Leadership (Virtual, 3 Credit Hours)

Professor: Bryan S. Schaffer
Email: bschaffer@fgcu.edu

Office: Lutgert College of Business (Rm. 3342)
10501 FGCU Blvd. South
Fort Myers, FL 33965-6565

Phone: (239) 590-7476

Office Hours:
W (8:00 – 10:00 am) Also available by appointment

My Background:

Dr. Bryan Schaffer, Assistant Professor of Management, is relatively new to Florida Gulf Coast University. From 2003 to 2014, he was at the University of North Carolina Asheville as an Associate Professor and Chair of the Department of Management and Accountancy. His teaching experience is quite extensive and includes courses in Organizational Behavior, Principles of Management, Leadership, Organizational Development & Change, Ethics & Social Responsibility, Human Resource Management, Teams, and Strategic Management Simulation Lab. Dr. Schaffer received a PhD in Organizational Behavior and Human Resources Management from the University of Georgia. His research interests cover an array of topics, such as workplace diversity, leadership, motivation, occupational wellness, and team dynamics. Dr. Schaffer has published in peer reviewed journals and proceedings, and has presented his work at various national academic conferences. He is a member of the Academy of Management, the American Psychological Association, and the Southern Management Association. Prior to his life in academia, Dr. Schaffer held numerous supervisory and management positions with the Pillsbury Company, Avon Products, Inc., and McMaster-Carr Supply Company.

Course Description from Catalogue:
MAN 4143, The Challenge of Leadership - 3 credit(s).
- 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. (Prerequisites: MAN 3046, may be taken concurrently).
- College of Business Curriculum Placement: This is a core course for Management majors. Content in this course supports your capstone GEB 4890 Business Strategy course, among other courses.

Course Learning Objectives & Outcome/Assessment:

Lutgert College of Business Mission Statement
The Lutgert College of Business provides a high quality, student-centered learning environment to prepare students with the knowledge and skills needed to contribute to and take leading positions in business and society. Our faculty are devoted to teaching excellence, scholarship, and service that enhances our academic and business communities and we are dedicated to building partnerships that foster the economic growth of the southwest Florida region and beyond.

**Management Department Mission Statement**
We believe that great leaders effectively deal with both people and problems. Therefore, the department of management provides managerial knowledge and skills that enable students, both individually and collaboratively, to: (1) recognize, evaluate, and cultivate business opportunities; and (2) identify, understand, and implement successful solutions to complex organizational issues in today’s dynamic global environment.

### MAN4143 Student Learning Objectives

<table>
<thead>
<tr>
<th>Learning Goal &amp; Learning Objective. BBA</th>
<th>Learning Objective MAN graduates will:</th>
<th>Course Learning Objectives (Measurable)</th>
<th>Assessments Used to Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN graduates will:</td>
<td>• Analyze ethical issues as they apply to management.</td>
<td>• Develop a perspective of the diverse demographics and environmental complexities and challenges of leading in the global environment of business.</td>
<td>Creation of the Personal Leadership Development Plan Exercises</td>
</tr>
<tr>
<td>Understand the business environment (E) • Demonstrate knowledge of ethical issues. • Demonstrate knowledge of global factors influencing business. • Explain the importance of environmental responsibility.</td>
<td>• Demonstrate knowledge of business problems in a global environment. • Explain the importance of environmental responsibilities.</td>
<td>• Identify stakeholder positions and make sound ethical, legal, social and environmental business decisions.</td>
<td></td>
</tr>
<tr>
<td>Be effective problem solvers (P) • Solve business problems using analytical tools.</td>
<td>• Propose solutions to organizational issues</td>
<td>• Analyze leadership, global and strategic issues using a systems perspective.</td>
<td>Case Study Creation of the Personal Leadership Development Plan Exercises</td>
</tr>
<tr>
<td>Be effective communicators (C) • Deliver effective oral presentations. • Prepare effective written reports.</td>
<td>• Demonstrate effective oral communication skills. • Prepare effective written materials. • Work effectively in diverse teams</td>
<td>• Write and deliver effective professional presentations. • Demonstrate effective leadership and team skills.</td>
<td>Case Study Creation of the Personal Leadership Development Plan</td>
</tr>
<tr>
<td>Have interdisciplinary business knowledge (K) • Understand main concepts &amp; definitions in accounting, economics, finance, information systems, management, marketing, and operations management. • Integrate knowledge across disciplines.</td>
<td>• Explain key management theories and practices.</td>
<td>• Develop and apply the concepts, framework &amp; techniques of leadership and strategic decision making to analyze and evaluate and propose solutions to organizational challenges.</td>
<td>Quizzes Personal Leadership Development Plan</td>
</tr>
</tbody>
</table>
Teaching Philosophy

I whole-heartedly believe that teaching is an engaging process that is altogether dynamic, ever-changing and student-focused. The role of a faculty member is multifaceted and includes being an instructor, a facilitator, an advisor, a coach and a mentor. In large part, my approach to this philosophy is centered as much (if not more) on students’ learning as it is on my own teaching. My pedagogy includes continuous and reciprocal feedback between students and instructor, allowing for the ongoing assessment of fundamental learning goals.

I strongly believe that students must be engaged and active in their learning. I encourage them to express ideas and to respectfully critique each other’s comments and work. Genuine learning is achieved through enthusiastic participation in multiple facets of the class, including thoughtful review of assignments, inquiry and reflection. This combination of activities represents the essence of critical thinking, something that I consider to be a learned skill and a key component of outstanding education.

I also feel that no matter what the subject matter, education should have a meaningful level of interdisciplinary thread. In all of my courses, I weave in patterns of globalization, ethics and sustainability, technology, and diversity and inclusion. My students explore how such significant themes relate to the specific course content. I enjoy opportunities to bridge disciplines whenever possible.

I take pride in providing students with the inspiration to pursue their academic and life goals. I encourage them to take ownership of their education, to think critically about their place in the world, and to prepare themselves for the key issues they will face as future leaders and agents of sustainable change.

Required Text:


Course Website:

One of the most challenging aspects of distance education is to provide students who are not on campus with experiences that are equivalent to those of a student in a traditional classroom. We will utilize the course CANVAS website throughout the semester as our classroom. Course announcements and changes to the syllabi will also be posted on the CANVAS website. Please visit this site frequently throughout the semester. You will be responsible for this content.

Students are encouraged to visit FGCU's Technical Support site to learn more about how to be successful in a distance learning course and to assess their distance learning readiness.
Please make sure you have a picture of yourself on CANVAS. It will greatly help in allowing me and your classmates to learn your name.

**Grading:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirmation of Attendance Assignment</td>
<td>10</td>
<td><strong>Due: May 10</strong></td>
</tr>
<tr>
<td>Cases Analyses (5)</td>
<td>175</td>
<td><em>(5 separate due dates)</em></td>
</tr>
<tr>
<td>Quizzes (4)</td>
<td>100</td>
<td><em>(4 separate dates)</em></td>
</tr>
<tr>
<td>Individual Leadership Exercises (5)</td>
<td>175</td>
<td><em>(5 separate due dates)</em></td>
</tr>
<tr>
<td>Leadership Critique Paper</td>
<td>175</td>
<td><strong>Due: June 24</strong></td>
</tr>
<tr>
<td>Leadership Development Plan</td>
<td>175</td>
<td><strong>Due: July 15</strong></td>
</tr>
<tr>
<td>CANVAS Module Discussion Questions</td>
<td>190</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

**Grading Criteria (1000 points):**

- 975 – 1000  A
- 925 – 974  A
- 900 – 924  A-
- 875 – 899  B+
- 825 – 874  B
- 800 – 824  B-
- 775 – 799  C+
- 700 – 774  C
- < 70  F

**Teaching Methods / Learning Strategies:**

This course is a virtual online course. Learning strategies for the class will be student focused, using both self-directed and group interaction, however, most of the class will be predominately student self-managed and self-directed. Whenever possible, students will be encouraged to apply their own professional experiences and perspectives to support and reinforce class material and class discussions. Look to the canvas course page for more information on being a self-directed learner.

**Assignment Specifics:**

- **For each assignment listed above, I will provide further details during the first two week of class**
**Introduction and Confirmation of Attendance:**

This will be done with an initial required **discussion post (to introduce yourself)** on CANVAS. This will be due on the very first day of class. As of Fall 2015, all faculty members are required 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.

**Calendar of Topics**

<table>
<thead>
<tr>
<th>Starting week of *</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5/9</td>
<td>Introductory Chapter</td>
</tr>
<tr>
<td>5/16</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>5/23</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>5/30</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>6/6</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>6/13</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>6/20</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>6/27</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>7/4</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>7/11</td>
<td>Chapter 10</td>
</tr>
</tbody>
</table>

*Dates are subject to change (I will provide sufficient notice of any needed revisions)

**University Statements**

**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 in the FGCU Student Guidebook under the **Student Code of Conduct** and **Policies and Procedures** sections. 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](http://studentservices.fgcu.edu/judicialaffairs/new.html)

**Disability Accommodation 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 contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7956 or TTY 239-590-7930
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.

Distance-Learning
Information on distance learning courses is available online at http://itech.fgcu.edu/distance/

Online Tutorials
Information on online tutorials to assist students is available online at http://www.fgcu.edu/support/

CANVAS Learning Management System and Demonstration Site
Information on CANVAS is available online at https://fgcu.instructure.com/courses/7692

Key Calendar Dates: http://www.fgcu.edu/Registrar/calresults.asp?termID=64

Library Resources
Main page: http://library.fgcu.edu/
Tutorials & Handouts: http://library.fgcu.edu/RSD/Instruction/tutorials.htm
Research Guides: http://fgcu.libguides.com/
Faculty Support: http://library.fgcu.edu/faculty_index.html
Contact Us: http://library.fgcu.edu/LBS/about/contactus.htm