CATAWBA COLLEGE
SCHOOL OF EVENING AND GRADUATE STUDIES
MGT 2564– MOTIVATION AND LEADERSHIP
SPRING 2014 BLOCK 1

I: General Information

Day, Time, & Location: January 9 – February 10, Monday and Thursday 6-9:45 PM;
Saturday, February 1, 8-11:45AM
Levine Technology Building Room 4124
Instructor: Jeffrey J. Bowe, MBA
Contact Information: 704-202-1720; jjbowe@catawba.edu
Office Hours: Call for appointment. I am on campus several hours per week, or we can meet at a mutually convenient location. Appointments can also be held by telephone or Skype.

Inclement Weather: In the event a class must be canceled due to weather, that class will be made up on the next Saturday morning.

II: Course Description & Rationale

Study of the theories of motivation & leadership in relationship to management processes. Prerequisite: MGT 2501

Rationale: This course satisfies core requirements of the BBA.

III. Required Textbook and Other Materials

Required Text:
Northouse, P. G. (2013). *Leadership: Theory and practice, 6th Ed.* Thousand Oaks, CA: Sage Publications, Inc.

Bullock, R. & Weinberg, F. (2011). *The Little Seagull Handbook*. W.W. Norton and Company. ISBN-10: 0393911519 | ISBN-13: 978-0393911510

Strunk, W. & White, E.B. (2000). *The Elements of Style, Fourth Edition*. Needham Heights, MA: Pearson. ISBN-10: 0205313426 | ISBN-13: 978-0205313426

Required Articles:
Bassett-Jones, N. & Lloyd, G.C. (2005). Does Herzberg's motivation theory have staying power? *The Journal of Management Development, 24*(10), 929-943. doi:10.1108/02621710510627064

Finkelstein, J. & Mead, M. (2012, November 20). What melts your employee's butter? *Business Analyst Times*. Retrieved from http://www.batimes.com/articles/what-melts-your-employees-butter.html

Gobble, M.M. (2012, November/December). Motivating innovation. *Research Technology Management. p. 66-67.* Retrievable by DOI: 10.5437/08956308X5506005

Imberman (2012, November 12). Motivating employees: What works? What doesn't work? *Foundry Management & Technology*. p. 23-26. Retrieved from http://foundrymag.com/feature/motivating-employees-what-works-what-doesn-t-work

Liyakasa, K. (2012, May). Game On. *Customer Relationship Management, 16*(5). Retrievable through www.destinationcrm.com

Sadri, G. & Bowen, R. C. (2011). Meeting employee requirements: Maslow's hierarchy of needs is still a reliable guide to motivation staff. *Industrial Engineer, 43(10), 44-48.*

Stum, D. L. (2001). Maslow revisited: Building the employee commitment pyramid. *Strategy & Leadership, 29*(4), 4-9. (Note: use the full PDF version as the figures online are harder to see.)

Additional materials including videos and journal and media articles as identified by the instructor.

IV: Course Overview and Learning Outcomes

- Define and explain the interaction of motivation and leadership
- Identify key leadership attributes and characteristics
- Identity the proper type of leadership required in different situations
- Describe how to develop leadership skills in myself and my team
- Identify leadership and motivation issues for individuals and groups
- Describe the Maslow and Herzberg theories of motivation
- Learn how to identify and appreciate how various leadership styles and skills can integrate into a team and organization
- Describe different motivational requirements for generational cohorts

V: Course Delivery, Assignments, and Assessment

1) This is an upper level course is taught primarily by case study.
2) The course uses Blackboard for submission of weekly reflection journals, case assignments, and end of course project.
3) Assessment Types:
    1) Classroom discussions will focus on specific chapters, cases, and topics.
        i. You are to prepare 3-5 sentences for each question (minimum of one fully developed paragraph) listed after every case in every assigned chapter; this will also prepare you for the class discussions. See the rubric below for grading criteria.
        ii. Your answers must be typed and turned in at the end of class for that

case. If they are emailed, they must be emailed before the start of class—emailed answers time stamped after the beginning of class will not be accepted. Handwritten answers must be turned in before class begins.

iii. Classroom discussion is a very high portion of this grade—points are earned only from contributive, substantive, and appropriate in class participation in discussions and in-class exercises.

2) Text based quizzes. The quiz will be given during the first 10 minutes of class. In the event you are absent or tardy, the only makeup time for that quiz will be at the end of that same class period, and a 20% reduction in grade will apply.
3) A comprehensive final project will be assigned and described in Blackboard.
4) A comprehensive chart comparing and contrasting all of the theories of leadership discussed (1 per chapter) is due at the end the course. The chart must highlight strengths/pros, weaknesses/cons, and best application, and provide a 2-3 sentence summary of the theory. This chart is best done as a grid with the topic along the top and the theory listed along the left side. This can be completed in either Word (preferred) or Excel. See Blackboard for more info.
5) A reflection journal will be submitted for each class session (except the last session). Your journal entry must describe the key learning points of the theories discussed, and how you can apply those theories in your immediate work, or discuss why you cannot apply them immediately at work. Your journal entry is due via Blackboard submission to the instructor at the beginning of the next class (e.g., the journal entry for Chapter 1 and 2 which are discussed on January 13 is due by 5:59PM on January 16.) Late penalties of 10% per day will be applied.
6) Grading Rubric for Case Questions:

CASE QUESTIONS	MAX POSSIBLE	ADD'L CRITERIA
Requirements • Writer addressed all objectives and questions of the assignment. • Writer stayed focused on the topic, and shows clear evidence of thorough research. •	10	All questions are answered—1 point for each element of a question not answered
Critical Thinking • Writer uses critical thinking and analytical skills. • Writer addresses assignment using insights and new applications. • Writer interprets how new knowledge is useful to his/her learning.	10	Analysis and recommendations must use analysis and not simple reporting of facts and details
Mechanics • Grammar • Spelling • Word choice • Punctuation • Sentence structure • Length requirement • APA citations and references	5	More than 3 errors results in 1 point for every error; length requirement is minus 1 point per sentence short; APA citations are 1 point for placement and accuracy.
TOTAL	25	

VI: Grades, Weights & Scale

Weights:

Class Discussions (8 @ 20)	=	160 points
Chapter Cases (20 @ 14 chapters)	=	280 points
Chapter Quizzes (8 @ 10)	=	80 points
Class Journal (8 @ 25)	=	200 points
Movie "The Godfather"	=	30 points
Midterm	=	50 points
Comparison Chart	=	100 points
Final Project	=	100 points

Scale:

A	= 100-93 %	A-	= 92-90%		
B+	= 90-88%	B	= 87-82%	B-	= 81-80%
C+	= 79-78 %	C	= 77-72%	C-	= 71-70%
D+	= 69-68 %	D	= 67-62%	D-	= 61-60%
F	< 60%				

It is said that 90% of success is showing up. In this class, like business, that is not true. You start each case discussion at 0 points until you demonstrate that you have mastered the topic and concepts in depth and with the requisite knowledge that is required to translate the concepts into application.

It is highly recommended that you read the chapters multiple times and do additional research on each case by topic to contribute in the expected depth and breadth for each case. Breadth means understanding the issue involved, for example, a case involving mentoring will require an understanding of mentoring as it is applied to employee development, which may require additional research into the topic.

The grade you receive for the course is intended to indicate your demonstrated understanding of and mastery of the concepts and tools from the course. Your grade is not a reflection of your worth as an individual; it probably reflects the amount of time and effort you have been able to devote to the assignments. Smart people may have priorities other than getting a high grade in this course, and that is their prerogative.

VII: Academic Integrity and the Catawba College Student

Honor Code
"As a member of the Catawba College community, I will practice academic honesty, communicate truthfully, and show respect for the rights and property of others. I will also encourage others in the community to behave honorably."

Academic Dishonesty
"Academic dishonesty includes, but is not limited to, cheating, plagiarism, and lying about academic work. A student who submits the work of others, whether in whole or in part, without proper acknowledgement or permission, or who has falsified information within his own work, is in violation of the Honor Code, and is therefore subject to appropriate sanctions resulting from such a violation."

VIII: Attendance Policy:

Class attendance and discussion forum participation is required. Think of coming to class meetings as coming to a management meeting where you are expected to provide input on problems and issues based on your experience and background.

Each student is personally responsible for regular and punctual class attendance. Students are also expected to arrive to class on time, and be attentive and an asset to the learning process. All students will be allowed one absence during the course without a grade penalty other than missing the in-class discussion points for that class. The second absence will result in a one letter grade deduction from the final grade. Catawba professors retain the right to fail any student who is absent from 25% of class sessions. *This policy is in the college catalog*. For this course, missing more than 2.25 classes (i.e., 2 classes plus 90 minutes) can result in a grade of "F". A student who misses a class bears personal responsibility for completing any material or assignment presented during missed classes (see *The Catawba Catalog* for details.)

Please note that the class discussion points are only available if you attend the class. If you do not attend the class, you will not earn those points and even missing one class results in fewer points for that week, which can affect your overall grade. The grade letter penalty for missing two classes is a straight deduction after the earned points are calculated.

Furthermore, each student is personally responsible for checking ***CATAWBA email*** (not Yahoo, AOL, Hotmail, gmail, or any other email) and visiting Blackboard at least three times a week for changes and updates to assignments.

Examples of an absence that will usually be Excused assuming notification prior to class *and* proper third party notification:

- Serious illness or injury requiring you to seek medical care or miss work. If you are well enough to go to work, you are well enough to come to class
- Serious illness/injury of a direct family member (child, parent, sibling) which would cause that person to be unable to attend work or school as applicable, and unable to care for him/herself
- Wedding of a direct family member within 24 hours of the class (you, parent or child)
- Funeral of a direct family member within 48 hours of the class; 72 hours out of state
- Military duty
- Work or business trip

Examples of an absence that will NOT be Excused:

- Weddings other than your own or direct family member
- Protests, charity and fund-raising events, social or competitive events
- Transportation problems of any type

A person with one excused absence will be able to make up the class participation points by completing an additional case study from that session's topic—the professor will assign the project based on the topic, and it is expected to take the same amount of time as the missed class. However, making up the points does not eliminate the absence from the two absence and 2.25 absence requirements; it merely allows the student to earn replacement points. A second absence cannot be made up.

IX: Missed and Late Assignment Policy:

Late permission must never be assumed. Students are ***required*** to contact me ***before*** due dates if you have a reason for missing an assignment. Do NOT procrastinate. Requests are granted at the discretion of the instructor and partial credit or full credit will be given at the discretion of the instructor. However, you should never assume that late permission will be granted. When late work is allowed, it will be subject to ***no less than a 10% per day*** grade penalty.

X: Electronic Device Policy

Cell phone use in class is prohibited. This includes voice, text, video, email, data or any other current or future transmission technology. Inappropriate (other than note-taking or class assigned research) use of a laptop, desktop or other electronic computing devices during class will result in the student's being asked to leave the room. An absence will be recorded for that day's class and the student will not be readmitted to class.

XI: Papers and APA Writing Requirements

This is a business course. Aside from all normal guidelines on plagiarism and academic dishonesty, all writing is to be submitted according to APA guidelines. There are numerous web resources on APA style writing including citations, reference pages, and the proper and acceptable use of source material. One of the best online resources is the Purdue Online Writing Lab which can be accessed at http://owl.english.purdue.edu/owl/section/2/10/.

You are responsible for complying with APA format. For many adult learners, this may be the first time you will be exposed to this standard. As a business program, APA is the only acceptable format for academic writing. While feedback will be given on APA format, it is your responsibility to become familiar with it outside of the classroom.

XII: Course Content & Calendar

This schedule is subject to revision and change. Additional assignments, including readings, research, and papers, may be made during the course. Each student is responsible for any announcement or assignment made in class.

Note: Business is a brutal sport with brutal consequences for lack of preparation. So is this course. You may need to read each chapter multiple times to grasp the concepts required to demonstrate mastery throughout the course.

Jan 13	Chapter 1: Introduction
	Chapter 2: Trait Approach (complete profile on pp. 37-39)
Jan 16	Chapter 3: Skills Approach (complete profile on pp. 67-70)
	Discussion: Finklestein & Mead "What Melts Your Employee's Butter?" article
Jan 20	No Class: MLK Day
Jan 23	Chapter 4: Style Approach (complete profile on pp. 92-94) Chapter 5: Situational Approach
	Discussion: Movie "The Godfather Part 1"
Jan 27	Chapter 6: Contingency Theory (complete profile on pp.133-134)
	Discussion: Sadri & Bowen (2011) and Stum (2001) also see Blackboard re: Maslow
Jan 30	Chapter 8: Leader-Member Exchange Theory (complete profile on pp. 179-181) Chapter 9: Transformational Leadership (complete profile on pp. 211-213)
	Discussion: Gobble "Motivating Innovation" article
Feb 1 (Sat)	Chapter 10: Servant Leadership (complete profile on pp. 243-247)
	Discussion: Movie "Twelve Angry Men (1957)"
Feb 3	Chapter 11: Authentic Leadership (complete profile on pp. 278-281) Chapter 12: Team Leadership (complete profile on pp. 311-314)
	Discussion: Liyakasa "Game On" article
Feb 6	Chapter 15: Culture and Leadership (complete profile on pp. 414-419)
	Discussion: Imberman "Motivating Employee" article
	Discussion: Herzberg theory of motivation using Bassett-Jones & Lloyd article
Feb 10	Chapter 14: Women and Leadership (complete profile on pp. 369-373) Chapter 16: Leadership Ethics (complete profile on pp. 444-447)
	Discussion: Movie "The Blind Side"
Feb 10 11:59PM	Final Project Due