



**MAN 4143 – Leadership – CRN11191**  
Monday, Wednesday, & Friday; 9:30 – 10:20am  
LH1203 - 3 credits

**Instructor:** Ashley Mandeville, Ph.D.  
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**Email:** [amandeville@fgcu.edu](mailto:amandeville@fgcu.edu)  
**Office Location:** LH3313  
**Office Hours** Monday & Wednesday 1:00 – 3:30pm, or by appointment

#### **A. COURSE DESCRIPTION**

Capstone course on the theory and practice of leadership. The focus of the course will be on examination of leadership and the process of achieving excellence in organizations. Pre-requisites: MAN3046 (Team & Group Processes; may be taken concurrently).

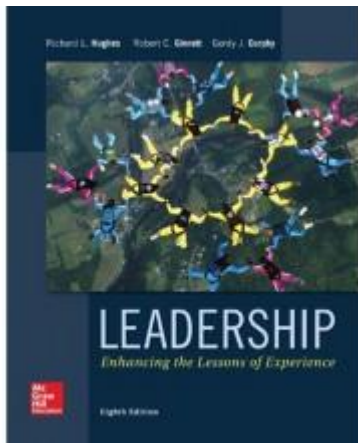
#### **B. KEY TOPICS COVERED IN THIS COURSE**

1. Theoretical perspectives regarding: what leadership is, what leaders do, what various models and approaches to leadership propose/ predict.
2. Exploration of various hazards to effective leadership including ethical, personal, and organizational issues.
3. Reflection of personal leadership styles.
4. Application of course topics to real world problems.

## C. TEXTBOOK AND READINGS *and other required materials*

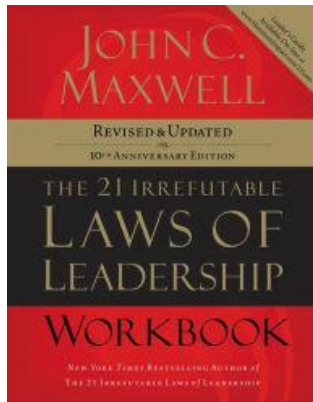
### Required:

Leadership: Enhancing the Lessons of Experience 8<sup>th</sup> Edition, Hughes, ISBN: 9780077862404



### Recommended:

The 21 Irrefutable Laws of Leadership Workbook, Maxwell, ISBN: 9781418526153



## D. CLASS OVERVIEW

The best teacher of leadership is personal experience. So why have a course on leadership? Why not spend your time out there in the “real world”, learning by doing? Ask yourself: How would you feel if we were to pull you out of the University today and place you in charge of 150 retail store employees or line workers? What would your leadership style be? How would you motivate, inspire, and address problems with a diverse group of employees? How would you measure your effectiveness? Each of you is intelligent, resourceful, and talented. You would eventually figure it out. However, your boss will not be able to give you much time to learn through experience. S/he will expect you to have a certain set of foundational skills as you begin your leadership journey. That is why we’re here.

The purpose of this course is to expose you to scientific theory and research in management and organizational behavior while punctuating the theoretical perspectives with the study of successful

leaders across a variety of settings. You will also have the opportunity to reflect upon and develop specific leadership skills that are of particular interest to you.

The study of leadership is a challenging prospect. This course won't magically transform you into the next Jeff Bezos or Sheryl Sandberg. However, through the academic study of leadership, you can learn the strengths and limitations of your own leadership style. Through self-assessment, the scholarly review of the body of leadership research, and reflection, you will become a more effective leader.

## E. GRADING, ASSIGNMENTS AND COURSE REQUIREMENTS

ASSIGNMENT	POINTS	SCALE ( <i>in percentages</i> )
Exams (4)	300 (75 each)	A: 100 -93 A-: 92.99-90
Leader Presentation	50	B+: 89.99-87 B: 86.99-83 B-: 82.99-80
Laws of Leadership Exercises	50	C+: 79.99-77 C: 76.99-73 C-: 72.99-70
Leadership Enhancement Project	50	D+: 69.99-67 D: 66.99-63 D-: 62.99-60
SINK or SWIM Case Study Paper	100	F: 59.99 or below
Participation	50	
<b>TOTAL</b>	<b>600</b>	

**\*\*\*\*Initial Canvas Assignment:** As a University Policy, all faculty members are required to use Canvas to confirm a student's attendance for each course by the end of the first week of classes. Failure to do so will result in a delay in the disbursement of your financial aid. The confirmation of attendance is required for all students, not only those receiving financial aid.

### Examinations (300 points)

Four exams will be given. Exams will consist of 30 multiple choice questions and 2 short answer questions. Dates for the exams are listed in the syllabus. Make-up exams are **not** offered so make the necessary arrangements to ensure your attendance on those four days. Students with three scheduled exams on a test date will be allowed to reschedule that exam. However, the student must notify the professor at least one week prior to the examination to qualify for an alternative test date.

### Leader Presentation (Teams, 50 points)

Students will be broken into teams of 2 – 3 and will be responsible for analyzing a leader and presenting your analysis to the class. Teams and leaders to be analyzed will be selected in class on

the date specified in the syllabus. Your deliverable will be a short presentation; **8-10 minutes long** and include some type of visual aid (i.e., poster, PowerPoint, Prezi, etc.). **Any video clips should be no longer than 90 seconds and must be directly relevant** to the presentation. Presentations should include:

1. Executive overview of the leader (background, education, unique characteristics, etc.). Provide only relevant information on the leader. Focus on experiences that make this individual unique and/or have contributed to their leadership authenticity.
2. Explain leadership authenticity (provide your definition) and provide an analysis regarding your leaders' authenticity. Is s/he authentic and in what ways?
3. An analysis of his/her effectiveness as a leader. **This should include an examination of the followers and the situation. A graphic including the parts of the Interaction Framework will help guide you.**
4. Include one additional topic covered in class that applies. Feel free to get creative! You may apply the Laws of Leadership here.

**Everyone must present! On the day of your presentation, group members should be dressed professionally.** Also, please have one person in your group submit via Canvas a copy of your visual aid (e.g. PPT presentation). All individuals will need to submit a peer evaluation prior to the presentation (also via Canvas). Individual grades for this assignment will consist of the following:

*Peer Evaluations – 10 pts.*

*Written Paper – 20 pts. (same grade for all team members)*

*Presentations – 20 pts. (same grade for all team members)*

### **Laws of Leadership Exercises (50 points)**

Throughout the semester we will be going through John C Maxwell's 21 Laws of Leadership. Accompanying each law will be a short exercise which I will ask you to complete. These exercises are meant to provide some introspection on your own leadership style with the purpose of understanding how you can become a more effective and authentic leader. **Each exercise will be worth 2.5 points. I will only grade your highest 20 scores, meaning you can drop one exercise score or simply not participate.** Submissions will be done through Canvas. Late submissions will be accepted, but the **points possible for a late submission will be 1pt.** See due dates in Canvas.

## Leadership Enhancement Project (50 points)

This enhancement project can be completed by selecting one of the options below.

### Option #1: Eagle's Challenge Course



The Eagle Challenge Course is located at the Buckingham Center roughly 18 miles north of main campus. Set amongst 10 acres of green fields and pockets of pine uplands and oak hammocks, the Eagle Challenge Course is the perfect outdoor experiential learning laboratory to develop our skills as leaders. This program will be assisted by the challenge course staff. We have worked together to design a great combination of activities where we will work on trust building, effective communication, self-esteem, leadership skills, and group problem solving.

To participate, you must select one of three Saturdays that works best for your schedule and pay a course fee of \$25 to the professor prior to the Saturday you attend. The Eagles Course staff and I have selected low/ ground elements (completed before lunch) and high elements (completed after lunch). You have the option of participating in both low and high elements, or low elements only. **However, students selecting the low course only option will still be required to attend the first half of the session (until lunch) and pay the course fee of \$25.**

Please see the schedule for Eagles Challenge Course Saturday dates. I ask that you select which date you would like to attend as soon as possible (the first week of class is best). There are a limited number of spots available on each date, and sign-ups are first-come, first-serve. Your grade for this assignment will be determined by your participation on the day you attend and the completion of a survey.

### Option #2: Leadership Article Reflection

I have selected a few articles from Harvard Business Review on the topics of Leadership and Followership. Your assignment will be to read, analyze, and **synthesize** the main ideas in the HBR articles in a 5-page paper, following APA formatting. Your grade will depend on your analysis and integration of the key ideas. Articles will be distributed in the beginning of the semester via Canvas, and **due by April 15<sup>th</sup>, 2020.**

## SINK or SWIM Case Study Paper (100 points)

Students will analyze the case study *Sink of SWIM* using PEAS Critical Thinking guidelines. The paper should be APA formatting (12pt font, double spaced, etc.) and roughly 5 – 8 pages in length.

The case study can be found in Canvas and will be **due by April 1<sup>st</sup>, 2020**. Please use the PEAS Critical Thinking rubric to guide your analysis.

### **Participation/ Attendance (50 points)**

The participative nature of this class is based on the concept that students learn from other students. Therefore, your attendance is required for you to benefit from other students' knowledge and ideas, as well as for them to learn from you. Participation includes attending class, having read the assigned material, and being prepared to discuss the readings and topics in class. In order to effectively participate in class, it will be necessary to read *and process* the material *before* coming to class.

### **Extra Credit**

There may be opportunities to earn extra credit by participating in research; details will be provided when these opportunities occur.

### **F. ATTENDANCE POLICY**

The participative nature of this class is based on the concept that students learn from other students. Therefore, your attendance is required for you to benefit from other students' knowledge and ideas, as well as for them to learn from you. Participation includes attending class, having read the assigned material, and being prepared to discuss the readings and topics in class. In order to effectively participate in class, it will be necessary to read and process the material before coming to class.

### **G: TEACHING PHILOSOPHY/ ABOUT THE PROFESSOR**

Dr. Ashley Mandeville is an Assistant Professor of Management in the Department of Management in the Lutgert College of Business of Florida Gulf Coast University. Primary teaching responsibilities include Leadership and various Human Resource Management courses.

Dr. Mandeville has earned her PhD in Management at University of Alabama and Bachelors in Human Resource Management at University of Houston. While attending University of Alabama, she taught several courses, including Introduction to Human Resource Management and Leadership. Her teaching philosophy includes a focus on student engagement and experiential learning. Her aim is to provide a classroom that includes meaningful discussion and continuous feedback.

Dr. Mandeville is also active in research and has published in prestigious management journals, such as *Personnel Psychology* and *Journal of Applied Psychology*, on subjects related to the work-family interface, pregnancy in organizations, and benefit utilization. She has also co-authored a book chapter on gender and the work-family interface in the modern workscape. Further, she is an active member of various professional organizations, including Academy of Management (AOM), Society for Industrial and Organizational Psychology (SIOP), and Work and Family Researchers' Network (WFRN).

## H. LEARNING OUTCOMES & ASSESSMENT

The Department of Management creates an environment that enables students to develop managerial knowledge and leadership skills, both individually and collaboratively, to: (1) recognize, evaluate, and cultivate business opportunities; (2) identify, understand, and implement positive solutions to organizational issues; and (3) build leadership capabilities to effectively manage organizational change in the global environment.

<b>Lutgert C.O.B. Learning Goals &amp; Objectives</b>	<b>Management Learning Objectives</b>	<b>Course Learning Objectives (measurable)</b>	<b>Assessment Methods</b>
<b>Understand the business environment</b> 1. Demonstrate knowledge of ethical issues 2. Demonstrate knowledge of global factors influencing business. 3. Explain the importance of environmental responsibility.	1. Analyze ethical and CSR issues as they apply to management. 2. Demonstrate knowledge of global factors influencing business	Analyze and synthesize models, theories, concepts, current managerial issues, and introspection.	A, B, C, D
<b>Be effective problem solvers.</b> 1. Solve business problems using analytical tools	3. Solve management problems using analytical tools	Apply a structured critical thinking process for addressing current challenges, as it pertains to leadership, that include identifying key organizational issues, grounded in evidence, followed by sound analyses and practical solutions to address such issues.	D
<b>Be an effective communicator</b> 1. Deliver effective oral presentations 2. Prepare effective written reports	4. Demonstrate effective professional communication skills. 5. Work effectively in diverse teams	Communicate analysis through writing and presenting, working individually and in teams.	C, D

<p><b>Have interdisciplinary business knowledge</b></p> <p>1. Understand main concepts &amp; definitions in accounting, economics, finance, information systems management, marketing and operations management.</p> <p>2. Integrate knowledge across business disciplines</p>	<p>6. Integrate key management theories and practices</p>	<p>Integrate a range of management concepts and theory into a comprehensive understanding of management situations.</p> <p>Apply leadership theory using interdisciplinary knowledge from HR, Teams/ Groups, Ethics, and International Business.</p>	<p>A, D</p>
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*Legend:*

- A) Exams
- B) Assignments/ Exercises
- C) Team Presentation
- D) Individual Written Analysis

## **I. ACADEMIC BEHAVIOR STANDARDS AND ACADEMIC DISHONESTY**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found under the “Student Code of Conduct” and “Policies and Procedures” sections in the Student Guidebook. All students are expected to study this document, which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>.

## **J. UNIVERSITY NONDISCRIMINATION STATEMENT**

Florida Gulf Coast University is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors and other third parties. As such, the University prohibits discrimination on the bases of race, color, national origin, ethnicity, religion, age, disability, sex (including sexual harassment/assault), gender identity/expression, marital status, sexual orientation, veteran status or genetic predisposition with regard to admissions, employment, programs or other activities operated by the University. This prohibition extends to enforcement of Title IX of the Education Amendments of 1972. Questions or complaints should be directed to the Office of Institutional Equity and Compliance (OIEC). The OIEC’s phone number is (239)745-4366; the OIEC email address is [OIEC@fgcu.edu](mailto:OIEC@fgcu.edu).

## **K. DISABILITY ACCOMMODATIONS SERVICES**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or Video Phone (VP) 239-243-9453. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing



information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information.

#### **L. STUDENT OBSERVANCE OF RELIGIOUS HOLIDAYS**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

#### **M. COURSE SCHEDULE *(subject to change with notice)***

<b>Dates</b>	<b>Lecture/ Reading</b>
January 6	Introductions; Syllabus
8	Chapter 1; Law #1
10	Chapter 1 cont.
13	Chapter 2; Law #2
15	Chapter 2 cont.
17	Chapter 3; Law #3 (Guest Speaker – Tifarah)
20	<b>NO CLASS - Holiday</b>
22	Chapter 3 cont. & Review for Exam #1
24	<b>Exam #1 (Chapters 1 – 3)</b>
27	Chapter 4; Law #4
29	Chapter 4 cont.
31	Chapter 5; Law #5
February 3	Chapter 5 cont.; Law #6
5	Chapter 6
7	Chapter 6 cont.; Law #7
10	Chapter 7; Law #8 (Guest Speaker – Rob Oberwise)
12	Chapter 7 cont.
14	Chapter 8; Law #9
17	Chapter 8 cont. & Review for Exam #2
19	<b>Exam #2 (Chapters 4 – 8)</b>
21	<b>Presentation Work &amp; Case Study Paper Work Day</b>
24	Chapter 9; Law #10
26	Chapter 9 cont.

28	Chapter 10; Law #11
March 2 - 6	<b>NO CLASS – Spring Break</b>
9	Chapter 10 cont.; Law #12
11	Chapter 11; Law #13
13	<b>NO CLASS – Eagle’s Challenge Course Prep</b>
<b>14</b>	<b>Eagle’s Challenge Course Day #1 - 9am – 3pm</b>
16	Chapter 11 cont. & Review for Exam #3
18	<b>Exam #3 (Chapters 9 – 11)</b>
20	Chapter 12; Law #14
23	Chapter 12 cont.; Law #15
25	Chapter 13
27	<b>NO CLASS – Eagle’s Challenge Course Prep</b>
<b>28</b>	<b>Eagle’s Challenge Course Day #2 - 9am – 3pm</b>
30	Chapter 13 cont.; Law #16
April 1	<b>*** SINK or SWIM Case Study Paper Due***</b> Chapter 14
3	Chapter 14 cont.; Law #17
6	Chapter 15; Law #18
8	Chapter 15 cont.
10	Chapter 16; Law #19
13	Chapter 16 cont.; Law #20 & #21
15	<b>*** Option #2 Leadership Enhancement Project Paper Due ***</b> <b>Leader Presentations (Teams 1 – 4)</b>
17	<b>NO CLASS – Eagle’s Challenge Course Prep</b>
18	<b>Eagle’s Challenge Course Day #3 – 9am – 3pm</b>
20	<b>Leader Presentations (Teams 5 – 8)</b>
22	<b>Leader Presentations (Teams 9 – 12)</b>
24	<b>Leader Presentations (Teams 13 – 15)</b>
27	Review for Final Exam
Final Exam	<b>Final Exam #4 (Chapters 12 – 16)</b> <b>(LH 1203, Saturday, May 2nd, 7:30 – 9:45am)</b>

## N. CENTER FOR ACADEMIC ACHIEVEMENT

The Center for Academic Achievement (CAA) offers various academic success programs to assist you in reaching your academic goals in a student-centered learning environment. CAA services are for all FGCU students and include:

- **Academic Coaching:** Individual or group sessions facilitated by CAA Academic Success Coordinators who discuss relevant success skills to enhance your academic experience. Coaching topics include -Time Management, Study Habits, Goal Setting, Motivation, and Organization.
- **Tutoring:** Appointment and Drop-in, peer-led tutoring for math, science, and economics. Check our website for specific courses and times [www.fgcu.edu/caa/schedules](http://www.fgcu.edu/caa/schedules).

- **Supplemental Instruction (SI)**: SI leaders are assigned to specific course sections and hold sessions three times per week for 50 minutes in the Library. Sessions typically focus on the most difficult content in the course. Visit [www.fgcu.edu/CAA/si-schedules](http://www.fgcu.edu/CAA/si-schedules) for full list of courses and schedules.
- **SOAR to Success Workshops**: Interactive workshops focusing on college success topics. We invite you to visit [www.fgcu.edu/caa](http://www.fgcu.edu/caa) to make a tutoring and or coaching appointment, and get schedules for supplemental instruction and workshops. You also can stop by our office in Library 103 to pick up a schedule in person and make coaching appointments. We also have walk-in coaching sessions on Friday!