COURSE DESCRIPTION
This is an experiential course. Students will learn from discussions, readings, presentations, cases, and applications and will be expected to apply their learnings to events they experience outside of class. The course focuses on managing self, others, goals, and processes. Students will develop leadership and management capabilities that are ethically sound, globally aware, and environmentally sustainable.

LEARNING OBJECTIVES
1. To develop an enhanced understanding of the existence of multiple paradigms invoked to analyze organizations. Students will develop an appreciation for the multiple perspectives of organizations and management, including structural, human resource, political, and symbolic. Students will develop an enhanced appreciation for the multiple perspectives of organizational effectiveness (beyond maximizing shareholder returns).
2. To develop an enhanced understanding of the ongoing transformation from traditional command-and-control organizations to high-performing organizations and to develop the capacity to lead and manage in these “new world” organizations.
3. To develop an enhanced appreciation for management as a social activity, rather than a mechanical one. Students will be able to understand management and managing is more than just “managing people” and includes managing oneself, managing teams, managing goals, and managing processes.
4. To develop an enhanced understanding of the organization as embedded in an environment that includes factors that are historical, political, social, geographic, and economic conditions. To develop the responsibility of the manager in making ethical and socially responsible decisions as a member of the organization. Particular issues of focus include globalization, sustainability, ethics and social responsibility, and public policy.
5. To make cognitive linkages between their theoretical knowledge and practical business applications through a class project and case writing assignments in which students...
confront the complexity and uncertainty of global managerial decision making and
problem solving.
6. To develop specific managing skills such as managing teams and projects, presentation and
communication skills, planning and organizing skills, giving and receiving performance
feedback, and more.

SCHOOL OF BUSINESS LEARNING GOALS
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. Via readings
and discussion, students will be expected to see how issues that exist within organizations are influenced by
other factors occurring at a local, national, and international level.
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 exams that require integration of
ideas across readings and a comprehensive final project.
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. They will keep a record of key insights in a
personal learning journal.
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.
Students will have opportunities in class discussion, a formal report and presentations, and team discussion to
hone their written and oral communication skills.

TEACHING PHILOSOPHY
I believe in the power of education to transform lives. This course is one step in deepening your
understanding of yourself and your impact on others. I acknowledge that every student comes to
this course as a whole person with varied interests, experiences, talents, goals, and commitments.
My aim as an instructor is two-fold: (1) to leverage these qualities as a launching pad for your
intellectual and personal growth and (2) to build a classroom community where you learn not only
from me, but also from one another. It is a great privilege to be in an MBA program – let’s make
the most of our time together!

COURSE POLICIES & EXPECTATIONS
Your participation in this course is vital not only to your own learning, but also to that of your
classmates. Thus, it is important that you attend class regularly. I expect you to:
• Prepare for class by doing readings and assigned exercises ahead of time
• Arrive promptly and be present for the entirety of the class session
• Treat your classmates and me with respect
• Listen actively and make meaningful contributions to the conversation
• Demonstrate responsibility for your progress in the course by submitting work on time.

The classroom is a microcosm of behavior in the workplace and therefore a great space to
experiment with new behaviors. In other words, if your typical mode of “participation” is to
comment frequently, try staying quiet until a few other classmates have spoken. Or, if your typical mode is to remain quiet, try speaking up. Consider these mini learning experiments for yourself.

**LATE WORK**
You are expected to treat this class like you would your career. At work, it would be unacceptable to miss a deadline without communicating with your supervisor beforehand. If there are extenuating circumstances, you may request an extension with 48-hours advance notice. If work is submitted late without an agreed-upon extension, the following penalty will apply:

1-24 hours = 20% deduction
25-48 hours = 40% deduction
49-72 hours = 60% deduction
73+ hours = no credit

**COURSE ASSIGNMENT SUMMARY**
The following assignments are described in detail on OAKs. Due dates are listed on the schedule below.

1. **Learning Journal Blog**
   Students will be prompted to reflect on how various course topics apply to their own lives, and to document these reflections using Blogger. Journal entries are graded on a pass/fail basis, with partial credit assigned to entries lacking evidence of deep reflection. This journal documents your own professional development through the course, so the axiom “you will get out of it what you put into it” applies.

2. **Exams**
   Exams may include T/F, multiple choice, and essay questions. They are on-line (OAKS), timed, and open-note. Students must bring their laptops to class on designated exam days.

3. **Leadership Learning Enrichment**
   Students will complete at least one of the following enrichment experiences to enhance his/her development, and submit a reflective paper discussing outcomes gleaned from the experience. LLE’s include:
   - Individualized leadership coaching with a professional coach
   - Completion of the BB&T emerging leader certificate

4. **Participation**
   Preparation, participation, and presentation is expected for every class period. This includes: (1) regularly attending class, being on time, and being mentally present, (2) being prepared to speak to the assigned readings, (3) timely completion of course exercises and surveys and (4) making meaningful contributions to the class.

4. **Team Topic Presentation.**
   Each team is responsible for a 20-minute presentation on a designated topic in the course that (1) centers around a relevant article from reputable outlet for the class to read (Harvard Business Review, MIT Sloan Management Review, McKinsey Quarterly, etc), (2) offers an engaging presentation, with (3) submission of 3 exam questions.
GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
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<tr>
<td>Learning Journal</td>
<td>15%</td>
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<tr>
<td>Exams (15% each)</td>
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<tr>
<td>Leadership Learning Enrichment</td>
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<td>Team Topic Presentation</td>
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<th>Letter grade</th>
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<th>C+</th>
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<th>C-</th>
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<td>70-</td>
<td>67-</td>
<td>64-</td>
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<td>&lt;60%</td>
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CENTER FOR STUDENT LEARNING

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in speaking & writing skills, study strategies, and course content. 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.

DISABILITY ACCOMMODATIONS

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

COLLEGE OF CHARLESTON HONOR CODE & 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)

**COURSE SCHEDULE**

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<tr>
<th>Date</th>
<th>Topic:</th>
<th>Readings:</th>
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<tr>
<td>W 10/1</td>
<td>Introduction, Contemporary Challenges in Managing &amp; Leading</td>
<td>Review syllabus, assignments, and OAKS site</td>
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<td>Date</td>
<td>Topic</td>
<td>Deliverables</td>
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<td>M 11/9</td>
<td><strong>Topic:</strong> Leading Teams/Groups, Team Learning &lt;br&gt; <strong>Readings:</strong>&lt;br&gt; 1. OB chapter 9. Group and Intergroup Relations&lt;br&gt; 2. “Eight Ways to Build Collaborative Teams” (Gratton &amp; Erickson, HBR, 2007)</td>
<td>LJ Blog entry: Insights from Team Exercise</td>
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<td>W 11/8</td>
<td><strong>Topic:</strong> Decision-making &lt;br&gt; <strong>Readings:</strong></td>
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<tr>
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<td>NO CLASS - HAPPY THANKSGIVING!</td>
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| M 11/30 | Organizational Culture & Structure        | 1. OB chapter 15. External and Internal Organizational Environments & Corporate Culture  
2. OB chapter 16. Organizational Structure and Change  
3. Learning Team #7  
4. Learning Team #8  
5. Learning Team #9  |                                                                                                                                      |
3. “To Weather a Crisis, Build a Network of Teams” (McKinsey, April 2020):  
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<th><strong>FINAL (EXAM 3) 8-11am</strong></th>
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