGANIZATION

**EFFECTIVE DATE**

(first term course will be offered)

SPRING, 2013

**CREDITS:**

3

**TEXTBOOK INFORMATION:**

G.A. YUKL, LEADERSHIP IN ORGANIZATIONS (8<sup>TH</sup> ED). 2012. BOSTON: PEARSON.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X SATISFACTORY/UNSATISFACTORY \_\_\_\_\_

**COURSE DESCRIPTION, NO MORE THAN 3 LINES:**

The topics in this course provide the foundation for understanding leadership in organizations and its application to problems faced by managers. The course will review the theory, research, and practice of leadership in organizations. Topics addressed will include leadership in relation to motivation, communication, performance, group dynamics, and organizational change.

**PREREQUISITES\*:**

ADMISSION TO THE MBA, MACC, OR MSN

**COREQUISITES\*:**

**REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)\*:**

\* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: PHD IN RELATED AREA

Faculty contact, email and complete phone number:

Stephanie Castro  
 scastro@fau.edu  
 954-236-1350

Departments and/or colleges that might be affected by the new course must be consulted and listed here. Please attach comments from each.

**Approved by:**

Department Chair:  Peggy Allen

College Curriculum Chair:  Ellen E. Smith

College Dean:  Paul Hsu

UGPC Chair: \_\_\_\_\_

Graduate College Dean: \_\_\_\_\_

**Date:**

9/11/2012

10/16/2012

10.18.12

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**ATTACHMENT CHECKLIST**

♦Syllabus (see guidelines for requirements:  
<http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php>)

♦Written consent from all departments affected by new course

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**MAN 6296**  
**Leadership and Organizations**  
**3 Credit Hours**  
**Fall 2012**  
**Location and Time TBD**

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**Professor:** Dr. Stephanie L. Castro  
**Department of Management**  
**College of Business**  
**Office:** 421A LA Building, Davie  
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### **Course Description**

The topics in this course provide the foundation for understanding leadership in organizations and its application to problems faced by managers. The course will review the theory, research, and practice of leadership in organizations. Topics addressed will include leadership in relation to motivation, communication, performance, group dynamics, and organizational change.

### **Course Objectives**

Upon successful completion of the course, you will have

1. Expanded your general knowledge about leadership and managing people,
2. Increased your knowledge about yourself as a leader and/or manager, and
3. Developed critical thinking skills particularly as regards leadership and management.

### **Required Text**

G. A. Yukl, *Leadership in Organizations (8th ed.)*. 2013. Boston: Pearson.

### **Evaluation Criteria**

An exam, class discussion, a group project, and an individual project will comprise your grade in this course.

Exam	34 points	34%
Class Discussion	20 points	20%
Group project	25 points	25%
<u>Individual project</u>	<u>21 points</u>	<u>21%</u>
Total	100 points	100%

### **Grading Scale**

<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>
93 - 100	A	73 – 76	C

90 – 92	A-	70 – 72	C-
87 – 89	B+	67 – 69	D+
83 – 86	B	63 – 66	D
80 - 82	B-	60 – 62	D-
77 – 79	C+	< 60	F

**Examination**

There will be one exam for this course, worth 34 points (34% of your grade). The exam will consist of a mix of questions: (1) questions dealing with the concepts that are covered in the assigned readings and in the units, and (2) questions that are applied, asking you to use the knowledge acquired from this course in solving one or more management problems (mini-cases).

**Class Discussion**

Each individual will earn a maximum of 20 points (20% of your grade) for participation in class discussions. The grading rubric is presented below:

**Class Discussion Grading Rubric**

	<b>Unsatisfactory</b> <b>0-1 points</b>	<b>Below Average</b> <b>2 points</b>	<b>Satisfactory</b> <b>3 points</b>	<b>Above Average</b> <b>4 points</b>	<b>Excellent</b> <b>5 points</b>
<b>Participation / Frequency (5 points)</b>	No original discussion contribution	One contribution	One or two original contributions and one or two responses	Two original contributions and more than two responses	More than five original contributions and multiple responses
<b>Topical / Relevance (5 points)</b>	No relevance to topics in text	Little direct relevance to topics	Appropriate relevance to topics	Relevant and expansive to topics	Expansive; relevance well explained
<b>Communication (5 points)</b>	Information hard to understand; illogical or rambling	Information difficult to understand, but presents an identifiable point or assertion	Information adequately conveyed; supports an identifiable point or assertion	Information well presented and organized logically; supports an identifiable point or assertion	Information well presented, organized logically; concise; conveys strong support for point or assertion
<b>Organizational Examples (5 points)</b>	No example is included	One example included, but only	One or two examples included, discussion	More than two examples included,	More than five examples are included and

		minor discussion tying to unit topics	ties directly to topics	discussion strongly ties to unit topics	discussion strongly ties examples to unit topics
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### Group Project

A required team project is worth 25 points (15 from the written paper, 10 from the presentation), and comprises 25% of your final course grade. Each class member will be assigned to a team of approximately four or five members. Each team will prepare and present their project (a Word paper and a PowerPoint presentation) to the class. The presentation should be related to a topic in the relevant text chapter. The paper (6 typed pages, double spaced, 1 inch margins, and 12 point font) and presentation (Power Point) must argue two sides of an issue or debate the merits of two different issues.

Team presentations will be evaluated on several criteria, as per the following grading rubrics:

### Grading Rubric for Written Project

	<b>Fail</b> <b>0 – 1 points</b>	<b>Below standard</b> <b>2 points</b>	<b>Meets standard</b> <b>3-4 points</b>	<b>Exceeded standard</b> <b>5 points</b>	<b>Total Points (15)</b>
<b>Research</b>	Provided insufficient relevant background information and significant extraneous content, relied on questionable or outdated resources and reference materials. Did not reflect satisfactory grasp of the appropriate issues.	Provided limited relevant information and some extraneous content, relied on some questionable or outdated resources and reference materials. Reflected limited grasp of the appropriate issues.	Provided sufficient relevant background information and little extraneous content, used current and quality resources and reference materials. Reflected satisfactory grasp of the appropriate issues.	Provided only relevant background information, used high quality and current resources and reference materials. Reflected above average grasp of the appropriate issues.	
<b>Writing</b>	Unorganized. Lacked a clear thesis or main point. Failed to employ transition	Unorganized. Advanced a weak thesis or main point. Employed weak transition	Logical organization. Showed evidence of a basic thesis or main point.	Well-organized, followed clear outline. Showed evidence of a clear thesis or main point.	

	between ideas. Violated standards for academic communications (grammar, spelling, punctuation, citations, paragraph structure, etc.).	between ideas. Violated some standards for academic communications (grammar, spelling, punctuation, citations, paragraph structure, etc.).	Employed some form of transition between ideas. Generally followed standards for academic communications (grammar, spelling, punctuation, citations, paragraph structure, etc.).	Consistently employed effective transitions between ideas. Consistently follows standards for academic communications, (grammar, spelling, punctuation, paragraph structure, citations, etc.).	
<b>Arguments</b>	Illogical arguments, lacked support; unable to respond to the question of "Why?". Provided inadequate or inappropriate examples and evidence.	Weak arguments, weak support; unable to respond to the question of "Why?". Provided some inadequate or inappropriate examples and evidence.	Logical arguments, answered the question of "why". Appropriate examples and evidence to support points.	Compelling arguments, clearly logical. Strongly supported arguments and points as to "Why?". Used excellent examples and strong supporting evidence to justify points.	

### Grading Rubric for Presentations

	<b>Fail</b> <b>0 – .5 points</b>	<b>Below standard</b> <b>1 point</b>	<b>Meets standard</b> <b>1.5 points</b>	<b>Exceeded standard</b> <b>2 points</b>	<b>Total Points (10)</b>
<b>Content</b>	Nothing added over written document; redundant.	Very little information added over what was presented in the written document; redundant.	Some information added over what was presented in the written document. Added value over document.	Substantial amount of new information provided. Considerable value added over document.	
<b>Examples / Illustrations</b>	No examples or illustrations	Very little example/	Some examples / illustration	Excellent examples /	

	of points.	illustration provided; weakly linked to points.	discussed; good link to points; obvious support for points.	illustrations, clearly linked to points, provided strong support for points.	
<b>Organization</b>	Audience did not understand presentation because of poor organization, undeveloped or irrelevant introduction, and unclear main points and conclusion.	Audience had difficulty following presentation because of some abrupt jumps; some of the main points were unclear or not sufficiently stressed.	Satisfactory organization, clear introduction, main points were well stated, even if some transitions were somewhat sudden, clear conclusion.	Superb organization, clear introduction, main points well stated and argued, with each leading to the next point of the talk, clear summary and conclusion.	
<b>Mechanics – Slides, video, and/or audio</b>	Slides were cut-and pasted together haphazardly, numerous mistakes, speaker not always sure what is coming next. Inappropriate material in background. Multiple distractions. No video or external links.	Boring slides, no glaring mistakes but no real effort made into creating truly effective slides. Some distractions in background. Articulation mostly, but not always, clear. External or video links included; not well integrated into presentation material.	Generally good set of slides, conveyed the main points well. No distractions in background. Clear voice. External of video links included, some explanation regarding tie-in to presentation material.	Very creative slides, carefully thought out to bring out both the main points while keeping the audience interested. Excellent background. Crisp and clearly audible. External links or video included, excellent tie-in to presentation material.	

<b>Delivery</b>	Mumbled the words, too many filler words and distracting gestures. Read the presentation from the slides or notes (no eye contact with the audience). Neglected transitions between slides and between speakers. Unenthusiastic and “comatose” presentation. Poor volume and pacing. Dull and unengaging.	Low voice, some distracting filler words and gestures. Occasional eye contact with the audience but mostly read the presentation. Occasional transitions between slides and/or speakers. Boring presentation. No real effort to make it interesting. Presenters were not engaging.	Generally effective delivery, minimal distracting gestures or fillers. Maintained good eye contact with the audience. Sufficient transitions between slides and speakers. Good knowledge of subject matter, good volume and pacing. Conveyed interest in the topic.	Natural, confident delivery. Conveyed the message and enhanced it. Excellent transitions between slides and speakers. Good closing statements. Excellent use of volume, pace etc. Kept the audience engaged throughout the presentation.	
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### Individual Project

The individual project is worth 21 points (21% of your grade). Each student is required to conduct and record a ½ hour long interview with a person in a management position in an organization. The recording may be audio or video. You should choose a person to interview and make an appointment explaining that the purpose of the interview is to learn about leadership and gain practical insights.

The interview must be transcribed, and presented as a written report. The report should be no less than 6 typed pages, double spaced, 1-inch margins, and 12 point font. The report must have 4 elements:

Cover page: Your name, course number, and date

Introduction: Who you interviewed and why (credentials, experience, position, etc.).

Interview: The questions asked and the responses received.

Analysis: Your evaluation of the interviewer’s leadership philosophy, approach, and skills, as related to the course concepts

With regard to the **interview**, sample interview questions might include the following:

- How did you get to where you are today?
- What annoys or angers you?
- What do you find most admirable in people? Why are those things so important to you?
- Who is your favorite business leader and why?
- What were the top five to ten principles your parents taught you?
- How would you complete the sentence, "People should ..." (2-3x's)
- What's the purpose of your life?
- What's the best way to get others to do what you want them to do?
- What are the two most important events in your life and what did you learn from them?

The individual project will be graded according to the following rubric:

### Grading Rubric for Individual Project

	<b>Fail</b> <b>0 – 1 points</b>	<b>Below standard</b> <b>2-3 points</b>	<b>Meets standard</b> <b>4-5 points</b>	<b>Exceeded standard</b> <b>6-7 points</b>	<b>Total Points</b> <b>(21)</b>
<b>Interview Questions</b>	Basic questions. Provided insufficient opportunity for the interviewee to discuss leadership. Did not reflect satisfactory grasp of the appropriate issues.	Some insightful questions. Provided limited opportunity for interviewee to discuss leadership. Reflected limited grasp of the appropriate issues.	Sufficient number of insightful questions. Provided sufficient opportunity for interviewee to discuss leadership. Reflected satisfactory grasp of the appropriate issues.	Insightful and thought-provoking questions. Provided substantial opportunity for interviewee to discuss leadership. Reflected above average grasp of the appropriate issues.	
<b>Writing</b>	Unorganized. Lacked a clear thesis or main point. Failed to employ transition between ideas. Violated standards for academic communications (grammar, spelling, punctuation,	Unorganized. Advanced a weak thesis or main point. Employed weak transition between ideas. Violated some standards for academic communications (grammar, spelling, punctuation,	Logical organization. Showed evidence of a basic thesis or main point. Employed some form of transition between ideas. Generally followed standards for academic	Well-organized, followed clear outline. Showed evidence of a clear thesis or main point. Consistently employed effective transitions between ideas. Consistently follows standards for	



	citations, paragraph structure, etc.).	citations, paragraph structure, etc.).	communications (grammar, spelling, punctuation, citations, paragraph structure, etc.).	academic communications, (grammar, spelling, punctuation, paragraph structure, citations, etc.).	
<b>Analysis</b>	Little or no linkage discussed between leader's behaviors and attitudes to leadership theories	Some discussion of linkage between leader's behaviors and attitudes and leadership theories	Logical linkages made between leader's behaviors and attitudes and leadership theories	Completely tied leader's behaviors and attitudes to leadership theories	

### **Students with Disabilities**

In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie – LA Building (954-236-1222), in Jupiter - SR 110 (561-799-8010), or at the Treasure Coast - CO 117 (772-873-3382), and follow all OSD procedures. Here is the link to the OSD: <http://osd.fau.edu>

### **Code of Academic Integrity Policy Statement**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001:

[http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

The College of Business also has policies relating to academic honesty and integrity, which can be found at <http://business.fau.edu/masters-phd/current-students/academic-policies/index.aspx>.



Include a breakdown of topics covered (generally, by class day or by week), deadlines for course assignments/requirements, and dates of exams and quizzes. Also include any supplemental/suggested assignments/readings. It is helpful to also include the last day to drop without receiving a failing grade.

### **Selected University and College Policies**

#### Code of Academic Integrity Policy Statement

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#### Disability Policy Statement

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) – in Boca Raton, SU 133, (561) 297-3880; in Davie, MOD 1, (954) 236-1222; in Jupiter, SR 117, (561) 799-8585; or, at the Treasure Coast, CO 128, (772) 873-3305 – and follow all OSD procedures.

#### Religious Accommodation Policy Statement

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices **and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments.** For further information, please see Academic Policies and Regulations.

#### University Approved Absence Policy Statement

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

#### College of Business Minimum Grade Policy Statement



The minimum grade for College of Business requirements is a "C". This includes all courses that are a part of the pre-business foundation, business core, and major program. In addition, courses that are used to satisfy the university's Writing Across the Curriculum and Gordon Rule math requirements also have a minimum grade requirement of a "C". Course syllabi give individualized information about grading as it pertains to the individual classes.

#### Incomplete Grade Policy Statement

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

#### Withdrawals

Any student who decides to drop is responsible for completing the proper paper work required to withdraw from the course.

#### Grade Appeal Process

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading system.

The procedures for a grade appeal may be found in Chapter 4 of the University Regulations.

#### Disruptive Behavior Policy Statement

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who behave in the classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing



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or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

### **Faculty Rights and Responsibilities**

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.

### Course Schedule

Date	Unit	Topic	Reading
8/21	1	Introduction	◆ Ch 1
8/28	2	Nature of Managerial Work	◆ Ch 2
9/04	3	Leadership Behavior	◆ Ch 3
9/11	4	Leading Change and Innovation	◆ Ch 4
9/18	5	Participative Leadership	◆ Ch 5
9/25	6	Leadership Traits and Skills	◆ Ch 6 ◆ Group A's project due
10/02	7	Contingency Theories	◆ Ch 7 ◆ Group B's project due
10/09	8	Power and Influence	◆ Ch 8 ◆ Group C's project due
10/16	9	Dyadic Relations	◆ Ch 9 ◆ Group D's project due
10/23	10	Leadership in Teams	◆ Ch 10 ◆ Group E's project due
10/30	11	Charismatic and Transformational	◆ Ch 12 ◆ Group F's project due
11/06	12	Authentic Leadership	◆ Ch 13 ◆ Group G's project due
11/13	13	Cross-cultural Leadership	◆ Ch 14 ◆ Group H's project due
11/20	14	Developing Leadership Skills	◆ Ch 15
11/27	15	Overview and Integration	◆ Ch 16 ◆ Individual projects due
12/04	16	<b>EXAM</b>	

## References

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