



## University of Management and Technology Course Outline

<b>Course Background Details</b>	
<b>Program</b>	BS Aviation Management
<b>Course code</b>	AM332
<b>Course Title</b>	Leadership Skills and Ethics in Aviation
<b>Credit Hours</b>	03
<b>Duration</b>	16 Weeks
<b>Prerequisites</b>	Nil
<b>Resource Person</b>	Mr. Bilal Ahmad
<b>Counseling Hours</b>	<ul style="list-style-type: none"><li>• Wed: 0900-1100</li><li>• <b>Wed: 1100-1300</b></li><li>• Wed: 1500-1700</li><li>• Mon: 1100-1300</li></ul>
<b>Contact Details</b>	<b>Email:</b> bilalahmad@umt.edu.pk

**Faculty Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Chairman/Director Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Dean's Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

<b>Time Line for Continuous Improvement</b>			
<b>Preparation and Amendments</b>	<b>Prepared/Updated By</b>	<b>Date</b>	<b>Major Changes</b>
Development of course outline	Mr. Bilal Ahmad	Fall 2023	-

## **1. Course Description**

Borrowing the analogy from Simon Sinek's book, the "why" of this course is to instill a belief in students that they can become ethically sound and professionally exceptional leaders in their chosen profession. In this context, the course is designed to equip students with the knowledge of various concepts related to leadership along with the accepted standards of moral values in workplace. Students will also be given the opportunity to practice leadership and ethics through scenario and case-based assessments.

## **2. Learning Methodology**

This course includes a broad series of lessons and activities that offer a variety of modalities for maximum student engagement and content retention. Each unit contains a series of lessons that include introduction of content, virtual demonstration of that content, and repeated opportunity to practice that content, along with quizzes, class activities, assignments, mid-term exam and final exam.

<b>3. Course Learning Outcomes (CLOs)</b>			
<b>Sr.</b>	<b>CLOs:</b> Upon successful completion of this course, the student will be able to	<b>PLO Mapping</b>	<b>Learning Domain and level</b>
1	<b>Distinguish</b> among various leadership styles and <b>explain</b> the related concepts in individual, organizational and cultural settings.	<b>8</b>	<b>C2</b>
2	<b>Examine</b> ethical issues in professional environment while making moral decisions.	<b>3</b>	<b>C4</b>

<b>4. CLO – PLO Mapping</b>											
<b>CLOs</b>	<b>PLOs</b>										
	<b>Critical Thinking and Decision Making</b>	<b>Effective Communication Skills</b>	<b>Ethics</b>	<b>Core Business Knowledge &amp; Competence</b>	<b>Effective Teamwork</b>	<b>Industry Focus</b>	<b>Global Perspective (Internationalization)</b>	<b>Leadership Skills</b>	<b>Computer-based Information</b>	<b>Corporate Social Responsibility</b>	<b>Organizational Behavior</b>
	1	2	3	4	5	6	7	8	9	10	11
1								<b>X</b>			
2			<b>X</b>								

## 5. Resources

### A. Text Books

- **Reference:** Lussier, R. N., & Achua, C. F. (2015). **Leadership: Theory, Application, & Skill Development.** Cengage Learning.
- **URL for E-Copy:** <https://www.amazon.com/Leadership-Theory-Application-Skill-Development/dp/1285866355>
- **Pages:** 528
- **ISBN-13:** 978-1285866352

## B. Reference Books

1.
  - **Reference:** Northouse, P. G. (2016). **Leadership: Theory and Practice.** SAGE Publications.
  - **URL for E-Copy:** <https://www.amazon.com/Leadership-Practice-Peter-G-Northouse/dp/1483317536>
  - **Pages:** 520
  - **ISBN-13:** 978-1483317533
  
2.
  - **Reference:** Hoppe, E. A. (2019). **Ethical Issues in Aviation** (2nd ed.). Routledge.
  - **URL for E-Copy:** <https://www.amazon.com/Ethical-Issues-Aviation-Elizabeth-Hoppe/dp/1472470869>
  - **Pages:** 336
  - **ISBN-13:** 978-1472470867
  
3.
  - **Reference:** Patankar, M. S., Brown, J. P., & Treadwell, M. D. (2005). **Safety Ethics: Cases from Aviation, Healthcare, and Occupational and Environmental Health.** Ashgate.
  - **URL for E-Copy:** <https://www.amazon.com/Safety-Ethics-Healthcare-Occupational-Environmental/dp/075464247X>
  - **Pages:** 246
  - **ISBN-13:** 978-0754642473
  
4.
  - **Reference:** Weiss, J. W. (2021). **Business Ethics: A Stakeholder and Issues Management Approach** (7th ed.). Berrett-Koehler Publishers..
  - **URL for E-Copy:** <https://www.amazon.com/Business-Ethics-Seventh-Stakeholder-Management/dp/1523091541>
  - **Pages:** 648
  - **ISBN-13:** 978-1523091546

### C. Reference Journal Articles

1. **Chung, M., & Jeon, A. (2020). Social exchange approach, job satisfaction, and turnover intention in the airline industry. *Service Business*, 14, 241-261.**

This paper investigates the effects of social exchange relationships on job satisfaction and turnover intention in the airline industry. To this end, two constructs of social exchange relationships perceived by flight attendants in South Korea are identified: leader-member exchange (LMX) and team-member exchange (TMX). The results of this study indicate that LMX and TMX positively affected job satisfaction, which reduced turnover intention. LMX also reduced turnover intention, whereas TMX did not significantly affect turnover intention. Meanwhile, job satisfaction mediated the negative relationship between LMX and turnover intention, but did not mediate between TMX and turnover intention. The results of the study provide academic and managerial implications that can be used to reinforce flight attendants' LMX and reduce turnover intention in the airline industry. Finally, this study also outlines the limitations that should be addressed in future studies.

2. **Varma, T. M. (2021). Responsible leadership and reputation management during a crisis: The cases of Delta and United Airlines. *Journal of Business Ethics*, 173, 29-45.**

This study argues that actions taken during a crisis within the responsibility compass impacts reputation. The lens of responsible leadership was chosen from among the different foci of leadership scholarship because of its emphasis on relational and ethical dimensions. The focus of this study was the actions undertaken by the CEOs of United and Delta Airlines after the forceful removal of the passengers and its influence on the reputation capital as measured by the changes in the respective share prices of the airlines. The overarching question was whether there was clear statistical evidence that linked the actions undertaken as part of the crisis management efforts and the reputation of the airlines. Findings from this study suggest that actions taken as part of responsible leadership compass explained the variations in the share prices. In the case of United Airlines almost 70% of the variations in the share prices could be explained by responsible leadership, whereas in the case Delta airlines only 50.6% of the variations in the share value could be predicted based on the role of leadership in crisis management.

3. **Alafeshat, R., & Tanova, C. (2019). Servant leadership style and high-performance work system practices: Pathway to a sustainable Jordanian airline industry. *Sustainability*, 11(22), 6191.**

The purpose of this study is to examine how servant leadership (SL) and high-performance work systems (HPWS) practices enable organizational performance, as shown by employee retention and employee satisfaction. Data was obtained from 300 full time employees in a private airline company in Jordan. The data was collected in three rounds, each separated by one-week time-lag. Structural equation modeling was used to test the proposed relationships

and revealed that both servant leadership and HPWS practices were positively linked with employee satisfaction and retention, which were used as indicators of organizational sustainability. In order to understand how servant leadership and HPWS influence employee satisfaction and retention, we investigated the mediating role of employee engagement and discovered that it serves as a critical mechanism. The study affirmed that, in line with studies carried out in the west, servant leadership is also an effective leadership characteristic in the context of Jordan. Furthermore, the study helps to clarify the reason that servant leadership and HPWS lead to positive outcomes, due to the fact that these improve the engagement of employees. Thus, we understand that the increases in employee retention and satisfaction are due to the enhanced engagement of employees, and we show that engagement can be improved both by servant leadership and the application of HPWS in organizations. Consequently, the effectiveness and sustainability of the airline companies in Jordan will need to focus on primarily improving employee engagement.



#### **D. Reference Links/Web Resources**

##### **A New Model for Ethical Leadership Create More Value for Society**

1. <https://hbr.org/2020/09/a-new-model-for-ethical-leadership>

Rather than try to follow a set of simple rules (“Don’t lie.” “Don’t cheat.”), leaders and managers seeking to be more ethical should focus on creating the most value for society. This utilitarian view, Bazerman argues, blends philosophical thought with business school pragmatism and can inform a wide variety of managerial decisions in areas including hiring, negotiations, and even time management. Creating value requires that managers confront and overcome the cognitive barriers that prevent them from being as ethical as they would like to be. Just as we rely on System 1 (intuitive) and System 2 (deliberative) thinking, he says, we have parallel systems for ethical decision-making. He proposes strategies for engaging the deliberative one in order to make more-ethical choices. Managers who care about the value they create can influence others throughout the organization by means of the norms and decision-making environment they create

##### **Boeing 737 Max Factory Was Plagued With Problems, Whistle-Blower Says**

2. <https://www.nytimes.com/2019/12/09/business/boeing-737-max-whistleblower.html>

## E. Case Studies

1. **Herkert, J., Borenstein, J., & Miller, K. (2020). The Boeing 737 MAX: Lessons for engineering ethics. *Science and engineering ethics*, 26, 2957-2974.**

The crash of two 737 MAX passenger aircraft in late 2018 and early 2019, and subsequent grounding of the entire fleet of 737 MAX jets, turned a global spotlight on Boeing's practices and culture. Explanations for the crashes include: design flaws within the MAX's new flight control software system designed to prevent stalls; internal pressure to keep pace with Boeing's chief competitor, Airbus; Boeing's lack of transparency about the new software; and the lack of adequate monitoring of Boeing by the FAA, especially during the certification of the MAX and following the first crash. While these and other factors have been the subject of numerous government reports and investigative journalism articles, little to date has been written on the ethical significance of the accidents, in particular the ethical responsibilities of the engineers at Boeing and the FAA involved in designing and certifying the MAX. Lessons learned from this case include the need to strengthen the voice of engineers within large organizations. There is also the need for greater involvement of professional engineering societies in ethics-related activities and for broader focus on moral courage in engineering ethics education.

<b>6. Schedule</b>				
<b>Weeks</b>	<b>Course Content</b>	<b>Reference Book</b>	<b>Chpt.</b>	<b>Ref. CLO</b>
1	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Leadership Defined</li> <li>• Why Study Leadership? *</li> <li>• Nature of Leadership <ul style="list-style-type: none"> <li>○ Trait Vs. Process Leadership</li> <li>○ Assigned Vs. Emergent Leadership</li> <li>○ Leadership Vs. Power</li> <li>○ Leadership Vs. Coercion</li> <li>○ Leadership Vs. Management</li> </ul> </li> <li>• Leadership Managerial Roles*</li> <li>• Self-Assessment of Leadership Potential*</li> </ul>	(Northouse, 2016)	1	1
		*(Lussier & Achua, 2015)	1	
2	<b>How Scholars Approach Leadership?</b> <ul style="list-style-type: none"> <li>• Trait Approach</li> <li>• Skills Approach</li> <li>• Behavioral Approach</li> <li>• Situational Approach</li> </ul>	(Northouse, 2016)	2,3,4,5	1
3	<b>Leadership Styles &amp; Models</b> <ul style="list-style-type: none"> <li>• University of Iowa Leadership Styles <ul style="list-style-type: none"> <li>○ Autocratic Leadership style</li> <li>○ Democratic Leadership style</li> </ul> </li> <li>• University of Michigan Leadership Model <ul style="list-style-type: none"> <li>○ Job-Centered Behavior</li> <li>○ Employee-Centered Behavior</li> </ul> </li> <li>• Ohio State University Leadership Model <ul style="list-style-type: none"> <li>○ Initiating structure behavior</li> <li>○ Consideration behavior</li> </ul> </li> </ul>	(Lussier & Achua, 2015)	3	1
4	<b>Transformational Leadership</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Transformational Leadership Factors</li> <li>• The Additive Effect of Transformational Leadership</li> <li>• Strengths of Transformational Leadership</li> <li>• Weaknesses of Transformational Leadership</li> <li>• Case Study</li> </ul>	(Northouse, 2016)	8	1
5	<b>Authentic Leadership</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Authentic Leadership Characteristics</li> </ul>	(Northouse, 2016)	9	1

	<ul style="list-style-type: none"> <li>• Strengths of Authentic Leadership</li> <li>• Weaknesses of Authentic Leadership</li> <li>• Case Study</li> </ul>			
6	<b>Servant Leadership</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Characteristics of a Servant Leader</li> <li>• Model of Servant Leadership</li> <li>• Strengths of Servant Leadership</li> <li>• Weaknesses of Servant Leadership</li> </ul>	(Northouse, 2016)	10	1
7	<b>Adaptive Leadership</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Model of Adaptive Leadership</li> <li>• Technical and Adaptive Challenges</li> <li>• Adaptive Leader Behaviors</li> <li>• Strengths of Adaptive Leadership</li> <li>• Weaknesses of Adaptive Leadership</li> </ul>	(Northouse, 2016)	11	1
8	<b>Mid Term</b>	-		1,2
9	<b>Ethical Decision Making</b> <ul style="list-style-type: none"> <li>• Ethics and Moral Principles</li> <li>• Role Morality and Professionalism</li> <li>• Kohlberg's Framework of Moral Development <ul style="list-style-type: none"> <li>○ Level 1: Self-interest</li> <li>○ Level 2: Conformity to One's Society</li> <li>○ Level 3: The Principle of Respect</li> </ul> </li> <li>• The Moral Decision-Making Process</li> </ul>	(Patankar et al., 2005)	1	2
10	<b>Ethical Issues in Aviation</b> <ul style="list-style-type: none"> <li>• Ethical Challenges in Aviation Maintenance*</li> <li>• Business Ethics and Aviation**</li> <li>• Whistleblowing <ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Moral Dilemmas</li> <li>○ The Nature of Whistleblowing</li> <li>○ Impact of Whistleblowing</li> </ul> </li> </ul>	*(Patankar et al., 2005)	2	2
		(Hoppe, 2019)	7	
		** (Weiss, 2021)vv	6	
11	<b>Leadership Ethics</b> <ul style="list-style-type: none"> <li>• Ethics Defined</li> <li>• Kohlberg's Stages of Moral Development</li> <li>• Ethical Theories</li> <li>• Centrality of Ethics to Leadership</li> <li>• The Dark Side of Leadership</li> <li>• Principles of Ethical Leadership</li> <li>• Case Study</li> </ul>	(Northouse, 2016)	13	2

	<ul style="list-style-type: none"> <li>• Leader Integrity Measure Through PLIS</li> </ul>			
12	<b>Dissecting Ethical Behavior &amp; Attitude</b> <ul style="list-style-type: none"> <li>• Leadership Attitudes <ul style="list-style-type: none"> <li>○ Theory X</li> <li>○ Theory Y</li> </ul> </li> <li>• Does Ethical Behavior Pay?</li> <li>• Factors Influencing Ethical Behavior</li> <li>• How People Justify Unethical Behavior</li> <li>• Guides to Ethical Behavior</li> </ul>	(Lussier & Achua, 2015)	2	1,2
13	<b>Gender and Leadership</b> <ul style="list-style-type: none"> <li>• Understanding the Leadership Labyrinth</li> <li>• Gender Differences in Leadership Styles &amp; Effectiveness</li> <li>• Navigating the Labyrinth</li> <li>• Case Study</li> <li>• Gender Based Implicit Association Test (IAT)</li> </ul>	(Northouse, 2016)	15	2
14	<b>Culture and Leadership (Part 1)</b> <ul style="list-style-type: none"> <li>• Culture – Definition &amp; Related Concepts <ul style="list-style-type: none"> <li>○ Ethnocentrism</li> <li>○ Prejudice</li> </ul> </li> <li>• Leadership and Dimensions of Culture <ul style="list-style-type: none"> <li>○ Uncertainty Avoidance</li> <li>○ Power Distance</li> <li>○ Institutional Collectivism</li> <li>○ In-Group Collectivism</li> <li>○ Gender Egalitarianism</li> <li>○ Assertiveness</li> <li>○ Future Orientation</li> <li>○ Performance Orientation</li> <li>○ Humane Orientation</li> </ul> </li> </ul>	(Northouse, 2016)	16	1,2
15	<b>Culture and Leadership (Part 2)</b> <ul style="list-style-type: none"> <li>• Clusters of World Cultures</li> <li>• Leadership Behavior and Culture Clusters <ul style="list-style-type: none"> <li>○ Eastern Europe Leadership Profile</li> <li>○ Latin America Leadership Profile</li> <li>○ Latin Europe Leadership Profile</li> </ul> </li> </ul>	(Northouse, 2016)	16	1, 2

	<ul style="list-style-type: none"> <li>○ Confucian Asia Leadership Profile</li> <li>○ Nordic Europe Leadership Profile</li> <li>○ Anglo Leadership Profile</li> <li>○ Sub-Saharan Africa Leadership Profile</li> <li>○ Southern Asia Leadership Profile</li> <li>○ Germanic Europe Leadership Profile</li> <li>○ Middle East Leadership Profile</li> <li>● Hofstede's Value Dimensions for Understanding National Cultural Differences*</li> </ul>	*(Lussier & Achua, 2015)	10	
16	<b>Project Presentations</b>	-		1,2
-	<b>Final Exam</b>	-		1,2

<b>7. Evaluation Criteria and Weightages</b>			
<b>Assessments</b>	<b>Number of Assessments</b>	<b>Weightages (%)</b>	<b>Details</b>
Quizzes	3	10	Topics for quizzes will be announced a week before.
Class Activities	3	10	Relevant to the ongoing lecture, activities and/or may be selected from the list of activities mentioned in Section 8.
Assignments	3	10	Assignments will be selected from the topics listed in Section 8.
Project/Presentation/Viva	1	10	Project may be allocated from the list of projects mentioned in Section 8.
Mid Exam (Written)	1	25	Syllabus for mid-term exam will be announced in 6 <sup>th</sup> week.
Final Exam (Written)	1	35	Syllabus for final-term exam will be announced in 14 <sup>th</sup> week.

<b>8. Course Assessments</b>	
<b>Assessment Details</b>	<b>Target CLOs</b>
<b>A. Activities</b>	
Intentionally left blank. Contact resource person for this section.	
<b>B. Assignments (Rubric is attached in Appendix B)</b>	
Intentionally left blank. Contact resource person for this section.	
<b>C. Project/Presentation (Rubric is attached in Appendix C)</b>	
Intentionally left blank. Contact resource person for this section.	



## 9. Mapping of Assessments with CLOs

CLOs	Assessments											
	Quiz 1	Quiz 2	Quiz 3	Class Activity 1	Class Activity 2	Class Activity 3	Assignment 1	Assignment 2	Assignment 3	Project/ Presentation	Mid Term	Final Term
1	X			X			X			X	X	X
2		X	-		X	-		X	-	X	X	X

## 10. Class Policy

Students are required to read and understand all items outlined in the participant handbook

**Class Attendance:** Students need to be in class at the assigned time. After 5 minutes past the assigned time, the students will be marked absent.

**Turn-off Mobile Phone:** It is unprofessional to be texting or otherwise.

**Read Emails:** Participants should regularly check their university emails accounts regularly and respond accordingly. Students would be responsible if they miss a deadline because of not reading the emails.

**Class Attendance Policy:** A minimum of 80% attendance is required for a participant to be eligible to sit in the final examination. Being sick and going to weddings is absence and will not be counted as present. Participants with less than 80% of attendance in a course will not be allowed to take end term exams. International students who will be leaving for visa during semester should not use any days off except for visa trip to avoid reaching short attendance.

**Moodle:** UMT –LMS (Moodle) is an Open-Source Course Management System (CMS), also known as a learning Management System (LMS). Participants should regularly visit the course website on MOODLE Course Management system, and fully benefit from its capabilities. In case of any problem while using MOODLE, visit <http://oit.umt.edu.pk/moodle>. For queries email [moodle@umt.edu.pk](mailto:moodle@umt.edu.pk)

**Harassment Policy:** Sexual or any other harassment is prohibited and is constituted as punishable offence. Sexual or any other harassment of any participant will not be tolerated. All actions categorized as sexual or any other harassment when done physically or verbally would also be considered as sexual harassment when done using electronic media such as computers, mobiles, internet, emails etc.

**Use of Unfair Means/ Honesty Policy:** Any participant found using unfair means or assisting another participant during a class test/quiz, assignments or examination would be liable to disciplinary action.

**Plagiarism Policy:** “Turnitin” report on every assignment either big or small will be checked. Any student who attempts to bypass “Turnitin” will receive negative marking which will count towards the CGPA. There are special rules on plagiarism for final reports etc. all outlined in your handbook.

**Course Withdrawal Policy:** Students may withdraw from a course till the end of the 12th week of the semester. Consequently, grade ‘W’ will be awarded to the student which shall have no impact on the calculation of the GPA of the student. A Student withdrawing after the 12th week shall be automatically awarded “F” grade which shall count in the GPA. Check Participant Handbook for further detail.

**Communication of Results:** The results of quizzes and assignments are communicated to the participants during the semester and answer books are returned. It is the responsibility of the course instructor to keep the participants informed about his/her progress during the semester. The course instructor will inform a participant at least one week before the final examination related to his or her performance in the course.

## **Appendices**

# **Appendix A**

## **Cover Page for Assignment**

**Assignment Title**

**Assignment Number**

**Student Names:**

**Students IDs:**

**Subject Name:**

**Section:**

**Name of Resource Person:**

**Due Date:**

**BS. Aviation Management**

**Institute of Aviation Studies (IAS)**

**University of Management & Technology (UMT), Lahore**

## Appendix B

### Rubric for Assignment

Dimensions/ Weight	Does Not Meet Expectations (0-1 points)	Meets Expectations (2-3 points)	Exceeds Expectations (4-5 points)	Score
<b>Overview</b> 20%	Fails to provide an overview and define the scope of the work. Fails to give any sense of purpose.	Provides an adequate overview, a general explanation on the scope of the work, and gives a reasonable sense of purpose.	Provides an engaging overview, thoroughly defines the scope of the work, and gives a clear sense of purpose.	
<b>Concepts, Reasoning</b> 20%	Confused about assignment and relevant concepts. Lack of support for main points. Illogical presentation of ideas.	Main concepts and ideas are visible but not always logical and/or too broad. Support for main points is given but not always sufficient and/or focused.	Ideas and concepts are logical and work together as a unified whole. Main points are supported with specific evidence.	
<b>Soundness, Relevance</b> 20%	Analysis and/or sources of information are either not clearly specified, or not reliable, and/or not relevant to the assignment.	Sufficient information and/or analysis is given but results are not always credible, reliable, and/or relevant to the assignment.	All necessary analysis and/or sources of information are clearly stated. All results and references are valid, reliable, specific and relevant to the assignment.	
<b>Completeness</b> 20%	Directions are not followed and/or work is incomplete and does not address one or more of the points necessary to treat the given topic.	Most of the directions are followed and most parts of the assignment are addressed. Work covers most of the stated scope and is reasonably self-contained and complete.	Followed all directions and responded to all parts of the assignment. Work is self-contained and complete with respect to the stated scope.	
<b>Originality</b> 20%	Ideas are unrefined and/or fail to demonstrate independent and critical thinking.	Some ideas display capability of independent and critical thinking or perspective.	Content clearly displays evidence of independent and critical thinking.	
<b>Total 100%</b>	<b>Content Criteria</b>			25

## Appendix C

### Rubric for Presentation

Dimensions	Requirement	Individual Score					Average Score
		1	2	3	4	5	
Delivery	Speed, eye contact, clarity, audibility, tone	/10	/10	/10	/10	/10	
Content	Sets out relevant topics, confident with material, aids understanding	/10	/10	/10	/10	/10	
Structure	Logical, easy to follow, provides headings, each section relates to overall purpose	/10	/10	/10	/10	/10	
Use of visual aids	Uses of other visual aids, relevant to content.	/10	/10	/10	/10	/10	
Individual Viva	Answer to the questions	/10	/10	/10	/10	/10	
<b>Total Score</b>		/50	/50	/50	/50	/50	