Instructor: Carrie Blair Messal, PhD
Office Hours: Flexible for Summer (appointment required; meeting may be virtual)
Office: 5 Liberty Street (Beatty Suite 300)
Contact: messalc@cofc.edu (Zoom and phone appointments available)

Textbook & Course Materials:
  Only 10 chapters required; be sure to purchase the abbreviated text associated with this class.
  https://connect.mheducation.com/class/c-messal-mgmt-345-2020-summer-leadership
- Register at HBSP to purchase the case analyses and change game simulation.
  (~$25.00) https://hbsp.harvard.edu/import/724217
- Articles are available via the library’s resources (free, but cannot be printed); they may also be purchased directly from Harvard via the following link (~$30.00):
  https://hbsp.harvard.edu/import/724218

Course 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.

Prerequisite: Junior standing.

This course is housed in the School of Business (SB) at the College of Charleston.

Several SB Learning Goals are addressed in this course.

**COMMUNICATION SKILLS:** Students demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner. *The majority of the assessment in this course will be in the form of written and verbal analysis. Exams will be essay based, and several written assignments are due. As part of their grade, students are expected to engage in oral discussion of articles, and will frequently be expected to participate in class discussion.*

**GLOBAL AND CIVIC RESPONSIBILITY:** Students identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students integrate knowledge and skills in addressing these issues. *Students will also be able to integrate knowledge and skills in addressing these issues. Several speakers discuss their business and civic roles in the class, and several articles raise these issues. Integration across these issues is expected in the essay exams and case analysis responses.*

**INTELLECTUAL INNOVATION AND CREATIVITY:** Students demonstrate their resourcefulness and originality in addressing extemporaneous problems. *Students will be faced with problems to solve throughout the semester, specifically in the form of class exercises. In addition, an article is assigned that addresses factors that encourage and detract from creativity in organizations.*

**SYNTHESIS:** Students integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks. *Students will be expected to integrate ideas from multiple sources in order to solve problems, explain positions, etc.*
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College of Charleston QEP in Sustainability Learning Goals are also addressed in this course.

SLO1: **Identify various elements of sustainability and relationships between them.** Student work identifies elements of sustainability and relationships between them. *Several assigned authors discuss the motivations for their work in the non-profit sector, and one identifies “people profit planet” as embedded in the company value systems. An essay question asks students to reflect on this.*

SLO 3: **Identify policies and practices that have led to unsustainability.** Student work identifies and provides a comprehensive description of 2 or more major unsustainable policies/practices, and connects them to other course content. *One of the case analysis assignments is sustainability relevant, and students will be cued to discuss sustainability in their response.*

Course-level goals include:

1. **Use and apply leadership terms and theory.**
   a. Distinguish leadership from management.
   b. Discuss Trait theory of leadership
   c. Discuss behavior theory of leadership
      i. Task vs. Relationship
      ii. Blake & Mouton’s Leadership Grid
   d. Discuss contingency theories of leadership
      i. Fiedler’s Contingency Theory
      ii. Hersey & Blanchard’s Leadership Theory
      iii. Path-Goal Theory
      iv. Substitutions for leadership model
   e. Discuss follower theories of leadership
      i. Implicit theory of leadership
      ii. Transactional leadership
      iii. Transformational leadership
   f. Explain the impact of follower perception on leader ability to influence.
   g. Recognize sources of power.
   h. Identify available influence tactics given different sources of power.
      i. Discuss longitudinal outcomes associated with hard and soft influence tactics.
2. **Explore individual characteristics in relation to leadership.**
   a. Complete personality and style assessments.
   b. Analyze personal preferences in relation to past leadership behaviors.
   c. Recognize diversity issues related to leadership.
3. **Identify effective leadership style given characteristics of the culture, organization, and situation.**
   a. Relate generational and cultural changes to changes in leadership styles.
   b. Identify effective leadership style given organization characteristics.
   c. Apply the Curphy & Roellig Followership Model to the evolution of an organization.
4. **Discuss factors that cause leaders to behave unethically.**
   a. Identify ethical dilemmas.
   b. Apply rules for ethical decision making to organizational problems.
5. **Recommend solutions to an organizational problem based on leadership theory.**
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<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIDTERM Case Analysis 1</td>
<td>50</td>
<td>A</td>
</tr>
<tr>
<td>FINAL Case Analysis 2</td>
<td>50</td>
<td>A-</td>
</tr>
<tr>
<td>Exercise 1: What’s changed in business?</td>
<td>10</td>
<td>B+</td>
</tr>
<tr>
<td>Exercise 2: Personality assessment</td>
<td>10</td>
<td>B</td>
</tr>
<tr>
<td>Successful simulation completion</td>
<td>20</td>
<td>B-</td>
</tr>
<tr>
<td>Participation (6 modules x10 points)</td>
<td>60</td>
<td>C+</td>
</tr>
<tr>
<td>LearnSmart Quizzes (10 quizzes x10 points)</td>
<td>100</td>
<td>C</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>50</td>
<td>C-</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
<td>D+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400</strong></td>
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</tr>
</tbody>
</table>

Assessment:

- **Case analysis.** Two case analysis assignments are due during the semester. More information will be given regarding the nature of the assignment and expectations.
- **Exercise participation.** There are two exercises available for participation. In these two exercises, you are expected to reflect on your own experiences to answer the questions and discussion posts (rather than class readings). Participation in all parts of each exercise is required to get full credit.
- **Simulation.** A leadership simulation is assigned via Harvard Business School Press. To get full credit, the student must successfully “lead change” or participate in all 4 scenarios of the game (spending an average of 30 minutes in each scenario, signal a concerted effort to be successful).
- **McGraw Hill Connect Learn Smart.** Each chapter will include an on-line quiz completed via McGraw Hill LearnSmart.
- **2 Exams.** The exams are multiple-choice and essay-based. They are on-line, open-note, and open-book... but are NOT collaborative. For each exam, you will answer a number of multiple choice items plus essay questions. The answers may seem simple, but to get full credit, you must justify your answer with **information from at least three different sources from the assigned readings or videos.** More information will be given regarding the nature of the assignment and expectations.
- **Participation.** Participation in a discussion for each module is required (6 total). To get full credit you will be expected to make at least two meaningful posts, including reference (with citation) to specific material in your textbook, readings, and other materials. The following grading matrix will be applied to the grading of each module. Credit will not be given for superficial posts (e.g., “I agree”, direct repetition of another student’s posts).

<table>
<thead>
<tr>
<th>POINTS</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Start or participate in at least 2 discussions using accurate grammar and spelling.</td>
</tr>
<tr>
<td>7</td>
<td>Make at least one of your discussion posts relevant to the readings or videos, using topics from the readings, videos, articles, or exercises (formal references required)</td>
</tr>
<tr>
<td>10</td>
<td>Make two or more discussion posts that include information relevant to the readings or videos, using topics from the readings, videos, articles, or exercises (formal references required)</td>
</tr>
</tbody>
</table>
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**General Schedule:** There are 6 modules. All “modules” will open on Monday (12:01 AM), and all assignments within the module are due the following Sunday before midnight (11:59 PM). Unless there is extreme circumstance (e.g., medical documentation), assignments and discussion posts will not be accepted late, even for partial credit.

**Center for Student Learning:** I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and they are available to you at no additional cost. For more information regarding these services please visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu) or call (843) 953-5635.

**College of Charleston Honor Code and 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](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

**Disability Accommodation**

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 me as soon as possible and for contacting me one week before accommodation is needed.
## Module Plan

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May 11-17</td>
<td><strong>Introduction.</strong>&lt;br&gt;Orientation to Connect, OAKS, and class communication tools. Participate in introduction discussion thread (2 point bonus)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Module 1 Discussion board</td>
</tr>
<tr>
<td>2</td>
<td>May 18-24</td>
<td><strong>The Leader as a Person</strong>&lt;br&gt;Read Chapter 4: Power &amp; Influence DUE Chapter 4 McGraw Hill LEARNSMART&lt;br&gt;Read Ashford &amp; Detert (2015). Getting the boss to buy in. <em>HBR,</em> 72-79.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Chapter 5: Values, Ethics, and Character DUE Chapter 5 McGraw Hill LEARNSMART&lt;br&gt;Participate in Exercise 2: Personality Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Module 2 Discussion board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Module 3 Discussion board</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>--------------------------------------------</td>
</tr>
</tbody>
</table>
| 4    | June 1–June 7 | **Focus on Followers**                    | *Discussion Topic 9*                                                                          | DUE & DISCUSSION: Harvard Business School Press Case Analysis 1  
Submit individual case to OAKS.  
PARTICIPATE in discussion thread  
EXAM: Midterm  

**Discussion Topic 9**  
Chapter 9: Motivation, Satisfaction, and Performance  
DUE: Chapter 9 McGraw Hill LEARNSMART  

**Discussion Topic 10**  
Chapter 10: Groups, Teams, and their leadership  
*HBR*, 92-99.  
DUE: Chapter 10 McGraw Hill LEARNSMART  

**Discussion Topic 11**  
Chapter 12: The situation  
Chapter 13: Contingency Theories  

DUE: Chapter 12 McGraw Hill LEARNSMART  
DUE: Chapter 13 McGraw Hill LEARNSMART  

**Leading Change and Complex Organizations**  

**Discussion Topic 13**  
Chapter 14: Leadership & Change  
DUE: Chapter 14 McGraw Hill LEARNSMART  

| 5    | June 8–June 14 | **TheLeaderResponse to Situation**         | DUE: Chapter 12 McGraw Hill LEARNSMART  
DUE: Chapter 13 McGraw Hill LEARNSMART  

**Leading Change and Complex Organizations**  

Cespedes & Yong (2013). Andrew Ryan at VC Brakes. HBSP.  
Submit Individual case analysis to OAKS dropbox  

COMPLETE Module 6 Discussion board  
EXAM: Final  |
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Community Statement

Open and honest communication is important in an on-line learning environment. This document serves as a quick guide for communication in the on-line course.

The work involved in an on-line class can be elusive. Because there is not a face-to-face component, sometimes the discussions can feel impersonal. Because the communication is asynchronous, sometimes the deadlines can feel soft. Because the communications are in writing and you can communicate anytime, sometimes the amount of communication can feel overwhelming. These feelings often cause students to perform poorly or get frustrated.

Here are some tips to help you succeed:

1. Most of our interactions will occur in OAKS. To keep things simple, try your best to communicate with me and classmates via OAKS discussion as much as possible. Using other communication tools (e.g., texting peers) may be overwhelming.
2. Each module will be outlined under “Content” in OAKS; your best bet is to work through the content in the order in which it is presented within the module. If you get lost, just return to the module within “Content” and pick-up where you left-off.
3. Expect to spend 5-7 hours per week working in the course. Expect to spend more time when major assignments are due or when we are completing on-line experiential exercises.
4. Plan to log-in to the course 4 or more times per module to participate in class discussions and other activities.
5. Just as you would schedule time on your calendar to attend a face-to-face course, schedule time in your calendar for this course, to make sure it gets your undivided attention.
6. A couple of assignments require interaction with assigned partners or team members; plan in advance for these weeks.
7. Expect response from the professor within 1-business day, but no sooner, unless you are contacting the professor during scheduled office hours. If a question is more urgent, consider posting to the “Course Lounge” Discussion board in OAKS so that you can crowd source a response.
8. Assignments submitted late will automatically receive a “0”. Once a module has ended, all discussion for that module will also be closed, thus there is not opportunity to work backwards within the module.
9. As with any class, if you have an emergency or unusual situation, communicate privately with the professor as soon as possible.

Netiquette Rules

1. Remember that you are communicating with a person. Be polite.
2. Avoid all capitals (THAT LOOKS LIKE SHOUTING!) and personal attacks.
3. Use good grammar and spelling.
4. Respond to all personal communication within 1-business day.
5. Be concise. No one is counting your words, but say what you need to say in a concise way.
6. Be respectful of information shared within this class. While engaging in leadership discussions, you or your peers may share information that is personal in nature. You should not repeat information shared by others.
Communication Contract:

We will primarily communicate via OAKS, and the majority of our interaction will occur in OAKS discussion. We will also complete several Harvard Business Review Press simulations. Here is a breakdown of our communication channels for the course:

<table>
<thead>
<tr>
<th>Type of Communication</th>
<th>Appropriate Channel of Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Comments or Discussion Questions about course content, readings, and exercises</td>
<td>Each “Module” will have its own discussion; reply to a thread within the module, or start your own thread if appropriate.</td>
</tr>
<tr>
<td>Questions about Assignments or Technology (e.g., due dates, where to submit an assignment, where to find content, etc).</td>
<td>Use the “Course Lounge” Discussion board in OAKS</td>
</tr>
<tr>
<td>Small group discussions or project discussions</td>
<td>Communicate via the discussion thread designed for the use of your small group.</td>
</tr>
<tr>
<td>Questions that only pertain to you, or personal questions for the professor</td>
<td>Email <a href="mailto:messalc@cofc.edu">messalc@cofc.edu</a> ; the professor will either reply, or set-up a meeting time to discuss F2F or phone</td>
</tr>
</tbody>
</table>

IN ADDITION...

Some experiential components of the class

Several experiential components will occur in Harvard Business School Press Simulations. While the communications directly related to the simulation will occur within the Harvard tool (e.g., communications to “play” the simulation with other team members), the communications indirectly related to the simulation will occur in OAKS discussion (e.g., our debrief and reflections on the exercise).
To prepare to use these tools, please:

1. Make sure that your browser is up-to-date and that you have reliable access to internet for the duration of the course.
2. Confirm your familiarity with OAKS (here is a quick link to a bunch of handy tutorials on OAKS [http://blogs.cofc.edu/oaks/students/tutorials/]). For the class, we will communicate via:
   a. OAKS “Course Home”. Here I’ll post news items, and you’ll have a calendar of upcoming due dates.
   b. OAKS “Content”. The syllabus and modules, and link to other tools you need, will all appear in “Content”. Within each module you’ll receive a checklist of all you need to complete within the module. If you get lost, return to the current module under “Content” and pick-up where you left off. If you need information from a previous module, you’ll be able to access it here.
   c. OAKS “Communication”.
      i. OAKS Discussion boards. This will be our primary form of communication throughout the course, including the following types of discussion categories:
         1. Course Lounge. This area is intended for general questions about the course technicalities (e.g., what was the length of the assignment; where do I access the reading?).
         2. Module discussions. For each module, there will be a designated discussion area. For each module, several students will be assigned the role of “discussion starter” and everyone else is expected to participate. Guidelines and expectations for quality and quantity of communication are explained under assessment.
         3. Group discussions. An area will be designated where you can communicate with your group (the professor can also participate and observe the interaction, so don’t say anything to feisty… ha!).
      ii. OAKS Classlist. If you need to communicate privately with a classmate, use Classlist to access their email address.
      iii. Voicethread. OPTIONAL. Access the College’s Voicethread platform via the OAKS homepage (there is a link to the right of the screen). Once you’ve created an account, you can get started using the technology. Here is also a link to a tutorial: [https://voicethread.com/howto/creating-a-new-voicethread-2/].
   d. OAKS Grades.
      i. OAKS Grades. You’ll always know where you stand in the course.
      ii. OAKS Dropbox, Quizzes, & Checklist. You will submit assignments to Dropbox and complete quizzes under OAKS Quizzes, and a checklist will be provided for every module. Links to the items you need to complete in these sections will also be provided under OAKS → Content → Module. Treat the Content area as your home base for the course to keep from getting lost.
3. Register for an account within Harvard Business School Press. Once you have an account, the link to the Coursepack is provided at the top of the syllabus.
4. The textbook is available via the bookstore or McGraw Hill. The CONNECT component of the textbook is required, as 10 assignments are due via CONNECT.
Due to the nature of the course, it is possible that you will experience technical difficulties. Some tips:

1. Do not wait until the last minute. Technical difficulties will not be considered an excuse for work submitted late, especially if the instructor does not know about the technical difficulties until last minute. Work in advance.

2. Consider the source of the technical difficulties:
   a. If related to the class content, consider posting the question to the “Course Lounge” discussion board. Maybe one of your peers has a quick answer. For example, if you have trouble finding a reading, you could post the question to the course lounge.
   b. If related to OAKS or a CofC platform, consider whether the question can be answered with TLT’s online tutorials (http://blogs.cofc.edu/studentreadinessforonlinelearning/) . If not, contact Helpdesk.
   c. If related to Harvard Business School Press, contact the help information provided in the instructions for each simulation or registration.