2021 Spring MGMT 345 Syllabus - ONL

Instructor: Carrie Blair Messal, PhD
Office Hours: 9:00 – 11:30 AM, Tuesday / Thursday (appointment required)
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Contact: messalc@cofc.edu, 843-953-8105

Textbook & Course Materials:
- (custom abbreviated version) Hughes, Ginnett, Curphy. Leadership: Enhancing the Lessons of Experience (9th Ed)
  - McGraw Hill. CONNECT is required. (textbook & CONNECT ~ $125)
  - https://connect.mheducation.com/class/c-messal-mgmt-345-2021-spring-leadership-online
- Register at HBSP to purchase the case analyses & articles:
  - Articles (optional purchase for ~$45; articles are also available for free via library database):
    - TBD
  - Required (case and simulation for ~$20; these items are not available for free online):
    - TBD

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.

Several SB Learning Goals are addressed in this course.

GLOBAL AND CIVIC RESPONSIBILITY: Students will be able to identify and define social, ethical, environmental and economic challenges at local, national and international levels. 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 will be able to 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 will demonstrate the ability to 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.

COMMUNICATION SKILLS: Students will 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.
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 speakers 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.
Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>A</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>A-</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td>B+</td>
</tr>
<tr>
<td>Project 1 – Race, Equity, &amp; Inclusion Assignment</td>
<td>25</td>
<td>B</td>
</tr>
<tr>
<td>Project 2 – Mini Case Assignment</td>
<td>25</td>
<td>B-</td>
</tr>
<tr>
<td>Project 3 – Final Case</td>
<td>50</td>
<td>C+</td>
</tr>
<tr>
<td>Simulation Game</td>
<td>20</td>
<td>C</td>
</tr>
<tr>
<td>Discussion Participation (8 modules x 10 points)</td>
<td>80</td>
<td>C-</td>
</tr>
<tr>
<td>Learn Smart Assignments (10 chapters x 10 points each)</td>
<td>100</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>600</td>
<td><strong>F</strong></td>
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Assessment:

- **McGraw Hill Connect Learn Smart.** *Before* the class meeting when each chapter is covered, you are expected to complete the McGraw Hill Connect on-line quiz associated with that chapter. The quiz is set to close at 12:15 PM, thus you MUST be finished before the class begins in order to get credit for completing the quiz. Exceptions will not be made for late submissions.

- **Case/projects.** Case/project assignments are due during the semester. Each requires integration with course concepts about approximately 500-1000 words of analysis. More information will be given regarding the assignment and expectations.

- **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, signally a concerted effort to be successful).

- **Exams.** The exams are multiple-choice and essay-based. They are on-line, open-note, 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. Please note that it is necessary to include references and citations in your essay answers, even to the material that we cover in class. It is also expected that you use accurate grammar and spelling, and that you write with clarity. Points will be deducted for failure in these areas.

- **Discussion 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; posts without reference to course material).

<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>
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<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>
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</table>
**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 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 responsible for notifying the professor as soon as possible and for reminding the professor one week before accommodation is needed.

**Emergency Preparation**

If the College of Charleston closes for any reason, students are responsible for taking course materials with them in order to continue with course assignments consistent with college policies and instructions provided by faculty. In cases of extended periods of institution-wide closure where students have relocated, the instructor will articulate a plan that allows for supplemental academic engagement in accordance with the College of Charleston schedule and guidelines.
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Schedule (DRAFT)

A schedule of assignments, videos, and due dates will be made available within OAKS by the first day of class.
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</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>content, readings, and exercises</td>
<td></td>
</tr>
<tr>
<td>Questions about Assignments or Technology (e.g., due</td>
<td>Use the “Course Lounge” Discussion board in OAKS</td>
</tr>
<tr>
<td>dates, where to submit an assignment, where to find</td>
<td></td>
</tr>
<tr>
<td>content, etc.)</td>
<td></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>
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<tr>
<td>Questions that only pertain to you, or personal questions</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>
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<tr>
<td>for the professor</td>
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<tr>
<td>IN ADDITION...</td>
<td></td>
</tr>
<tr>
<td>Some experiential components of the class</td>
<td>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).</td>
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