FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT: MANAGEMENT PROGRAMS	COLLEGE: BUSINESS

RECOMMENDED COURSE IDENTIFICATION:	EFFECTIVE DATE
PREFIX __MAN__ COURSE NUMBER __6296__ LAB CODE (L or C) ____ *(TO OBTAIN A COURSE NUMBER, CONTACT RPOLANSK@FAU.EDU)* COMPLETE COURSE TITLE: LEADERSHIP AND ORGANIZATIONA	(first term course will be offered) __SPRING, 2013__

CREDITS:	TEXTBOOK INFORMATION:
3	G.A. YUKL, LEADERSHIP IN ORGANIZATIONS (8TH 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, 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:	*Date:*	**ATTACHMENT CHECKLIST**
Department Chair: _Peggy Golden_	_1/28/2013_	◆Syllabus (see guidelines for requirements: *http://www.fau.edu/graduate/facultyandstaf /programscommittee/index.php)*
College Curriculum Chair: _____	_1/28/2013_	
College Dean: _Paul Hart_	_1-28-13_	◆**Written consent** from all departments affected by new course
UGPC Chair: _____	_____	
Graduate College Dean: _____	_____	

Email this form and syllabus to 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.

DEPARTMENT OF MARKETING
COLLEGE OF BUSINESS
(561) 297-3036 • Fax: (561) 297-0402

January 22, 2013

Memorandum:

TO: Nancy Diamond
            Graduate College
            Florida Atlantic University

FROM: Dr. Allen Smith
            College of Business, University Graduate Council Representative

SUBJECT: Letters of Permission for MAN 6296

As requested by members of the University Programs Committee, attached are letters in support of MAN 6294: Leadership and Organizations from:

College of Medicine
Department of Anthropology
College of Nursing
College of Education
Public Administration

From:	Peggy Golden <golden@fau.edu>
Sent:	Monday, January 07, 2013 10:29 AM
To:	Allen Smith
Subject:	FW: Letters of permission

Peggy A. Golden, PhD
Chair and Professor, Management Programs
Florida Atlantic University
(Vox) 1.561.297.4506 (Cell) 954.818.2417
(FAX)561.297.2675
"Most of the things worth doing in the world had been declared impossible before they were done"Louis D.
Brandeis

From: David Bjorkman
Sent: Monday, January 07, 2013 10:28 AM
To: Peggy Golden; Marlaine Smith; Rosalyn Carter; Robert Shockley; Michael Harris
Cc: Allen Smith
Subject: Re: Letters of permission

Dear Dr. Golden,

I have reviewed the syllabus for your new Organizational Behavior course MAN 6296. The College of Medicine has no
objections to the replacement of your course MAN 6245 with this new course in your MBA curriculum.

Sincerely,

David J. Bjorkman, M.D., M.S.P.H.
Dean and Professor
Charles E. Schmidt College of Medicine
Florida Atlantic University
777 Glades Road BC 71 Room 239
Boca Raton, FL 33431

tel: 561.297.4341
fax: 561.297.0914
email: dbjorkm1@fau.edu
www.med.fau.edu

From: Peggy Golden <GOLDEN@fau.edu>
Date: Monday, January 7, 2013 10:21 AM
To: David Bjorkman <dbjorkm1@fau.edu>, Marlaine Smith <msmit230@fau.edu>, Rosalyn Carter <rcarter@fau.edu>,
Robert Shockley <SHOCKLEY@fau.edu>, Michael Harris <mharris@fau.edu>
Cc: Allen Smith <AESMITH@fau.edu>
Subject: Letters of permission

Attached is the syllabus for a new course in the MBA program designed to replace our MAN 6245 – Organizational
Behavior course. MAN 6296 is a core course using Leadership to facilitate the traditional Organizational Course. We

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understand that you may have a leadership course in your curriculum and the GPC has asked for letters (emails) of no objections to the replacement of our course with a revised curriculum and a new title. We would like to move it back to the GPC at its first meeting (it was tabled pending accord among other departments and units).

You can simply reply to this email with your response and I will give it to our representative. Thanks much, welcome back, and Happy New Year.

Peggy A. Golden, PhD
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From:	Peggy Golden <golden@fau.edu>
Sent:	Monday, January 07, 2013 10:24 AM
To:	Allen Smith
Subject:	FW: Letters of permission

Peggy A. Golden, PhD
Chair and Professor, Management Programs
Florida Atlantic University
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From: Michael Harris
Sent: Monday, January 07, 2013 10:24 AM
To: Peggy Golden
Subject: RE: Letters of permission

Dear Dr. Golden,
   The Department of Anthropology has no objection to the course proposed below.

Best,
Michael Harris
Chair, Anthropology

From: Peggy Golden
Sent: Monday, January 07, 2013 10:19 AM
To: David Bjorkman; msmith230@fau.edu; Rosalyn Carter; Robert Shockley; Michael Harris
Cc: Allen Smith
Subject: Letters of permission

Attached is the syllabus for a new course in the MBA program designed to replace our MAN 6245 – Organizational Behavior course. MAN 6296 is a core course using Leadership to facilitate the traditional Organizational Course. We understand that you may have a leadership course in your curriculum and the GPC has asked for letters (emails) of no objections to the replacement of our course with a revised curriculum and a new title. We would like to move it back to the GPC at its first meeting (it was tabled pending accord among other departments and units).

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1

From: Peggy Golden <golden@fau.edu>
Sent: Monday, January 07, 2013 1:30 PM
To: Allen Smith
Subject: FW: Letters of permission

Peggy A. Golden, PhD
Chair and Professor, Management Programs
Florida Atlantic University
(Vox) 1.561.297.4506 (Cell) 954.818.2417
(FAX)561.297.2675
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From: Marlaine Smith
Sent: Monday, January 07, 2013 1:28 PM
To: Peggy Golden
Subject: RE: Letters of permission

Dear Dr. Golden,
I have reviewed the syllabus for the proposed new core course in MBA program in the College of Business. The College of Nursing graduate level leadership course is specific to nursing and healthcare. While there is some overlap, we have no objections with your proposed replacement of MAN 6245 with this new course.

Marlaine C. Smith, RN, PhD, AHN-BC, FAAN
Dean and Helen K. Persson Eminent Scholar
Christine E. Lynn College of Nursing
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
561-297-3206
561-297-0293
Visit us at http://nursing.fau.edu

The Christine E. Lynn College of Nursing is dedicated to Caring: advancing the science, practicing the art, studying its meaning and living it day-to-day.

From: Peggy Golden
Sent: Monday, January 07, 2013 10:21 AM
To: David Bjorkman; Marlaine Smith; Rosalyn Carter; Robert Shockley; Michael Harris
Cc: Allen Smith
Subject: Letters of permission

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understand that you may have a leadership course in your curriculum and the GPC has asked for letters (emails) of no objections to the replacement of our course with a revised curriculum and a new title. We would like to move it back to the GPC at its first meeting (it was tabled pending accord among other departments and units).

You can simply reply to this email with your response and I will give it to our representative. Thanks much, welcome back, and Happy New Year.

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Peggy A. Golden, PhD
Chair and Professor, Management Programs
Florida Atlantic University

Dear Professor Golden:

The purpose of this letter is to offer the perspective of the Department of Educational Leadership and Research Methodology on the proposed offering in the MBA program designed to replace MAN 6245 – Organizational Behavior course. MAN 6296 is a core course using Leadership to facilitate the traditional Organizational Course. It is true that our department offers courses that cover the content of the MAN 6296; therefore, I asked our faculty to review the course and develop a departmental response to its adoption.

Perspectives on Leadership

It's obvious that we share disciplinary roots. So first let me describe our set of leadership courses and from this context provide our perspectives on your proposed course.

We talk about leadership in "organizations," and expect our professors to contextualize the content for the audience in our courses, whether they are school leaders, higher education leaders, community leaders, political leaders, intellectual leaders, health leaders, and yes--business leaders.

Our Department works off a required leadership core of Lead 1, 2, 3, 5, 6. We recently dropped Lead 4 from our required offerings. Required in this sense means that any student that enters one of our four specialized programs at the masters, specialist, and doctoral levels must have taken the core: Lead 1, 2, 3 at the masters, and Lead 5 and 6 at the doctoral level (Lead 1, 2 and 3 are prerequisites for 5 and 6). Our focus is on developing the leadership qualities and skills necessary to create, lead, and manage organizations in the public and/or private sector. I have appended our syllabi for these courses to provide you the context for our perspectives.

In review of our courses (syllabi attached), you will note that the required texts are many of the same ones you would find in a business management program and are not related to educational leadership *per se*. For example, in Lead 2, which is our basic theory course, we use the Northouse text. In the Lead 3, which is our interpersonal skills course, we use Osland, Kolb, Rubin, & Turner (2007). In the Lead 5 course, which is our organizational behavior course, we use Bolman & Deal's (2008),and Shafritz, Ott, & Jang (2004). In Lead 6, a strategic level leadership course, we use Pisapia (2009), Kotter (1996), and Kim and Mauborgne (2005). What you will find in reviewing our text materials is that most of the cases and write-up of leaders are from either the for-profit and non-profit (non-education-related) worlds.

Perspectives on MAN 6296

We view MAN 6296 as primarily a master's level course which is similar in intent and content to our Lead 2 and Lead 3 courses. Clearly there is overlap of MAN 6296 with our course, as there has been in the past. This does not mean, however, that we object to the redesigned course. For example, several years ago when our core courses were undergoing university review and approval, our Lead 5 course was thought to overlap with this MAN 6296 course in its past configuration. Thus we adopted a slight change of focus and course name. Perhaps if your course is eventually approved we will seek to change the name of our Lead 5 course to Organizational Behavior. Issues for the approving body to consider:

- The text assigned to MAN 6296 is well known and used in many Business schools internationally. The Northouse book has rapidly overtaken the book in sales and usage. This is not to quibble that they both, along with the Bass (2008) *Handbook of leadership . . .*, will meet the objectives of the course.

- The proposed title is Leadership and Organizations but the content is squarely focused on Leadership and Management of people in Organizations, not leadership of organizations *per se*. the title should reflect this distinction.

- The content assigned weekly is directly from the Yukl book and thus is geared more to a survey course rather than a skills building course. In this regard the individual project identified supports the survey approach. The sample interview questions provided seem rudimentary. Thus, from a practical point we see the course less useful at the masters level and would be more acceptable at the undergraduate foundation level.

- While critical thinking skills are important, so are synthetic skills given the rapidity of our changing environments and the vast amounts of information leaders and managers must filter.

- The rubrics specified present clear, consistent, and concise guidance to students in grading for individual, group work, and presentations. However, there is no rubric that distinguishes between a manager and a leader, if that is the intent of some of the assignments.

Conclusions

We see the course better serving undergraduate students in business administration or early masters students. It is foundational from a content perspective and does not address leading organizations. There is considerable overlap with our Lead 2 and Lead 3 courses and in current budgetary times, the review committees, we are sure, will consider them. We would entertain a cross listing of this course with our Lead 2 and 3 as well as making our Lead 5 and 6 courses more available to advanced students in the management program.

Thank you for allowing us to respond to the revision of MAN 6296.

Sincerely,

Robert Shockley, Chair

Department of Educational Leadership and Research Methodology

References - Cited

Lead 1 – Focus: How Adults learn and think

Merriam, S. B., & Caffarella, R. (2006). *Learning in adulthood*, 3rd ed. San Francisco: Jossey-Bass.

Gross, R. (1991). Peak learning: How to create your own lifelong education program. NY: Tarcher & Putnam.

Lead 2 – Focus: Basic Leadership Theory

Northouse, Peter. (2007). *Leadership: Theory and Practice*, 4th ed. Thousand Oaks, California: Sage Publications

Lead 3 – Focus: Basic management skills use in working with people

Osland, J., Kolb, D., Rubin, I., & Turner (2007. *Organizational behavior: An experiential approach*, 8th ed. Upper Saddle River, NJ: Pearson/Prentice Hall.

Lead 5 – Focus: Organizational behavior

Bolman, L. G., & Deal, T., ([2008 preferred] or 2005), Reframing organizations: Artistry, choice, and leadership, 3rd, or 4th, ed. San Francisco: Jossey-Bass.

Shafritz, J. M., Ott S. J., & Jang, Y. S., (2004). Classics of organization theory, 6th ed. Wadsworth Publishing

Lead 6 – Focus: Leading Organizations - Strategic Thinking and Leadership

Kim, W. C., & Mauborgne, R. (2005). *Blue ocean strategy.* Boston, MA: Harvard Business School Press.

Kotter, J. P. (1996). *Leading Change.* Boston, MA: Harvard Business School Press

Pisapia, J. (2009). *The strategic leader: New tactics for a globalizing world.* Charlotte, NC: Information Age Publishers.

From:	Peggy Golden <golden@fau.edu>
Sent:	Wednesday, January 09, 2013 6:22 PM
To:	Allen Smith
Subject:	Fwd: Letters of permission
Attachments:	image.png

Chair, Management Programs

Begin forwarded message:

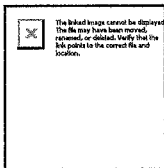> **From:** Rosalyn Carter <rcarter@fau.edu>
> **Date:** January 9, 2013, 2:22:17 PM EST
> **To:** Peggy Golden <GOLDEN@fau.edu>
> **Subject: Re: Letters of permission**
>
> Hi Peggy
> Happy New Year! The School of Public Administration has reviewed this syllabus and has no
> objection to the curriculum change proposed.
> Rosalyn

Rosalyn Carter
Professor and Dean
College for Design and Social Inquiry

On Jan 7, 2013, at 10:21 AM, Peggy Golden wrote:

Attached is the syllabus for a new course in the MBA program designed to replace our MAN 6245 –
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Peggy A. Golden, PhD
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Florida Atlantic University
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(FAX)561.297.2675
"Most of the things worth doing in the world had been declared impossible before they were done"Louis D. Brandeis

<Syllabus MAN 6296.doc>

Professor:	**Dr. Stephanie L. Castro**
	Department of Management
	College of Business
Office:	**421A LA Building, Davie**
Office hours:	**Mondays and Wednesdays 9 – 12**
Telephone:	**(954) 236-1350 Office**
	(954) 236-1298 Fax
e-mail:	scastro@fau.edu

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%
Individual project	21 points	21%
Total	100 points	100%

Grading Scale

Points	Grade	Points	Grade
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

	Unsatisfactory 0-1 points	Below Average 2 points	Satisfactory 3 points	Above Average 4 points	Excellent 5 points
Participation / Frequency (5 points)	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
Topical / Relevance (5 points)	No relevance to topics in text	Little direct relevance to topics	Appropriate relevance to topics	Relevant and expansive to topics	Expansive; relevance well explained
Communication (5 points)	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
Organizational Examples (5 points)	No example is included	One example included, but only minor	One or two examples included, discussion ties directly	More than two examples included, discussion	More than five examples are included and discussion

		discussion tying to unit topics	to topics	strongly ties to unit topics	strongly ties examples to unit topics

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

	Fail 0 – 1 points	Below standard 2 points	Meets standard 3-4 points	Exceeded standard 5 points	Total Points (15)
Research	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.	
Writing	Unorganized. Lacked a clear thesis or main point. Failed to employ transition between ideas.	Unorganized. Advanced a weak thesis or main point. Employed weak transition between ideas.	Logical organization. Showed evidence of a basic thesis or main point. Employed some	Well-organized, followed clear outline. Showed evidence of a clear thesis or main point. Consistently	

	Violated standards for academic communications (grammar, spelling, punctuation, citations, paragraph structure, etc.).	Violated some standards for academic communications (grammar, spelling, punctuation, citations, paragraph structure, etc.).	form of transition between ideas. Generally followed standards for academic communications (grammar, spelling, punctuation, citations, paragraph structure, etc.).	employed effective transitions between ideas. Consistently follows standards for academic communications, (grammar, spelling, punctuation, paragraph structure, citations, etc.).	
Arguments	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

	Fail **0 – .5 points**	**Below standard** **1 point**	**Meets standard** **1.5 points**	**Exceeded standard** **2 points**	**Total Points (10)**
Content	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.	
Examples / Illustrations	No examples or illustrations of points.	Very little example/ illustration	Some examples / illustration discussed; good	Excellent examples / illustrations,	

		provided; weakly linked to points.	link to points; obvious support for points.	clearly linked to points, provided strong support for points.	
Organization	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.	
Mechanics – Slides, video, and/or audio	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.	

Delivery	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.	

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

	Fail **0 – 1 points**	**Below standard** **2-3 points**	**Meets standard** **4-5 points**	**Exceeded standard** **6-7 points**	**Total Points (21)**
Interview Questions	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.	
Writing	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.).	
Analysis	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

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.

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	**EXAM**	

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