Leadership in Engineering
Fall 2022

Course Numbers: ECH 4931, ECH 6931, EEL 4937, EGN 4930, EML 4930, EIN 4933, EIN 6934, CGN 6933, BME 4931, BME 6931,

Course Credit: 3 credit hours

Instructor: Tom Krisa (tkrisa@usf.edu)

Days, Time & Location
- Section 801 TR 8:30 am – 10:30 am, ENB 109
- Section 802 TR 11:30 am – 1:30 pm, ENB 109

Office Hours: Times can be arranged by appointment. In some cases, these will be held via teleconference.

Enrolment Criteria: Enrollment will be restricted within the following boundaries:
- Have a declared major and be enrolled in an engineering discipline department in the College of Engineering
- Have a 2.8 GPA or higher

If classes are over-subscribed, student selection will consider distribution of disciplines within the class and recommendations from the departments.

Texts: There will be assigned readings from handout materials and from the following books:
- Patton on Leadership by Alan Axelrod, ISBN: 9780735202979

*Texts are used in the first week of classes and can be obtained from the USF Bookstore at a relatively inexpensive price.*

Attendance: Participation and attendance at all sessions is required. Absences will have a detrimental impact on other students.
Grading: The class is graded on a Satisfactory/Unsatisfactory basis. The instructor will judge grades based upon the following criteria:

- Attendance (including being late)
- Full participation and effort in class exercises and activities
- Reading and exercise preparation for class exercises and activities (Please note that there will be exercise preparations and submission requirements of that preparation work the last week of classes.)
- Submission of required documentation of class work
- For students enrolled in a graduate-level section: Completion of the special project for graduate students.

(Misrepresentation of reasons for absence will be grounds for an Unsatisfactory grade)

Class Method: In general, classes will consist of discussions exploring the texts and in-class exercises for exploring and practicing leadership and teamwork concepts and competencies. Live feedback and guidance are provided by the instructor, TA and peers. Between classes, students have reading assignments, do preparatory work for in-class exercises, and document in-class meetings. Concepts and methods used in exercises are introduced in short presentations during class or in guidance notes provided as part of the assigned reading. The reading and instructions for exercise preparation for the following class session are generally issued at the end of each class period.

Course Objectives: Increase awareness of leadership and teamwork competencies and strengthen ability to apply that knowledge. The focus will be awareness and application of these competencies and concepts in a business environment. Competencies that will be practiced directly include:

- Presentations and communications (to team, peers, management, etc.)
  - Visioning
  - Motivating
  - Convincing/Influencing
  - Communicating information
  - Challenging
- Facilitation of meetings/group discussions
- Challenging & debating
- Reading critically (and openly)
- Listening critically (and openly)
- Providing feedback constructively
- Coaching
Through the exercises, the class will explore many of the following topics:

- Understanding self and others
- Personal values
- Organization culture and values
- Decision-making
- Handling conflict
- Innovating
- Applying values
- Analyzing organizational dynamics
- Rewarding & celebrating
- Delivering Praise
- Setting team direction
- Using metrics
- Leading change
- Personal growth & continual development
- Facing difficult questions
- Improving business processes

Course Content:

- First 5 weeks:
  - Focus on team formation
  - Between classes students will have readings, preparation for in-class exercises, and some documentation of in-class exercises. The text readings will be from “Patton on Leadership” and “The Contrarian’s Guide to Leadership.”
  - Classes are a mix of discussion about the reading, discussion of new concepts, and in-class exercises.
  - Students will work with culture models, business process models, coaching methods, facilitating meetings, performance metrics, and presenting ideas

- Weeks 6 -11
  - Focus on giving a team direction
  - Between classes students will have readings, preparation for in-class exercises, and some documentation of in-class exercises. The text readings will be from “The Leadership Challenge” and “The Contrarian’s Guide to Leadership.”
  - Classes are a mix of discussion about the reading, discussion of new concepts, and in-class exercises.
  - Students will work with behavioral interviewing, building trust, setting and conveying direction, implementing change, addressing problematic relationships, and causal loops.
Weeks 12 -16
  o Focus on managing team business
  o Between classes students will have readings, preparation for in-class exercises, and some documentation of in-class exercises. The text readings will be from “The Contrarian’s Guide to Leadership.”
  o Classes are a mix of discussion about the reading, discussion of new concepts, and in-class exercises.
  o Students will work with decision-making, values in decision-making, and performance appraisals

Special Topics:
  • Personality types: Students will explore different personality types through class lecture and exercise.
  • Culture models: Students will be introduced to how to model a team culture via class lecture and an in-class practical exercise.
  • Causal loop analysis: Students will be introduced to causal loop analysis for assessing organization systems through lecture and in-class exercises.
  • Coaching: Students will be exposed to a model for coaching others through a lecture and multiple in-class exercises.
  • Competency interviewing: Students will learn the basics of behavioral competency interviewing through class lecture and an in-class exercise.
  • Business process improvement: Students will practice improving business processes by working with a process model
  • Decision-making: Students will be introduced to a variety of decision-making techniques and practice them within in-class exercises.
  • Dealing with career realities: Students will participate in café discussions with industry representatives.

Graduate Students: Graduate students will be assigned a special project after discussion with the instructor. The project will generally be agreed approximately one month into the semester.

Special Notice: All students must comply with university policies and posted signs regarding COVID-19 mitigation measures currently in effect. Failure to do so may result in dismissal from class, referral to the Student Conduct Office, and possible removal from campus.

Additional details are available on the University’s Core Syllabus Policy Statements page: [https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx](https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx).
USF Core Syllabus Policy Statements

**Academic Integrity:** Academic integrity is the foundation of the University of South Florida System’s commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one’s own efforts. The final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution. The process for faculty reporting of academic misconduct, as well as the student’s options for appeal, are outlined in detail in USF System Regulation 3.027.

**Disruption to Academic Progress:** Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

**Academic Grievance Procedure:** The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

**Disability Access:** Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) (SVC 1133) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SDS must accompany this request.

**Sexual Misconduct / Sexual Harassment:** USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The USF Center for Victim is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based
crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757.

**Religious Observances:** All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs ([USF System Policy 10-045](#)). The USF System, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising the USF System’s constituency. Students are expected to attend classes and take examinations as determined by the USF System. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.

**Statement of Academic Continuity:** In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Learning Management System for each class for course-specific communication, and the main USF, College, and Department websites, emails, and MoBull messages for important general information ([USF System Policy 6-010](#)). For additional guidance on emergency protective actions and hazards that affect the University, please visit [www.usf.edu/em](http://www.usf.edu/em)