



Course Outline	
Institute	Institute of Aviation Studies (IAS)
Program	BS Aviation Management
Course code	AM332
Course Title	Leadership Skills and Ethics in Aviation
Credit Hours	03
Duration	16 Weeks
Prerequisites	Nil
Resource Person	Mr. Bilal Ahmad
Counseling Slots	Mon: 4 Tue: 3-4 Wed: 4 Thu: 3-4 Friday: 3
Contact Details	Email: bilalahmad@umt.edu.pk
Website	www.ias.umt.edu.pk

Faculty Signature _____ **Date** _____

PH/COD/HOD Signature _____ **Date** _____

Dean's Signature _____ **Date** _____

Continuous Improvement			
Major Changes	Updated By	Document No.	Date
<ul style="list-style-type: none"> • Development of course outline 	Mr. Bilal Ahmad	AM332-V1.0-F2023	01 Sep 2023
<ul style="list-style-type: none"> • Revision of CLOs. • Number of CLOs are increased from two to three. • Implemented standard formatting and structure. • Mapping with new PLOs. • Updated course contents. • Updated policies. 	Mr. Bilal Ahmad	AM332-V2.0-F2025	02 Oct 2025

About BS Aviation Management

Mission

Education with purpose, **D**evelopment of professional skills, **G**lobal readiness, and **E**xcellence to prepare students for success in aviation.

Program Educational Objectives (PEOs)

- **PEO 1: Industry Focus**
Graduate is working in aviation industry, demonstrating competence to perform effectively in diverse professional roles while adapting to evolving industry practices.
- **PEO 2: Business Management**
Graduate is taking on professional roles in business management, applying their skills to analyze, plan, and execute organizational functions effectively.
- **PEO 3: Research and Advance Studies**
Graduate is engaging in research and advanced studies broadening their academic and professional horizons.

Program Learning Outcomes (PLOs)

- **PLO1: Analytical Thinking and Decision Making**
Ability to interpret and analyze aviation industry problems, applying critical thinking and quantitative methods to develop solutions and make effective decisions.
- **PLO2: Effective Communication Skills**
Ability to prepare, present, and convey ideas clearly through verbal and non-verbal communication effectively in professional contexts.
- **PLO3: Regulations, Compliance and Ethics**
Ability to understand and evaluate regulatory frameworks, standards and safety/security practices to ensure that the operations remain ethical and compliant with national and international regulations.
- **PLO4: Business Knowledge and Entrepreneurship**
Ability to understand the interrelated functional areas of business and use this knowledge to enhance organizational performance.
- **PLO5: Service Operations**
Ability to run, analyze, and optimize day-to-day aviation service operations and manage related infrastructure to achieve operational excellence.

- **PLO6: Technology Integration**
Ability to use digital tools, software applications, and information systems to support aviation operations and manage business processes.
- **PLO7: Corporate Social Responsibility**
Ability to understand and evaluate the impact of aviation business on economic, social, and environmental aspects of society.
- **PLO8: Organizational Behavior, Leadership and Teamwork**
Ability to evaluate organizational conflict, politics, power, and culture, while applying leadership and teamwork skills to achieve collective goals.

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.

3. Course Learning Outcomes (CLOs)			
Sr.	Upon successful completion of this course, the student will be able to...	PLO Mapping	Learning Domain & level
1	Differentiate among major leadership theories and styles to explain their relevance in individual, organizational, and cultural contexts.	8	C2, C4
2	Evaluate ethical dilemmas and justify moral decisions in professional setting.	3	C5
3	Apply effective leadership and communication strategies to collaborate and influence others in team-based or organizational environment.	2	C3

4. CLO – PLO Mapping								
CLOs	Program Learning Outcomes (PLOs)							
	Analytical Thinking and Decision Making	Effective Communication Skills	Regulations, Compliance and Ethics	Business Knowledge and Entrepreneurship	Service Operations	Technology Integration	Corporate Social Responsibility	Organizational Behavior, Leadership and Teamwork
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
1								✓
2			✓					
3		✓						

5. Resources

A. Text Books

Lussier, R. N., & Achua, C. F. (2015). [Leadership: Theory, Application, & Skill Development](#). Cengage Learning.

Northouse, P. G. (2016). [Leadership: Theory and Practice](#). SAGE Publications.

Hoppe, E. A. (2019). [Ethical Issues in Aviation \(2nd ed.\)](#). Routledge.

Weiss, J. W. (2021). [Business Ethics: A Stakeholder and Issues Management Approach \(7th ed.\)](#). Berrett-Koehler Publishers.

Sinek, S. (2011). [Start with Why: How Great Leaders Inspire Everyone to Take Action](#). Portfolio.

B. Journal Articles

- Ahmad, B. (2025). Emotional Toll of Surface Acting on Workplace Interactions in Service Settings: Does Turnover Intention Fan the Flame? *South Asian Journal of Human Resources Management*, 12(2). <https://doi.org/10.1177/23220937251379107>
- Shahzad, F., Shahzad, M. F., Dilanchiev, A., & Irfan, M. (2022). Modelling the Influence of Paternalistic Leadership and Personality Characteristics on Alienation and Organizational Culture in the Aviation Industry of Pakistan: The Mediating Role of Cohesiveness. *Sustainability*, 14(22), 15473. <https://doi.org/10.3390/su142215473>
- Varma, T. M. (2021). Responsible Leadership and Reputation Management During a Crisis: The Cases of Delta and United Airlines. *Journal of Business Ethics*, 173(1), 29–45. <http://www.jstor.org/stable/45396223>
- Ehsani, M., Singh, K. V., Bansal, H. O., & Mehrjardi, R. T. (2021). State of the art and trends in electric and hybrid electric vehicles. *Proceedings of the IEEE*, 109(6), 967-984. <https://doi.org/10.1016/j.jbusres.2023.113676>
- 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. <https://doi.org/10.3390/su11226191>

C. Case Studies

- Patankar, M. S., Brown, J. P., & Treadwell, M. D. (2005). [Safety Ethics: Cases from Aviation, Healthcare, and Occupational and Environmental Health](#). Ashgate.
- Timothy John Mavin, Wolff-Michael Roth; Optimizing a workplace learning pattern: a case study from aviation. *Journal of Workplace Learning* 2 March 2015; 27 (2): 112–127. <https://doi.org/10.1108/JWL-07-2014-0055>

D. Web Links

- Mayday Air Disaster. (2024, September 22). The Miracle Landing on the Hudson River [Video]. YouTube. https://www.youtube.com/watch?v=z_Q8K6-oTfQ
- Sinek, S. (2016, November 3). Most Leaders don't Even Know the Game They're in [Video]. YouTube. <https://www.youtube.com/watch?v=RyTQ5-SQYTo>
- Sinek, S. (2010, May 4). How Great Leaders Inspire Action [Video]. TED. YouTube. <https://www.youtube.com/watch?v=qp0HIF3SfI4>
- Godin, S. (2021, August 23). Leadership vs. Management – What it Means to Make a Difference [Video]. Nordic Business Forum. YouTube. <https://www.youtube.com/watch?v=qzoIAJYPQwo>

E. Diplomas, Short Courses & Certifications

- IATA. (n.d.). Leadership and Executive Coaching for Aviation Professionals (GMC038VCEN02) [Virtual Classroom Course]. International Air Transport Association. <https://www.iata.org/en/training/courses/leadership-executive-coaching-virtual/talh19/en>

6. Schedule				
Weeks	Course Content	Reference Book	Chpt.	CLO
1	Introduction <ul style="list-style-type: none"> • Leadership Defined • Why Study Leadership? * • Nature of Leadership <ul style="list-style-type: none"> ○ Trait Vs. Process Leadership ○ Assigned Vs. Emergent Leadership ○ Leadership and Power ○ Leadership and Coercion ○ Leadership Vs. Management • Leadership Managerial Roles* • Self-Assessment of Leadership Potential* 	(Northouse, 2016)	1	1
		*(Lussier & Achua, 2015)	1	
2	Leadership Approaches <ul style="list-style-type: none"> • Trait Approach • Skills Approach • Behavioral Approach • Situational Approach 	(Northouse, 2016)	2,3,4,5	1
3	Leadership Attitudes, Styles & Models <ul style="list-style-type: none"> • Leadership Attitudes <ul style="list-style-type: none"> ○ Theory X ○ Theory Y • Leadership Styles and the University of Iowa Research <ul style="list-style-type: none"> ○ Autocratic Leadership style ○ Democratic Leadership style • University of Michigan Leadership Study <ul style="list-style-type: none"> ○ Job-Centered Behavior ○ Employee-Centered Behavior • Ohio State University Leadership Study <ul style="list-style-type: none"> ○ Initiating structure behavior ○ Consideration behavior 	(Lussier & Achua, 2015)	2,3	1,3
4	Leadership Ethics <ul style="list-style-type: none"> • Ethics Defined • Kohlberg’s Stages of Moral Development • Ethical Theories • The Dark Side of Leadership • Principles of Ethical Leadership • Case Study • Leader Integrity Measure Through PLIS 	(Northouse, 2016)	13	2,3

5	Dissecting Ethical Behavior & Attitude <ul style="list-style-type: none"> • Does Ethical Behavior Pay? • Factors Influencing Ethical Behavior • How People Justify Unethical Behavior • Guides to Ethical Behavior 	(Lussier & Achua, 2015)	2	2,3
6	Transformational Leadership <ul style="list-style-type: none"> • Definition • Transformational Leadership Factors • Qualities of Effective Charismatic Transformational Leaders* • Case Study 	(Northouse, 2016)	8	1
		*(Lussier & Achua, 2015)	9	
7	Authentic Leadership <ul style="list-style-type: none"> • Definition - Authentic Leadership • Authentic Leadership Characteristics Through Practical Approach • Components of Authentic Leadership Through Theoretical Approach • Authentic Leadership Questionnaire (ALQ) • Case Study 	(Northouse, 2016)	9	1
8	Mid Term	-		1,2
9	Servant Leadership <ul style="list-style-type: none"> • Definition – Servant Leadership • Characteristics of a Servant Leader • Servant Leadership – Trait Phenomena Vs. Behavioral Process • Model of Servant Leadership • How to Measure Servant Leadership? • Case Study 	(Northouse, 2016)	10	1
10	Adaptive Leadership <ul style="list-style-type: none"> • Definition – Adaptive Leadership • Adaptive Leadership in Practice • Model of Adaptive Leadership • Different Viewpoints About Adaptive Leadership • Measuring Adaptive Leadership 	(Northouse, 2016)	11	1
11	Leadership Activities <ul style="list-style-type: none"> • Nurturing Communication Skills (Public Speaking) • Achieving Common Goal (Building the Tower) • Practicing Attention to Detail (Spot the Difference) • Practicing Creativity and Listening (Continuing the Story) 	-	-	1,2,3

	<ul style="list-style-type: none"> • Future Foresight (What I see for you is...) • Planning, Strategy, Leadership, Trust-Building (Sheep and Shepherd) 			
12	Whistleblowing and Ethical Issues in Aviation <ul style="list-style-type: none"> • Whistleblowing <ul style="list-style-type: none"> ○ Definition ○ Typical Experience of Whistleblowers ○ Moral Dilemmas ○ Consequences of Whistleblowing ○ The Nature of Whistleblowing • Ethical Challenges in Aviation Maintenance* • Business Ethics: Cases from Aviation** 	*(Patankar et al., 2005)	2	2
		(Hoppe, 2019)	7	
		**Articles	-	
13	Gender and Leadership <ul style="list-style-type: none"> • Understanding the Leadership Labyrinth <ul style="list-style-type: none"> ○ Human Capital Differences ○ Gender Differences in Leadership Styles & Effectiveness ○ Prejudice. • Navigating the Labyrinth • Case Study • Gender Based Implicit Association Test (IAT) 	(Northouse, 2016)	15	2
14	Culture and Leadership (Part 1) <ul style="list-style-type: none"> • Culture – Definition & Related Concepts <ul style="list-style-type: none"> ○ Ethnocentrism ○ Prejudice • Leadership and Dimensions of Culture <ul style="list-style-type: none"> ○ Uncertainty Avoidance ○ Power Distance ○ Institutional Collectivism ○ In-Group Collectivism ○ Gender Egalitarianism ○ Assertiveness ○ Future Orientation ○ Performance Orientation ○ Humane Orientation 	(Northouse, 2016)	16	1,2,3

15	Culture and Leadership (Part 2) <ul style="list-style-type: none"> • Clusters of World Cultures • Leadership Behavior and Culture Clusters <ul style="list-style-type: none"> ○ Eastern Europe Leadership Profile ○ Latin America Leadership Profile ○ Latin Europe Leadership Profile ○ Confucian Asia Leadership Profile ○ Nordic Europe Leadership Profile ○ Anglo Leadership Profile ○ Sub-Saharan Africa Leadership Profile ○ Southern Asia Leadership Profile ○ Germanic Europe Leadership Profile ○ Middle East Leadership Profile • Universally Desirable and Undesirable Leadership Attributes • Dimensions of Culture Questionnaire 	(Northouse, 2016)	16	1,2,3
16	Project Presentations	-		1,2,3
-	Final Exam	-		1,2,3

7. Evaluation Criteria and Weightages			
Assessments	Assessments	Weightages (%)	Details
Quizzes	3	10	Topic/s for each quiz will be announced.
Class Activities	3	10	Relevant to the ongoing lecture, activities, assignments and projects.
Assignments	3	10	Assignment topics will be announced.
Project/Presentation/Viva	1	10	Will be announced.
Mid Exam (Written)	1	25	Syllabus for mid-term exam will be announced in 6 th week.
Final Exam (Written)	1	35	Syllabus for final-term exam will be announced in 14 th week.

8. Course Assessments	
Assessment Details	Target CLOs
A. Activities	
Intentionally left blank. Contact resource person for this section.	
B. Assignments (Rubric is attached in Appendix B)	
Intentionally left blank. Contact resource person for this section.	
C. Project/Presentation (Rubric is attached in Appendix C)	
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	✓			✓			✓				✓	✓	✓
2		✓			✓			✓			✓	✓	✓
3			✓			✓			✓		✓	✓	✓

10. Policies

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 **10 minutes** past the assigned time, the students will be marked absent.

Turn-off Mobile Phone: It is unprofessional and unethical to be texting or calling during the class.

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 **75% attendance** is required for a participant to be eligible to sit in the final examination. 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.

UMT–LMS: Participants should regularly visit the LMS and fully benefit from its capabilities. If you face any issue regarding this, contact the resource person or email your query to lms.support@umt.edu.pk for assistance.

Anti-harassment Policy: Sexual or any other harassment is prohibited and is constituted as punishable offence. All actions categorized under this policy when done physically or verbally would also be considered as harassment even by 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: Similarity report on every assignment either big or small will be checked and only 19% overall and 5% from a single source is allowed. Any student who attempts to bypass this will receive negative marking which will count towards the CGPA.

Use of Generative AI Policy: Use of Generative AI tools is permitted up to 5% for language enhancement only. Each report must include the following declaration:

“During the preparation of this work, the author(s) used [Gen AI Tool Name] to [purpose: e.g., improve language, format references, generate ideas]. The content has been reviewed, edited, and verified by the author(s), who take full responsibility for the submitted material.”

In case of violation, penalties include (1) First-time failure to disclose Gen AI usage: verbal warning and resubmission, (2) Full AI-generated submissions may face grade penalty and/or disciplinary hearing, (3) Repeated misconduct may lead to the suspension from academic activities for one or more semesters, revocation of degree (after investigation), or listing of student name on the HEC/UMT academic misconduct records page.

Course Withdrawal Policy: Students may withdraw from a course till the end of the 15th 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.

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 participants about their performance in a particular assessment within a week of conducting that assessment.

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
1. Understanding of Core Concepts	Demonstrates minimal understanding of airport planning and management principles; major inaccuracies present.	Demonstrates adequate understanding; some minor inaccuracies or incomplete explanations.	Demonstrates strong conceptual clarity and critical understanding with relevant and accurate examples.	/5
2. Application and Analysis	Limited or no application of course concepts; analysis lacks depth or logical flow.	Applies course concepts correctly to some extent; analysis is sound but lacks depth or innovation.	Effectively applies and analyzes airport management principles in a clear, logical, and insightful manner.	/5
3. Organization, Structure, and Clarity	Disorganized, lacks logical flow, poor formatting, and unclear writing.	Organized and generally coherent; writing is mostly clear with some structural issues.	Well-organized, coherent, and polished writing; excellent flow and logical argumentation.	/5
4. Research and Referencing	Few or no credible sources; referencing is incomplete or inconsistent; lacks citation format.	Adequate use of credible sources; mostly consistent referencing in acceptable format (APA or Harvard).	Extensive use of credible and current sources; accurate and consistent referencing throughout.	/5
5. Originality and Compliance with Academic Integrity	Similarity >19% overall or >5% from a single source; evidence of plagiarism or attempts to bypass similarity check.	Similarity ≤19% overall and ≤5% per source; properly paraphrased and referenced.	Similarity ≤10% overall; clear originality and paraphrasing; reflects authentic independent work.	/5
6. Responsible Use of Generative AI	AI use exceeds 5% or declaration missing; evidence of full AI-generated work.	AI use ≤5% for language enhancement only; declaration included.	Minimal or no AI use; clear evidence of student-authored content; declaration properly added.	/5
Total 100%	Content Criteria			30

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	
Total Score		/50	/50	/50	/50	/50	