



Oglethorpe University
Hammack School of Business
BUS 360 – Section 603
Leadership and Power in Business
Summer 2026 - Barcelona
Professor Herle
jherle@Oglethorpe.edu

Office Hours: Between classes and whenever you need me

Course Description:

In this course, we will seek to explore and understand the characteristics of good leadership, the challenges that face leaders and how they have been/can be met. We will work on developing skills and learning the steps we can take to become effective leaders.

Course Objectives:

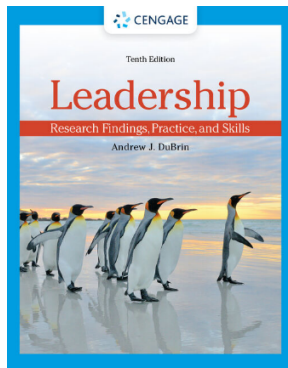
By the end of this course, you should be able to:

- Understand what it means to be a leader
- Identify leadership traits and behaviors and how they affect an organization
- Explore the different types of leadership
- Work on developing a personal leadership style
- Explore leadership in an international context
- Strengthen presentation skills through a group project

“Management is doing things right. Leadership is doing the right things”

--(Peter Drucker)

Required Materials:



by Andrew J. DuBrin | 10th Edition | Copyright 2023
Available in the Oglethorpe Bookstore

The Wall Street Journal: You have access to the WSJ via the Oglethorpe Library. There we will find plenty of articles to discuss relevant to Leadership. Go to the Oglethorpe Library site to sign up if you don't already have access to it.

Dates	Topic	Preparation	Activities
Pre Arrival			
Via Canvas	Leadership Readiness	Read Chapter 1	Complete the Self-Assessment Assignment in Canvas.
Via Canvas	Leader Profile	Read Chapter 2	Complete a one-page profile of your assigned leader in Canvas. See Canvas for the details.
Via Canvas	Influence Tactics of Leaders	Read Chapter 8	Pick a leader, current or historical, and relate the concepts from the chapter to their ability to successfully influence.
Via Canvas	Creativity, Innovation, and Leadership	Read Chapter 11	Read Leadership Case 1 and create a 60-90 second video answering the four questions at the end of the case.
Week 1			
Tue: 7/7	Introductions and The Nature and Importance of Leadership	Chapter 1	

Wed: 7/8	Traits, Motives, and Characteristics of Leaders	Chapter 2	El Born History Museum
Thur: 7/9	Charismatic and Transformational Leadership	Read Chapter 3	
Week 2			
Mon: 7/13	Leadership Behaviors, Attitudes, and Styles	Read Chapter 4	
Tue: 7/14	Power, Politics, and Leadership	Read Chapter 7	Museum of History of Catalunya
Wed: 7/15	Leadership, Ethics, and Social Responsibility	Read Chapter 6	Exam Review
Thur: 7/16	Midterm Exam		
Week 3			
Mon: 7/20	Motivation and Coaching Skills	Read Chapter 10	
Tue: 7/21	Contingency and Situational Leadership	Read Chapter 5	Tour
Wed: 7/22	Creativity, Innovation, and Leadership	Chapter 11	
Thur: 7/23	Communication and Conflict Resolution Skills	Read Chapter 12	
Week 4			
Mon: 7/27	Strategy Leadership and Knowledge Management	Read Chapter 13	Guest Speaker
Tue: 7/28	International and Culturally Diverse Aspects of Leadership	Read Chapter 14	
Wed: 7/29	Leadership Development and Succession	Read Chapter 15	Exam Review
Thur: 7/30	Project Presentations		
Fri: 7/31	Final Exam		

Grading:

Class Participation/Attendance	10%
Prearrival Assignments	20%
Group Project Report and Presentation	30%
Midterm Exam – Essay	20%
Final Exam – Essay	20%
Total	100%

Due Dates

- o All assignments are due on the assigned due date at the beginning of class.
- o No late assignments will be accepted.
- o **Incompletes**– Refer to the complete reading of the University’s policy in the Bulletin.

Course grades will follow guidelines provided in the Oglethorpe University Bulletin.

A 93-100 B 83-86 C 73-76 D 60-66
A- 90-92 B- 80-82 C- 70-72 F 0-59
B+ 87-89 C+ 77-79 D+ 67-69

Class Participation:

Students are expected to participate in discussions and to serve as case discussion leaders, taking the lead in various aspects of case discussions including case overview, analysis, and recommendations. Your overall commitment to this course, and your active participation will be critical to your success. In grading class participation, both the quantity and quality of your class contributions will be considered. Class participation is obviously a function of preparation, skills, and attitude.

Lead Abroad Mission & Values

Lead Abroad is committed to leveraging the international experience for a student’s personal growth and development. Each course is specifically designed to challenge students, expose them to the local culture and help them become more globally minded citizens. During class and throughout the program, our

expectation is that students will be gracious guests in the host country, which means:

- Being polite to the locals
- Providing a kind salutation when entering a building with a guard or front desk attendant on duty
- Attempting to use the local language for requests, salutations and thanks
- Being patient with different customs and traditions

During the program, we will also touch on these five core values of Lead Abroad:

- Breaking through boundaries abroad and at home
- Creating trusting relationships with those from different cultures
- Identifying your purpose and path while abroad · Serving others abroad and at home
- Maximizing your potential by taking what you learned back home

Classroom Ethos:

- Respect yourself and one another in the classroom. The obvious aim of this course is to provide an opportunity for you to engage in some of the most stimulating and controversial questions and issues that exist within our ever increasing globalized world. A classroom environment that is conducive to such learning must be one in which each person is able to freely express his/her thoughts, to ask questions, to make mistakes, to disagree in a non-combative way, and to learn from and with one another. In short, use neither disrespectful speech nor any other form of disrespectful behavior towards one another.
- Cell phones and all other electronic devices (laptops, tablets, music devices, etc.) may NOT be used in the classroom unless specifically requested by the professor.
- Do not leave the room during class unless it is necessary. Leaving the room while class is in session is disruptive to your learning and to the learning of others.

Policies and Procedures

- Accommodations

o If you need an accommodation due to special needs, contact Mr. Anthony Laporte (disabilityservices@oglethorpe.edu) to plan arrangements and then forward those accommodations to me.

- Classroom Etiquette (Violation can result in dismissal for that day's class).

- o Show up on time, do not leave during class, and don't leave early!

- o Turn off cell phones– no texting.

- o No sleeping, surfing the web, listening to music, talking, or reading outside material.

- o Respect each other's humanity.

- Attendance

- o **Daily attendance will be reported to the Lead Abroad Staff. Be sure you understand the program's policies regarding class absences. Violation of the attendance policy can result in dismissal from the program.**

Student Mental Health and Wellbeing

All students currently enrolled at Oglethorpe may use Counseling Center services at no cost. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. Please visit <https://counseling.oglethorpe.edu/> for more details.

Civility Statement

Oglethorpe University is a place dedicated to vigorous discussion, exchange of ideas and debate. Such discussion always runs the risk of becoming acrimonious, thus it is particularly important for all members of the Oglethorpe community to maintain a climate marked by mutual respect. We must be committed to the highest standards of civility and decency and to promoting a community where all people can work and learn together in an atmosphere free of demeaning behavior or hostility.

The need to maintain civility and mutual respect extends throughout the different venues of debate and discussion — from informal exchanges in the dining hall, the residence halls or the quad to formal discussions in classrooms, meetings, and social media.

Students and faculty have a responsibility to foster a healthy climate for the exchange of ideas in the classroom and on campus. To that end, students and faculty should specifically avoid behavior that disrupts classroom activities or creates a hostile or intimidating atmosphere.

Academic Integrity and the Oglethorpe Honor Code

Our Oglethorpe community thrives on high standards of academic integrity. The Honor Code serves as a guiding document to develop our fundamental values of honesty, trust, fairness, respect, responsibility, and courage.

By embracing these principles, everyone at Oglethorpe supports equitable access to academic success, as well as personal and professional growth. Oglethorpe welcomes all who accept and affirm these principles of academic integrity.

Affirmation

Students sign the following affirmation at the start of their Oglethorpe career during Convocation.

“I affirm that I am acting with academic integrity.” (followed by the student’s signature)

Additionally, students are asked to sign this affirmation at least once in every course.

By regularly signing this affirmation, students are reminded of the Oglethorpe community standards of academic integrity. We encourage students to maintain a commitment to integrity beyond their time at Oglethorpe.

Scope of the Honor Code

Our honor code is an academic one based on our learning community. The Oglethorpe Honor Code applies to all students enrolled in any academic activities at the University.

This code is to serve as a guiding framework for all educational pursuits at Oglethorpe University. The primary purpose of this code is to maintain and sustain the academic community, by promoting community members to act honestly and with integrity. The goal of this code is to help community members stay within a community of academic honesty. The code also contains the pathway for reintegration for students who diverge from our academic honesty standards, ensuring that these students are aided by tools and strategies to succeed academically.

The preamble to the Honor Code describes the concept of academic integrity, but the Honor Code also describes academic dishonesty as any actions aimed at gaining unfair academic advantage. Academically dishonest practices can be further partitioned into subcategories (plagiarism, misrepresentation, unauthorized aid, facilitation, and interpersonal academic misconduct). Examples of academic misconduct listed below fall within one of those categories, but these categories and examples are neither exhaustive nor mutually exclusive.

Categories (and examples) of academic misconduct are:

Plagiarism

Plagiarism at its core is the failure to give credit for the use of another's legitimate work, and/or to have the work perceived as your own.

Examples of plagiarism include:

- Direct plagiarism, or copying word-for-word from a source without using quotations and proper attribution.
- Paraphrasing plagiarism, or the act of paraphrasing someone's work without acknowledging that the ideas are not your own.
- Self-plagiarism, or using work that you previously submitted for another course without acknowledgement or permission.

Misrepresentation

Academic misrepresentation is an attempt to fulfill the requirements of a course with work other than one's own work. We distinguish

misrepresentation from plagiarism by the fact that one could not reasonably give credit to a source in a case of misrepresentation.

Examples of misrepresentation include:

- Contracting with a person, website, or tool (either for free or via payment) to write an assignment for you (either in whole or in part) and submitting the paper as if it was your own.
- Contracting with a person, website, or tool (either for free or via payment) to solve problems for you (either in whole or in part) and submitting the solutions as if they were your own.
- Falsifying data, figures or sources in a laboratory report.
- Providing a report of attending an event, visiting a site, participating in an extra-credit activity and the like when you were not actually present at the event/site/activity.

Unauthorized Aid

This category refers to any possession or use of unauthorized materials or assistance in an effort to fulfill course requirements. It is the student's responsibility to ask the professor for specific guidance on what materials or assistance are in fact authorized *and* to communicate that information to any tutors or other providers of authorized aid.

Examples of unauthorized aid include:

- Possession or use of unauthorized notes during an assessment.
- Possession or use of unauthorized electronic devices during an assessment.
- Unauthorized use of external source material.
- Unauthorized use of "homework helper" sites.
- Unauthorized use of generative artificial intelligence.
- Unauthorized collaboration with other students.

Facilitation

In this category, a student is facilitating another student's ability to commit academic misconduct.

While we do work and study in a collaborative space, it is the student's responsibility to ensure that other students do not misuse their work.

Examples of facilitation include:

- Knowingly permitting another student to copy your work.

- Uploading assignments and/or solutions to a shared test bank, “homework helper” site, or group chat.
- Signing in for a student at an event where attendance is a required part of a course.
- Claiming that another student completed work for a group project that they did not do.

The full text of the Honor Code can be found at <https://bulletin.oglethorpe.edu/11-honor-code/>. It contains the responsibilities we accept by becoming members of the community and the procedures we will follow should our commitment to academic integrity ever come into question. If you have any questions, please feel free to contact the Honor Council Director, Dr. Lynn Gieger (lgieger@oglethorpe.edu).