2023 Summer MGMT 401 Syllabus - ONL

Instructor: Carrie Blair Messal, PhD
Office Hours: Available to meet at flexible times; appointment required
Office: 5 Liberty Street (Beatty Building), Suite 201
Contact: messalc@cofc.edu, 843-953-8105

Textbook & Course Materials.

You need 4 items to complete this course:

   
   Several ways to purchase the textbook:
   - Via Amazon or other online retailers: [https://a.co/d/3hbLuvq](https://a.co/d/3hbLuvq)
   - Locally, at most major booksellers (e.g. Likely B&N Booksellers, especially large locations)

2. **Simulation (Approx $16)**: Register & Purchase the simulation from Harvard Business School Press:
   - (Required: [https://hbsp.harvard.edu/import/1055612](https://hbsp.harvard.edu/import/1055612)) ~$16

3. **Additional Assigned Articles & Readings (Available for Free)**.
   - For some articles, podcasts, and other resources, links are provided in the syllabus.
   - All other assigned articles are available via the CofC Library. To access those:
     - Step 1: Go to Library.cofc.edu
     - Step 2: In the search box at top, choose the tab for “Databases”
     - Step 3: Enter “Business Source Complete” in the search (or browse to find that database).
     - Step 4: Search for each article assigned; read the PDF version.
     - NOTE: You may be asked to sign-in using your CofC Credentials.
   - If you prefer to pay approximately $50 and purchase the *Harvard Business Review* articles, I can make a quick coursepack for you with Harvard. Send me an email if that is your preference.

Course Description: An experiential learning design for studying the impact individuals, groups and structures have on behavior within the organization for the purpose of applying that knowledge toward improving an organization’s effectiveness.

Prerequisite: Senior Standing; MGMT 301.
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.

INTELLECTUAL INNOVATION AND CREATIVITY: Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.

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.

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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post an Introduction and a Question in Course Lounge</td>
<td>20</td>
<td>A- 90%</td>
</tr>
<tr>
<td>Chapter Essay Responses (30 points x12 essays)</td>
<td>360</td>
<td>B+ 88%</td>
</tr>
<tr>
<td>Complete Harvard Change Simulation</td>
<td>20</td>
<td>B 84%</td>
</tr>
<tr>
<td>Change Game Reflection – Final Prompt</td>
<td>100</td>
<td>B- 80%</td>
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<td>C+ 78%</td>
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<td>C 74%</td>
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<td>C- 70%</td>
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<td>D+ 68%</td>
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<td>D 64%</td>
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<td></td>
<td>D- 60%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500</strong></td>
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Instructions for each assignment are provided in OAKS under CONTENT.
Course-level goals include:

The course-level goals are listed below; each course-level goal will be assessed via a graded essay prompt.

1. Explain the consequences of attempting and failing to lead change in organizations.
2. Articulate the major forces driving the need for change in organizations.
3. Explain the effects of complacency and crisis on attempts to lead change.
4. Articulate the important factors to consider in forming an effective coalition to lead change.
5. Describe an effective process for developing a vision and strategy for an organization.
6. Explain methods to effectively communicate a vision to followers.
7. Define the term empowerment, and describe what leaders can do to empower others towards change.
8. Explain the effectiveness of celebrating short-term wins on leading change.
9. Describe why change attempts stall before the work is complete, and what leaders can do to prevent that phenomenon.
10. Relate the role of culture in the process of leading change.
11. Specify common errors associated with leading change.
12. Advocate for the importance of being able to lead and understand change in organizations.

Students in the class will also be expected to lead change via participation in a change simulation and write a final reflection paper about that experience, describing their attempts to lead change using terms from the class.

Schedule & Due Dates

Assignments are due by midnight on each due date, below. For each Chapter, a response is due by midnight on the day the Chapter is assigned. For example, for Chapter 1, a reflection is due by midnight on May 15. **Late work will not be accepted even for partial credit.** Students can submit assignments early, but the assignment will not be graded until the next business day after the assignment due date.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Day</th>
<th>Components</th>
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</table>
| May 15  | M   | Review all course materials.  
|         |     | Get access to all required materials (textbook, articles, and simulation).  
|         |     | Start following checklist in OAKS.  
|         |     | Read: Kotter Chapter 1  
|         |     | Common thread: Most organizational change fails. These two readings set you up to approach this class with an understanding that there is a science to leading change. If you can understand the science, you will catapult your career! (If you’ve had me in a face-to-face class, you know I love that phrase).  
|         |     | Submit Reflection Essay:  
|         |     | Explain the consequences of attempting and failing to lead change in organizations.  
|         |     | (DUE TUESDAY, MAY 16, before midnight) * |
| May 16  | T       | Read: Kotter Chapter 2  
Watch: Adam Grant (2022). What frogs in hot water can teach us about thinking again. TEDtalk.  
https://www.youtube.com/watch?v=ClIIgTBmiOv0  
Read: Michels & Murphy (2020, June 29). The power to change. Bain & Company brief.  
https://www.bain.com/insights/the-power-to-change/  
  
Common Thread: There are forces driving change, but also there is a natural tendency for humans to resist change. These 3 sources are meant to help you develop a skill of recognizing why people resist change, and how to approach that resistance scientifically and with empathy. There’s important work for you to do! Become powerful and scientific so that you can lead change.  
Submit Reflection Essay:  
Articulate the major forces driving the need for change in organizations.  
(Also DUE TUESDAY May 16, before midnight) |
| May 17  | W       | Read: Kotter Chapter 3  
Read: A report from McKinsey on factors driving transformations in organizations  
  
Common Thread: This chapter and reading helps explain why, while also helping you recognize that there are many things that we recognize as a society need to change, yet it’s still difficult to get out of the rut to make those changes happen. Why? Because there isn’t a sense of urgency towards that change. In order for change to occur, there must be a sense of urgency.  
Submit Reflection Essay:  
Explain the effects of complacency and crisis on attempts to lead change.  
(DUE Wednesday May 17, before midnight) |
| May 18  | Th      | Read: Kotter Chapter 4  
  
Common Thread: To lead change, scientifically select and prepare the right team members. That doesn’t happen overnight, and is not easy.  
Submit Reflection Essay:  
Articulate the important factors to consider in forming an effective coalition to lead change.  
(Due Thursday, May 18, before midnight) |
| May 19  | F       | Read: Kotter Chapter 5  
Read: Greer & Gino (2023, Mar/Apr). You need two leadership gears. Harvard Business Review.  
Listen (or read the transcript): Podcast – Adam Grant (2022, June 21) The 4 Deadly Sins of Work Culture. Work Life. Season 5, Episode 9 https://adamgrant.net/podcasts/work-life/  
  
Common Thread: To lead change, there has to be a clear sense of where we’re going and how we’ll get there. These readings are meant to first make that seems simple (the readings) and then introduce you to why it’s not so simple.  
Submit Reflection Essay:  
Describe an effective process for developing a vision and strategy for an organization.  
(DUE Friday May 19, before midnight) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Read:</th>
<th>Read:</th>
<th>Watch:</th>
<th>Reflect</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 22</td>
<td>M</td>
<td>Kotter Chapter 6</td>
<td>Johnson (2017, June). How to communicate clearly during organizational change. <em>Harvard Business Review</em>.</td>
<td>(A classic, early TED talk) Brene Brown (2011). The power of vulnerability. <em>TEDTalk</em>. <a href="https://www.youtube.com/watch?v=iCvmsMzlf7o">Link</a></td>
<td>Common Thread: There is an art to leadership. It’s one thing to communicate a vision, but another to have a reputation as being trustworthy to lead an organization towards that vision. Leadership is a science, but also an art. This video is meant to inspire your thinking regarding your own power to lead.</td>
<td>Submit Reflection Essay: Explain methods to effectively communicate a vision to followers. (DUE Monday, May 22, before midnight)</td>
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<tr>
<td>May 23</td>
<td>T</td>
<td>Kotter Chapter 7</td>
<td>Ibarra, Hildebrand, &amp; Vinck (2023, May-June). The leadership odyssey: It’s not easy to become less directive and more empowering. <em>Harvard Business Review</em>.</td>
<td>Common Thread: It is one thing to know that others need to be empowered in order to be creative... it’s another thing to be able to give up control and empower others. Chapter 7 defines empowerment and states the importance of empowerment; the HBR article complicates that by describing learning to empower others as an “odyssey”. ODYSSEY! Those are never easy...</td>
<td>Submit Reflection Essay: Define empowerment and describe what leaders can do to empower others towards change. (DUE Tuesday, May 23, before midnight)</td>
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</tbody>
</table>
| May 25 | Th | Read: Kotter Chapter 9  
Listen: Podcast – Adam Grant (2022, June 27). How to change your workplace. Episode 10, Season 5 [https://adamgrant.net/podcasts/work-life/](https://adamgrant.net/podcasts/work-life/) |
| Common Thread: In the simulation you are about to play, you’ll see that the goal is to achieve change within 96 weeks. That’s right – it’s simulating work over the course of nearly two years. It’s hard to maintain personal stamina for that long, and even harder to maintain the stamina of a team. These readings are meant to form a thread around that theme. Adam Grant’s podcast *Work Life* is very popular; check out his other episodes. |
| Submit Reflection Essay:  
Describe why change attempts stall before the work is complete, and what leaders can do to prevent that phenomenon.  
(DUE Thursday, May 25, before midnight) |
| May 26 | F | Read: Kotter Chapter 10  
| Common Thread: Peter Drucker said, “Culture eats strategy for breakfast”. In order to lead change, it is important to focus on building a positive culture where people feel safe to innovate, change, and take risks. |
| Submit Reflection Essay:  
Relate the role of culture in the process of leading change.  
(DUE Friday May 26, before midnight) |
| May 29 | M | Read: Kotter Chapter 11  
| Common Thread: Chapter 11 highlights common mistakes made when trying to lead change. One take away from the article is that in order to lead change, it is important to understand the history of the organization, and the complex situations that led to the current situation. |
| Submit Reflection Essay:  
Specify common errors associated with leading change.  
(DUE Monday May 29, before midnight) |
### May 30
- **T** Read: Kotter Chapter 12

**Common Thread:** It is increasingly important that organizations be nimble and quick to change. Being able to lead change, and being scientific about change, is a skillset that you need in order to lead in your career. Learn to be scientific about change, and you’ll catapult your career.

**Submit Reflection Essay:**
Advocate for the importance of being able to lead and understand change in organizations.  
(DUE Tuesday May 30, before midnight)

### May 31
- **W** COMPLETE Harvard Business Simulation (Link available at top of syllabus)
- SUBMIT FINAL Paper  
(Due Wednesday, May 31, before midnight)

*** The reflection for Chapter 1 is not due until midnight May 16. That is the only reflection that is not due on the date that the chapter is assigned.
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.

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, giving unauthorized assistance, and using ChatGPT and other forms of artificial intelligence.

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 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.
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., trying to text or email questions that you could post in the lounge) may be overwhelming.

2. Each module is outlined in the syllabus, and corresponds with the outline in OAKS under Content; 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. If this were a face-to-face class, you would be spending 4 hours in the classroom each weekday, and several hours outside of class, working on the course. Expect to spend about that much time in the online course each day. If you are able to work through material more quickly, good, but plan for it to take about 8 hours per day to complete this course.

4. 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.

5. A couple of assignments require engaging with a simulation. Do not wait until last minute – make sure you have access early!

6. Expect response from the professor within 1-business day, but no sooner. If a question is more urgent, consider posting to the “Course Lounge” Discussion board in OAKS so that you can crowd source a response.

7. 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.

8. You may work ahead, but you may not work “behind”. Again, late work will not be accepted.

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 correct grammar and spelling.
4. Respond to all personal communication within 1-business day.
5. Be concise.
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.

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.
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>
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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). |