Leadership and Management Development
Fall 2017 – Section 02 (11753) – 3 credit
Instructor: Dr Graeme Coetzer

Class Day: Tuesday
Class Hours: 6:30pm – 9:15pm
Class Location: North Campus 232
Email: coetzerg@cofc.edu

Alt Email: coetzerg@me.com
Office Tel: 843-953-5688
Cell Phone: 912-399-5265
Skype Address: graeme.coetzer

Office Hours: please email me if you have inquiries that require a short response otherwise call me or visit me during my drop-in office hours

- **Downtown Campus**: Monday/Wednesday 11:00am-2:00pm – Office Location: Tate 305 (Mobile: 912-399-5265, Skype: graeme.coetzer)
- **North Campus**: Monday/Thursday 3:00pm-6:00pm – Office Location: 241A (Office Tel: 843-953-5688, Skype: graeme.coetzer)

**CATALOGUE DESCRIPTION**

An investigation of the factors that determine leadership with special emphasis on the leader’s vision. The effectiveness of leaders from a wide variety of disciplines will be examined. Contemporary leaders will be selected in order to apply theories and concepts to current situations that can be easily visualized.

**DETAILED COURSE DESCRIPTION**

Leadership and management supports key organizational processes like visioning, planning, organizing and resourcing, executing, controlling and adjusting (change/transformation). Management is generally oriented toward developing and stabilizing systems that support efficient and effective execution of these processes. Leadership is more oriented toward examining the performance situation (external and internal environment), seeking out opportunities and threats, establishing a new or updated vision for the organization that supports both current and future success, and helping the organization make the changes necessary to achieve the evolving vision and related strategic plan. The style leaders and managers use ranges from being directive (telling without explanation) to collaborating (seeking input and consensus) to delegating (giving others the authority and resources for executing core organizational leadership tasks).

The systems perspective of organizational effectiveness suggests that perception and behavior within an organization should be aligned with dominant external conditions in order for an organization to be successful. Current organizational environments are characterized by rapidly increasing levels of complexity and change. These conditions are requiring organizations to learn more quickly so that they maintain a sufficiently comprehensive and accurate perspective about their performance situation and respond both efficiently and effectively.

Individual leaders and managers who are struggling with the challenges of processing and responding to increasingly complex and rapidly changing environments are under pressure to use more collaborative approaches to spread the intellectual and emotional load, promote the necessary learning, and develop/secure commitment to new strategies that often involve significant change.

A successful shift from more directive forms of leadership and management to higher levels of collaboration throughout an organization requires a complex set of psychological capacities (psychological differentiation), intra/interpersonal skills (e.g. negotiation and conflict management) and process aids (e.g. collaborative team decision making). This course will focus on the leadership and management development process that supports individuals, relationships, teams and organizations.
develop a collaborative learning culture that supports higher levels of employee engagement, collaboration, trust, mutual learning, innovation, decision making effectiveness, commitment and productivity under increasingly complex and rapidly changing conditions.

The primary goals of the course are to help students understand the nature of collaborative leadership and management, develop the capacities and competencies required to be a collaborative leader and manager, and directly experience the process of developing a collaborative learning culture in an organization. Topics include perception in the workplace, the relationship between emotional intelligence and perception, describing inner experience, active listening, developing trust, mutual inquiry, feedback, negotiation, conflict management, organizational coaching, collaborative problem solving and decision making, and the systems approach to individual and group transformation. The learning process will include presentations, discussions, exercises and case studies.

PREREQUISITES
Junior standing (60 hours).

DEPARTMENT STATEMENT OF EXCELLENCE
The Department of Management and Marketing believes organizations have an obligation to optimize the “Triple Bottom Line,” that is, to achieve financial, ecological, and social objectives in increasingly competitive global markets. As teachers, we seek to prepare our students to be global citizens who will think and act systemically regarding the multiple purposes of creating and managing organizations in this responsible way.

SCHOOL OF BUSINESS AND SCHOOL OF PROFESSIONAL STUDIES LEARNING OBJECTIVES
Written Communication Students will provide written responses to subject related questions, cases and ethical scenarios, write a management briefing paper and provide written advice to others

Oral Communication Students will engage in complex oral communication within various dyadic and team processes, and present a learning activity to the rest of the class

Quantitative Literacy Students will use data analysis skills and logical reasoning to analyze cases and make recommendations

Scientific Literacy Students will review scientific literature to identify and use research based knowledge to develop a management briefing on a key course concept, model or practice

Critical Thinking and Problem Solving Students will use a structured logical process and the provided concepts, models and practices to identify problems and opportunities in organizations, map out the network of causes/drivers, identify manageable causes/drivers and develop strategies for efficiently and effectively addressing key causes/drivers

Global and Civic Responsibility and Understanding Students will review individual, managerial and organizational responsibilities toward developing collaboration at the local, national and international level

Intellectual Innovation and Creativity Students will develop innovative strategies for addressed various organizational development scenarios

Synthesis Students will integrate concepts, models and practices from multiple disciplines and their external experiences for the purpose of analyzing a complex organizational case that requires leadership

Ethical Decision Making Students will analyze and respond to an ethical dilemma regarding inclusiveness and collaboration within organizations and develop a strategy for addressing the situation using a structured guide for making ethical decisions

READING AND SUPPLEMENTARY LEARNING MATERIALS

COURSE LEARNING OBJECTIVES

Upon completion of the course, each learner will be able to:

- Understand the fundamental nature of leadership and management
- Explain the key concepts, models and actions that define leadership
- Describe the adult learning (andragogy) approach to leadership and management development
- Understand the systems oriented approach to individual, relational, team and organizational change, development and effectiveness
- Explain the increasing importance of collaborative learning cultures in modern business organizations and the role of leadership and management in establishing and maintaining such cultures
- Describe the key psychological capacities/states, competencies, perceptual/experiential and behavioral patterns, and the other organizational conditions/dynamics that support the development of a collaborative learning culture in organizations
- Develop key competencies that support the ability to identify and describe moment-by-moment inner experience in an authentic and skillful manner
- Develop the key competencies that support the ability to (1) processes, experience, integrate and shape inner experience in a constructive manner (self-awareness, self-description/expression, self-regulation and self-differentiation), (2) develop constructive goals and strategies in complex and challenging situations, and (3) take personal initiative and responsibility in a collaborative manner that supports constructive achievement of goals
- Develop the key competencies that support the ability to coach others to (1) identify and describe their moment-by-moment inner experience in a more authentic and skillful manner, (2) process and regulate their inner experience in a constructive manner, and (3) identify constructive goals and strategies in complex and challenging situations, and take constructive action toward achieving those goals
- Develop the key competencies that support efficient and effective interpersonal engagement across a variety of situations (e.g. exploration of issue of non-mutual interest, addressing inter-personal story making and projection, appropriate distribution of responsibility for interpersonal impact, building trust, feedback, negotiation, conflict, shaping patterns etc.)
- Develop the key competencies that support efficient and effective collaborative decision making in teams
- Manage key aspects of a team that supports team performance in a collaborative manner

COURSE EVALUATION

<table>
<thead>
<tr>
<th>Attendance and Participation</th>
<th>10%</th>
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</thead>
<tbody>
<tr>
<td>Weekly Online Quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Weekly Online Discussion Board</td>
<td>20%</td>
</tr>
<tr>
<td>Briefing Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Integrative Case (final exam)</td>
<td>15%</td>
</tr>
<tr>
<td>Team Member Assessment</td>
<td>10%</td>
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<td></td>
<td>100%</td>
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GRADING STRUCTURE

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>&gt; than or equal to 94%</td>
<td>Superior Performance</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-93%</td>
<td>Great Performance</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89%</td>
<td>Very Good Performance</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>85-86%</td>
<td>Just Above Good Performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>83-84%</td>
<td>Good Performance</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
<td>Just Below Good Performance</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79%</td>
<td>Fair Performance</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>74-76%</td>
<td>Acceptable Performance</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-73%</td>
<td>Weak Performance</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>67-69%</td>
<td>Significant Concerns</td>
</tr>
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Please review the video presentation on Developing a Constructive Course Culture including Policies and Procedures for Managing Course Grades, by clicking here (this video presentation must be reviewed by each student by the end of week 1). After reviewing the video presentation, each student is required to make one original entry into the associated online discussion board and respond to the contributions of at least two other students.

DESCRIPTION OF ASSIGNMENTS AND ASSESSMENTS

Weekly Online Quizzes (25%)

Students are required to complete a weekly online quiz within OAKS that covers the chapter(s) from Art of Leadership (Manning and Curtis) assigned for that week (see course schedule at the end of this outline). The online quizzes are comprised of 20 multiple choice questions that must be completed in 17 minutes. Each student will receive a randomized set of 20 questions drawn from the test bank that accompanies the textbook. The number of items included within a quiz and the time provided to complete the quiz may be adjusted in order to produce reasonable distributions of the quiz grades (see presentation on producing reasonable grading distributions by clicking here). The weekly quizzes will open each week at 8:00am on Wednesday morning and close at 11:30pm on Sunday (end of the same week), except for the final week (please check OAKS and course schedule for quiz times for the final week). Additional information about the quizzes is contained within the course website on OAKS and in the course schedule at the end of this course outline.

Weekly Online Discussion Boards (20%)

Students are required to participate in a weekly online discussion board that covers the assigned chapters for the week (see course schedule at the end of this outline). Each student is required to identify something of interest in the assigned chapter that they would like to explore further and/or something that has captured their attention/impacted them. Each student is required to make one original contribution that identifies what they are interested in and why, or what has captured their attention/impacted them and why, and then respond to the contributions of 2 other students.

Each student is required to submit an original board that they will be able to read and reply to other threads within the weekly online discussion board. Responding to the contribution of another student is an opportunity to practice engaging another person in a constructive manner, promoting mutual learning and developing relationships. Click here to access a guide for effectively responding to the contributions of others in an online discussion. Please ensure that your responses to other students are both (1) direct, open, authentic and courageous, and (2) professional, respectful and skillfully communicated. Effectively responding to others requires striking a balance between support and challenge. Please report any concerns about the content and/or style of contributions to the online discussions to the instructor as soon as possible. The weekly online discussions will open each week at 8:00am on Monday morning and close at 11:30pm on Sunday (end of the same week), except for the final week (please check OAKS and course schedule for quiz times for the final week). Additional information about the assignment and assessment process is contained within the course website (OAKS).

Briefing Paper and Presentation (20%)

Each student is expected to pick an activity or practice related to leadership (e.g. path-goal leadership). For a review of management briefings click here (ignore the reference to a voice thread presentation, you are only required to complete the management briefing paper). Once each student has chosen their topic, they need to identify at least 2 recent (no earlier than 1995) articles that address the topic. Each student is encouraged to identify both a research/scientific (academic) and a practitioner oriented article. The research/scientific (academic) article will assist in providing a comprehensive definition of the topic and a description of key aspects of the topic, whereas the practitioner oriented article will provide more “how to” information. Online databases of business articles (research and practitioner) are available via the online library, and have search filters which allow you to restrict your searches to academic or practitioner oriented articles (trade publications). Click here for a general review of online access to the library, and for a review of finding articles and other information using the online article databases click here. Library advisors are available to assist students in finding information they need to
complete their research assignments. A request for assistance is made by completing an online request (other contact information – text 843.353.1259, tel 843.953.8000, for email click here). The north campus has a dedicated librarian who is also available to assist you when completing assignments that require library resources, including the online databases (contact Janette Finch at 843.953.2766 or FinchJ@cofc.edu)

Each student is expected to review the collected articles and develop a briefing paper and presentation that consists of the following sections:

1. (Section 1) Define and briefly describe the topic using the information provided in the articles and other sources if necessary (try to secure a comprehensive definition of the topic and identify any classifications, typologies and dimensions e.g. path goal leadership is defined as ... and has the following types ... and the first type is made up of the following dimensions ..., second type is made up of ... etc.).

2. (Section 2) Identify the key points that the articles are making about the topic and present the information in a series of bulleted statements (suggest that you highlight the key points as you are reading the articles e.g. highlight the key points that the articles are making about path-goal leadership). If necessary, expand briefly on each point to assist the reader in understanding the point being made.

3. (Section 3) Briefly describe why the topic is important for organizations and management (what impact will the topic have on organizations and management e.g. why is path-goal leadership important to management and organizations, and what impact will path-goal leadership have on employees, management and organizations). If no direct information is provided then you need to make thoughtful inferences.

4. (Section 4) Briefly recommend key actions that managers should take in response to the topic (e.g. how might this practice/activity be applied/implemented - how might commission based compensation be implemented/applied). Provide some information about the key general steps required to apply/implement this practice/activity within organizations. If no direct information is provided then you need to make thoughtful inferences.

Paper must be structured using the 4 sections indicated above (unless section 4 is not required) and must reference all sources on a separate page at the end (use the APA referencing format - http://www.apastyle.org). The paper should be 3 pages in length (excluding the cover page and reference page), 1 1/2 line spacing, 12 point arial or verdana font, normal margins (typically 1 inch all around), cover page with topic title, course name, instructor name and student name and number. The paper must be saved in PDF format and uploaded into the associated OAKS drop-box by the time and date indicated in the course schedule. The articles do not need to be attached. Additional information about the assignment and assessment process is contained within the course website (OAKS).

Final Integrative Case Analysis (15%)

The final exam is a comprehensive case that describes a leadership situation that relates to many of the concepts, models and practices covered in the textbook and class. The case analysis will take place in the final class. After reviewing the case, each student is required to:

- (Section 1) Identify and describe key aspects of the situation that are symptoms/indicators of underlying problems/challenges/strengths and/or future symptoms/indicators that are likely to emerge. Use the concepts, models and practices described in the textbook to analyze the situation and describe the key presenting issues (a review of how to conduct case analysis will take place in class and will be supported by an online video)
- (Section 2) Using both common sense and what you have learned in this course, identify and describe what you think is causing these presenting symptoms/challenges/strengths and/or driving the needs/opportunities for development (make use of relevant course concepts, models and practices)
- (Section 3) Using both common sense and what you have learned in this course, identify and describe how best to lead/manager the situation

Organize the paper based on the 3 sections indicated above. The paper should be no longer than 3 pages in length (excluding cover page), 1 1/2 spacing, 12 point arial or verdana font, 1 inch margins all around and a cover page with title, course name, instructor name, student name and student number. The paper must be saved in Microsoft Word or PDF format.
and uploaded into the associated OAKS drop-box by the end of the time period allocated in the final class. Additional information about the assignment and assessment process is contained within the course website on OAKS.

Team Member Assessment (10%)

Each student will be responsible for participating in a team during various exercises that take place in class. Each team member will anonymously assess the participation and performance of their team mates at both the mid-point and at the end of the course. Each student has the option of making an appointment with the instructor to review the performance assessment data. Each learner must complete the online team member assessment by the date and time indicated in the course schedule (click here to access the online assessment).
POLICIES, PROCEDURES, STANDARDS AND RESOURCES

Attendance and participation. A student may miss one weekly class without penalty. Two missed classes without the permission of the instructor will result in the loss of half the attendance grade (attendance grade is worth 10% of the total grade). Three or more missed classes without the permission of the instructor will result in zero for attendance.

Late Assignments and Make up Exams. Assignments that are submitted late without permission will be subject to a decrease of 10 percent per day, up to three days. After three days, late assignments will not be accepted. If you have a legitimate situation that is preventing you from meeting the deadline for submission or completing an exam, please discuss this with the instructor.

Expectations for Written Work. Following the School of Business learning goal of effective communications, all written work (including presentations) must be completed in professional style, and follow basic principles of effective written communication. As any potential investor (or employer) would expect, all written work should be neat, well organized and formatted, clearly written, and free from grammatical and/or typographical errors. In other words, grammar, spelling and formatting will count as part of the grade on all assignments (including presentations).

Academic Integrity. Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration-working together without permission is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php.

Disability Policy. The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying either instructor as soon as possible and for contacting an instructor one week before accommodation is needed.

Attendance Center for Student Learning. Students are encouraged to utilize the learning support resources offered by the Center for Student Learning’s (CSL). The center offers tutoring, supplemental instruction, one-on-one learning skills coaching and a variety of learning skills workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.
### RESOURCES

<table>
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<tr>
<th>Type of Resource</th>
<th>Access Information</th>
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| Information Technology Help Desk  | Phone: 843-953-3375 (Monday to Friday from 8:00am to 5:00pm)  
|                                   | Email: helpdesk@cofc.edu                                                           |
| Student Computing Support         | Phone: 843-953-8000 (for hours click [here](#))  
|                                   | Email: studentcomputingsupport@cofc.edu  
|                                   | Website: [http://blogs.cofc.edu/scs/about-us/support-services/](http://blogs.cofc.edu/scs/about-us/support-services/) |
| Support for OAKS                  | Phone: 843-953-3375 for assistance with logging in to and accessing OAKS (email: helpdesk@cofc.edu)  
| • Getting started                 | Website: [http://blogs.cofc.edu/oaks/students/getting-started/](http://blogs.cofc.edu/oaks/students/getting-started/) |
| • Overview of a course website in OAKS | Video: [https://www.youtube.com/watch?v=sDkvWMloJ9I&feature=youtu.be](https://www.youtube.com/watch?v=sDkvWMloJ9I&feature=youtu.be) |
| • Communication Tools in OAKS     | Video: [https://www.youtube.com/watch?v=i8XDbA_wuY4&feature=youtu.be](https://www.youtube.com/watch?v=i8XDbA_wuY4&feature=youtu.be) |
| • Grades Tools: Dropbox, Grades, Quizzes and Surveys | Video: [https://www.youtube.com/watch?v=wdFqfOY2aek&feature=youtu.be](https://www.youtube.com/watch?v=wdFqfOY2aek&feature=youtu.be) |
| • Management Tools: Attendance, Calendar and Groups | Video: [https://www.youtube.com/watch?v=iNTvy6S1Ee8&feature=youtu.be](https://www.youtube.com/watch?v=iNTvy6S1Ee8&feature=youtu.be) |
| Student Learning Support          | Phone: 843-953-5635  
|                                   | Website: [http://csl.cofc.edu/index.php](http://csl.cofc.edu/index.php)  
|                                   | Contact Information: [http://csl.cofc.edu/contact-us/index.php](http://csl.cofc.edu/contact-us/index.php) |
| Make an appointment to meet with a Study Skills Advisor | If you would like to make an appointment for an in-person (Main or North Campus) or online meeting (audio/video conference using Skype) with a Study Skills Advisor please call 843-953-5635 |
| Student Learning Resources        | Website: [http://csl.cofc.edu/student-resources/index.php](http://csl.cofc.edu/student-resources/index.php) |
| • Supplemental Instruction        | Website: [http://csl.cofc.edu/supplemental-instruction/index.php](http://csl.cofc.edu/supplemental-instruction/index.php) |
| • Study Skills                    | Website: [http://csl.cofc.edu/studystrategies/index.php](http://csl.cofc.edu/studystrategies/index.php) |
| • Tutoring Services               | Website: [http://csl.cofc.edu/labs/index.php](http://csl.cofc.edu/labs/index.php) |
| Library                           | Main Campus  
|                                   | Phone: 843-953-5530  
|                                   | Website: [http://www.cofc.edu/library/](http://www.cofc.edu/library/)  
|                                   | North Campus  
|                                   | Hours: 7:00am to 10:00pm Monday to Friday and 7:00am to 7:00pm on Saturday  
|                                   | Phone: 843-953-2766  
|                                   | Email: FinchJ@cofc.edu |
| • Library Support                 | New Student Guide to Library and Computing Services click [here](#) |
| • Assistance in Securing Information | Library advisors will assist students in finding information they need to complete their research assignments. A request for assistance is made by completing an [online request](http://csl.cofc.edu/student-resources/index.php) (other contact information – text 843.353.1259, tel 843.953.8000, for email click [here](#)) |
| • SMS question and answer service | The library’s SMS service (843-353-1259) enables you to text a question to the library and receive an answer via text message. Text these words to get automatic responses for the following: hours, fines, phone. |
| • General review of Library and Online Access to the Library | Video: [https://www.youtube.com/watch?v=u6StfenzODA&feature=youtu.be&list=UUcAjveo-uPQdpMNlubleaA](https://www.youtube.com/watch?v=u6StfenzODA&feature=youtu.be&list=UUcAjveo-uPQdpMNlubleaA) |
| • How to use the Online Databases to Find Articles/Information I need for my Assignment | Video: [https://www.youtube.com/watch?v=5VsB_jAT-4&feature=youtu.be&list=UUcAjveo-uPQdpMNlubleaA](https://www.youtube.com/watch?v=5VsB_jAT-4&feature=youtu.be&list=UUcAjveo-uPQdpMNlubleaA) |
## Course Schedule

<table>
<thead>
<tr>
<th>Week No</th>
<th>Topic</th>
<th>Preparation/Homework/Due Assignments</th>
<th>Online Discussions, Cases/Exercises and Quizzes</th>
<th>In-Class Activities</th>
</tr>
</thead>
</table>
| 1 week begin Aug 21 | Overview of the course  
• What is Leadership?  
• What is Differentiated Leadership?  
• What is organizational Learning? | Purchase the textbook  
• Review course outline and course website within OAKS  
• Complete the course review and preparation requirements (outlined in the Course Review and Preparation Module within the Content section of OAKS)  
• Review video presentation on Developing a Constructive Course Culture and Associated Grading Policies (click [here](#))  
• Review chapter 1 of Art of Leadership (Curtis & Manning) | Online discussion – review the video on developing a constructive course culture and associated grades policies (to view the video click [here](#)), then describe your perspective in the associated online discussion board contained within the discussion section of OAKS) - make one original contribution and respond to the contributions of at least 1 other student  
Online discussion - identify something of interest in the assigned chapter(s) that you would like to explore further and/or something that has captured your attention/impacted you - make one original contribution and respond to the contributions of at least 2 other students (click [here](#) to access a guide for effectively responding to the contributions of others in an online discussion)  
Online Quiz for Chapter 1 (Art of Leadership by Curtis & Manning) | Course review  
• Review the Awareness Windows Communication Process (Speed Dating Exercise)  
• Review the Organizational Learning and Waterline Model of Team and Organizational Functioning  
• Review the Differentiated Leadership Model  
• Debrief using the Awareness Windows Process |
| 2 week begin Aug 28 | The Leadership Equation  
• Leadership Qualities, Characteristics of Followers, and Situational Factors | Review chapter 2 of Art of Leadership (Curtis & Manning)  
• Review chapter 3 of Art of Leadership (Curtis & Manning) | Online discussion - identify something of interest/impactful from the assigned chapters  
Online Quiz for Chapter 2 and 3 (Art of Leadership by Curtis & Manning) | Review the Pyramid of Differentiated Leadership Competencies  
• Set up Skill Groups  
• Skills group – round 1 (pooled interaction pattern)  
• Skills group – round 2 (sequential pattern of interaction)  
• Skills group – round 3 - (reciprocal pattern of interaction) |
| 3 week begin Sept 4 | Importance of Vision and the Motive to Lead  
• Leadership and Organizational Culture/Climate | Review chapter 4 of Art of Leadership (Curtis & Manning)  
• Review chapter 5 of Art of Leadership (Curtis & Manning) | Online discussion - identify something of interest/impactful from the assigned chapters  
Online Quiz for Chapter 4 and 5 (Art of Leadership by Curtis & Manning) | Review of Integrated Differentiated Leadership Model  
• Review of the Multilevel Integrated Organizational Coaching Model |
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</table>
| 4 week begin Sept 11 | • Ethical Leadership  
• Role of Values and Ethics at Work | • Review chapter 6 of Art of Leadership (Curtis & Manning)  
• Review chapter 7 of Art of Leadership (Curtis & Manning)  
**Team member assessment must be completed by 11:30pm on the 17th of September** (click [here](#) to access the assessment) | • Online discussion - identify something of interest/impactful from the assigned chapters  
• Online Quiz for Chapter 6 and 7 (Art of Leadership by Curtis & Manning) | • Skill group – round 4  
• Mutual Inquiry Communication Process – part 1  
• Skills group – round 5 (advanced learning partner coaching) |
| 5 week begin Sept 18 | • Leadership Authority  
• Empowerment in the Workplace and the Quality Imperative | • Review chapter 8 of Art of Leadership (Curtis & Manning)  
• Review chapter 9 of Art of Leadership (Curtis & Manning) | • Online discussion - identify something of interest/impactful from the assigned chapters  
• Online Quiz for Chapter 8 and 9 (Art of Leadership by Curtis & Manning) | • Mutual Inquiry Communication Process – part 2  
• Skills group – round 4 |
| 6 week begin Sept 25 | • Team Leadership  
• Human Behavior and the Art of Persuasion | • Review chapter 11 of Art of Leadership (Curtis & Manning)  
• Review chapter 12 of Art of Leadership (Curtis & Manning)  
**Management Briefing Paper must be uploaded into the associated drop-box by 11:30pm on the 1st of October** | • Online discussion - identify something of interest/impactful from the assigned chapters  
• Online Quiz for Chapter 11 and 12 (Art of Leadership by Curtis & Manning) | • Collaborative Problem Solving and Decision Making – part 1  
• Skills group – round 5 |
| 7 week begin Oct 2 | • Leader as Coach  
• Managing Change | • Review chapter 16 of Art of Leadership (Curtis & Manning)  
• Review chapter 17 of Art of Leadership (Curtis & Manning) | • Online discussion - identify something of interest/impactful from the assigned chapters  
• Online Quiz for Chapter 16 and 17 (Art of Leadership by Curtis & Manning) | • Collaborative Problem Solving and Decision Making – part 2  
• Skills group – round 6 |
| 8 week begin Oct 9 | • Managing Performance | • Review chapter 18 of Art of Leadership (Curtis & Manning) | • Online discussion - identify something of interest/impactful from the assigned chapters  
• Online Quiz for Chapter 18 (Art of Leadership by Curtis & Manning) | **Final Meeting on 10th October**  
• **Integrative Case Study**  
• Course closing activities |

Team member assessment must be completed by 11:30pm on the 10th of October (click [here](#) to access the assessment)