

Teaching Leadership from Both Sides of the Classroom Door: The Case of the Homeless Leadership Class

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The guarantee of a classroom for course instruction is an expectation of students who register for a face-to-face course at colleges and universities. Unfortunately, the assurance of a classroom is not always the case for a wide range of reasons. One possible reason for this shortcoming is leadership. The challenge of not having a classroom presented an opportunity for the students in one professor's leadership class to personally apply the interactional framework for analyzing leadership. This case provides first-hand accounts of the leadership lessons learned by students and the professor as they traveled along the path to a classroom.

INTRODUCTION

At least a week prior to the start of each new semester Professor Lider went on a reconnaissance mission to gather first-hand information about her assigned classrooms (e.g., room size, seating arrangement, etc.). During her reconnaissance mission on January 3rd, she learned that the classroom assigned for her Monday and Wednesday Spring semester leadership course had been converted into a storage room.¹ Upon this discovery, she contacted her department chair via email and in person later that same day (Refer to Appendix A).

The room dilemma was not resolved prior to the first scheduled class session on Monday, January 10th, hence, Professor Lider resorted to meeting briefly with her students in the hallway outside of the originally assigned classroom. She apprised them of the situation, distributed the course syllabus, and took roll. She also instructed students to complete an anonymous 4-item survey on Blackboard regarding the classroom situation. An announcement of the survey assignment was also posted on Blackboard and emailed to the students. In addition, she posted a term project pre-test and a discussion board introductory assignment on Blackboard for the students to complete within the next couple of weeks. She ended the meeting by telling the students to check Blackboard and their emails for a classroom location update.

SURVEY RESULTS

In an attempt to provide students with a forum to voice their opinions regarding the classroom situation, Professor Lider posted a 4-item survey on Blackboard that included a question about responsibility for classroom space. As can be seen in Appendix B, 77.78% of the students that completed Survey #1 also reported for the first day of class. When asked "who should be responsible for ensuring that there is appropriate classroom space for scheduled School of Business and Public Administration

courses”, the majority of the students felt that it was the Dean’s responsibility (44.44%). A third (33.3%) of the students felt that it was the Department Chair’s responsibility. An equal amount felt that it was the responsibility of the professor assigned to teach the course (5.56%) and the responsibility of the Provost (5.56%). The remaining 11.11% felt that someone other than the aforementioned individuals should be responsible for ensuring that there is appropriate classroom space.

Approximately four hours before the second scheduled class session on Wednesday, January 12th, the Department Chair sent an email to notify Professor Lider of the new classroom location (Refer to Appendix A). As soon as she received this information, she posted a classroom update on Blackboard and sent an email to her students. Upon arriving to the hallway outside of the newly assigned classroom, she was greeted by her students who told her that another professor was already in the classroom with his students. Professor Lider spoke with the professor, who informed her that since he had no knowledge of a classroom reassignment, he was not moving his class. The professor’s unwillingness to move was really a moot point, since the classroom size was not adequate for Professor Lider’s 28 students.

Once again, Professor Lider met briefly with her students in the hallway outside of this second assigned classroom to apprise them of the situation and to take roll. She also instructed them to complete an anonymous 12-item survey that she would be posting on Blackboard the next day, regarding the new developments in the classroom situation. Professor Lider concluded this brief meeting with instructions for students to check Blackboard and their emails for a classroom location update.

Professor Lider’s students, due to no fault of their own, had now missed two, 80-minute class periods. Her immediate solution to the lack of classroom space was to teach the course online, which she was quite capable of doing due to her experience of teaching online courses at a previous university. Unfortunately, the culture in the School of Business and Public Administration (SBPA) at her current university did not support the online teaching format. A survey was a means for Professor Lider to present some of the course concepts and theories covered in the first two chapters of the course textbook, while working within the parameters of the SBPA culture. The instructions for the second survey included a note for students to read a series of emails between the Department Chair and Professor Lider, dated January 3rd through the morning of January 13th (Appendix A). The results of Classroom Survey #2 can be found in Appendix C.

Appendix C shows that all of the students that completed the survey attended the second leadership class. The vast majority of the students (90%) felt that the university should compensate them for not providing a classroom for their leadership course. When asked for their number one compensation preference, 65% of the students felt that they should be reimbursed for the cost of each of the lost class sessions. The cost of round-trip transportation was the compensation preference of 20% of the students. A mere 10% of the students felt that compensating students for lost class time was not applicable. The compensation preference of “Other” was reported by 5% of the students. The “Other” for this 5% consisted of a combination of transportation and tuition costs.

When asked “who should be responsible for ensuring that the classrooms suggested by the students on January 12th are actually available”, the majority of the students (45%) felt that it was the Department Chair’s responsibility. Thirty percent (30%) now felt that it was the Dean’s responsibility, and 15% felt that it was the responsibility of the staff person in charge of scheduling. The remaining 10% felt that responsibility should be shared amongst the Dean, Department Chair, person in charge of scheduling, and other university staff members.

Most leadership textbooks differentiate between leadership and management. In an attempt to get a feel for students’ current perceptions of this difference, and prior to any classroom discussions of the various distinctions made in chapters 1 and 2 of their textbook (Hughes, Ginnett, & Curphy, 2009), two “True or False” questions were included on Survey #2. 100% of the students felt that the following statement was True: “The classroom scheduling problem is a management issue”. Three-fourths (75%) of the students also felt that the following statement was True: “The classroom scheduling problem is a leadership issue.”

During the two brief meetings in the hallways, several students shared their opinions on what they thought Professor Lider should do to secure a classroom for them. Hence, the following question was part

of Survey #2: “What should the professor teaching the leadership course do before the next scheduled class session?” The majority of the students (70%) felt that the instructor should “tell her department chair to obtain confirmation from the person responsible for classroom scheduling that the suggested rooms are actually available, then move her class to one of the confirmed available rooms”. One-fourth (25%) of the students thought that the instructor should “personally contact the staff person that is responsible for scheduling classrooms to confirm that the suggested rooms are actually available, then move her class to one of the confirmed available classrooms”. A small number of students (5%) were of the opinion that the instructor should “move her class to one of the suggested available classrooms without receiving confirmation from anyone that the room is actually available”.

The course textbook utilizes an interactional framework for studying leadership (Hughes et al., 2009). Although, Professor Lider and the students in her class had yet to discuss the components of this framework: leader, follower, and situation, students had already formed opinions on which one of these components should be addressed first in order to solve the classroom scheduling problem. The majority of the students (45%) were of the opinion that the leader component should be addressed first, 15% felt that the situation component should be addressed first, and 40% believed that all three components should be addressed simultaneously. The final survey question asked students to “feel free to provide any additional comments relative to the classroom scheduling problem”. A sample of these comments is provided in Appendix C.

A CLASSROOM

Fortunately for all parties involved, university classes were cancelled the following Monday (January 17th) due to observance of the Martin Luther King Holiday. With the assistance of two Room Coordinators, Professor Lider’s Department Chair was finally able to locate an available classroom for Professor Lider’s students. Professor Lider received notification of the third room assignment on Tuesday, January 18th, one day before the Wednesday, January 19th class session (Refer to Appendix D). Professor Lider notified her students that same day of the new classroom location via Blackboard announcements and email.

The first official leadership class session was held on Wednesday, January 19th. It was no surprise that students brought their attitudes about the classroom situation to this long awaited class session. This class session included the normal welcomes and course overview, plus a discussion of the classroom situation during an open forum. With the exception, of a university cancelled class on Wednesday, January 26th due to inclement weather conditions, the class met as scheduled, in the third assigned room, for the remainder of the semester.

CONCLUSION

What valuable lessons regarding the interactional framework of leadership, influence tactics, task interdependence, management characteristics and leadership characteristics did Professor Lider and her students learn during their journey to find a classroom? How can this knowledge be used to prevent a situation like this from reoccurring? Was the journey actually more important than the destination?

TEACHING NOTE

Case Abstract

The guarantee of a classroom for course instruction is an expectation of students who register for a face-to-face course at colleges and universities. Unfortunately, the assurance of a classroom is not always the case for a wide range of reasons. One possible reason for this shortcoming is leadership. The challenge of not having a classroom presented an opportunity for the students in one professor’s leadership class to personally apply the interactional framework for analyzing leadership. This case

provides first-hand accounts of the leadership lessons learned by students and the professor as they traveled along the path to a classroom.

Research Methods

This teaching note was prepared by the author and is intended to be used as a basis for class discussion. The names of individuals and the university were disguised to preserve anonymity. Information was obtained from primary and secondary sources.

Case Purpose and Audience

This descriptive case is most appropriate for undergraduate or graduate courses in leadership and organizational behavior. Five Learning Outcomes (LO) are associated with this case. In completing this assignment, students should be able to: (1) Distinguish between managers and leaders; (2) Examine the interactional framework of the leadership process; (3) Evaluate the effectiveness of influence tactics used to accomplish goals; (4) Appraise lateral interdependence relationships; and (5) Critique the success of the leader.

DISCUSSION QUESTIONS

1. Bennis (1989) makes several distinctions between leaders and managers. Explain the relevance of one of these distinctions to the *Homeless Leadership Class* problem (i.e., how the distinction was applied or should have been applied). (LO1)

Managers	Leaders
Administer	Innovate
Maintain	Develop
Control	Inspire
Short-term view	Long-term view
Ask how and when	Ask what and why
Imitate	Originate
Accept the status quo	Challenge the status quo
Do things right	Do the right things

Below are sample essay exam responses, provided by students, using three of the afore-referenced distinctions between leaders and managers.

Managers accept the status quo; leaders challenge it. When Professor Linder first contacted the department chair and told him that her assigned classroom was not available, he should have shown leadership and worked proactively with the key personnel to find an appropriate room. Unfortunately, he chose to go with the “status quo” by passing the problem back to Professor Linder to solve. By not addressing the situation with the key people on campus, he became part of the problem and not the solution.

Managers administer; leaders innovate. It was the “manager’s” or chairman’s duty to find the Leadership class a classroom. The professor was an innovator for taking matters into her own hands. She spoke with her class in the middle of the hallway to discuss ways students should be reimbursed for their time and effort. The professor even made mention of having her physical class turned into an online session, but she felt as though the university would think that was a bad idea. Professor Linder gave her students a voice by allowing them to take classroom surveys on their thoughts and feelings about being without a classroom for two class sessions.

Managers maintain and leaders develop. The University’s leaders, the Department Chair and Dean of the School of Business should have lead by developing a system that ensured adequate classroom space

for all professors and their students. Leadership and management should complement each other. If a manager foresees an issue with the class scheduling, it should be brought to the attention of the leader.

2. The interactional framework for analyzing leadership depicts leadership as a function of three elements: the leader, the followers, and the situation. Discuss the relevance of the *Homeless Leadership Class* problem to the interactional framework for analyzing leadership. (LO2)

Hollander's (1978) interactional framework for leadership allows for the analysis of leadership in terms of three elements: leader, follower, and situation. Professor Lider was the leader and her students were the followers. The situation had to do with inadequate planning on the behalf of administrators to find a classroom for the leadership class. In this situation, the leader, Professor Lider, took initiative and tried to make the best of the situation by incorporating the incident into her teaching. She managed to turn a bad situation into a learning experience for the students/ followers. Students were also able to do assignments online, hence the situation did not affect the class in a major way. In this situation the leadership ability of Professor Lider emerged as she took charge of the situation and although the Leadership class did not have a "home", one was somewhat provided via the internet.

3. "...[W]hen making judgments about the success of a leader we are examining the consequences or impact of [the leader's] behaviors" (Hughes, Ginnett, & Curphy, 2009, p. 109). Assume that leadership success in the Homeless Leadership Class case is defined as student satisfaction. In your opinion, was the leader successful? Explain. Make sure that you identify the leader. (LO5)

Hygiene factors are relevant to feelings of dissatisfaction and no dissatisfaction. Motivators are relevant to feelings of satisfaction and no satisfaction. A classroom, according to Herzberg's two-factor theory would be categorized as a hygiene factor. Hygiene factors must be present to sustain at least a level of "no dissatisfaction". Dissatisfaction occurs when the hygiene factors are not present (Ivancevich, Konopaske, & Matteson, 2011). Needless to say, the students were dissatisfied when they learned on the first day of class for the Spring semester that the classroom originally assigned for the course was a storage room. Normally, when a professor teaches a course, his or her focus is on providing a classroom environment that will enable students to concentrate on motivators, the factors that when present, can contribute to satisfaction (Ivancevich et al., 2011) with the course. Undoubtedly, students were more concerned with hygiene factors (e.g., a classroom) than with motivators (e.g., the content of a lecture).

As a leader, the department chair, the person with room assignment oversight and legitimate power, was unsuccessful when defining success in the terms of student satisfaction. The followers (students and Professor) became dissatisfied with the results being delivered. The dissatisfaction with not having a classroom intensified after reading the emails exchanged between the Department chair and Professor Lider. The limited number of motivators resulted in no satisfaction for the students. Needless to say, the Homeless Leadership Class situation greatly influenced the tone for the class.

Given that the success of the leader in this case is based on student satisfaction, then Professor Lider was successful in achieving this. Despite the challenges, Professor Lider was able to secure a classroom large enough to seat everyone comfortably, and she was able to get everyone more involved through survey participation and the expression of opinions about the situation.

4. Describe how the parties involved in the series of e-mails utilized the taxonomy of influence tactics developed by Yukl and his associates (Falbe & Yukl, 1992; Yukl, 1994; Yukl, Falbe, & Youn, 1993; Yukl, Kim & Falbe, 1996; Yukl & Tracey, 1992) in an attempt to achieve a goal. (LO3)

Yukl and his associates (Falbe & Yukl, 1992; Yukl, 1994; Yukl, Falbe, & Youn, 1993; Yukl & Tracey, 1992) identified the following nine proactive influence tactics: rational persuasion, inspirational appeals, consultation, integration, personal appeals, exchange, coalition tactics, legitimating tactics, and pressure. Professor Lider had legitimate power in her role as professor of the Leadership class and had authority to speak on behalf of her students. Overall, she used pressure by promptly following up to ignored emails and expressing the student's dissatisfaction. Professor Lider consistently reminded the

Department chair about the lack of a classroom and need for help to find a new classroom. It was through this type of persistence that Professor Lider was able to display the student's unhappiness regarding the ordeal. Examples of specific types of influence tactics used by Professor Lider, as well as the other parties involved in this situation follow (Refer to Appendix A and Appendix D).

Examples of influence tactics from Appendix A:

- Email from Professor Lider to Department Chair, Jan. 3rd (4:12 PM) – Personal Appeal
- Email from Professor Lider to Department Chair, Jan. 9th (6:47 PM) – Personal Appeal
- Email from Professor Lider to Department Chair, Jan. 12th (12:16 PM) – Pressure
- Email from Professor Lider to Department Chair, Jan. 12th (6:39 PM) - Personal Appeal, Coalition
- Email from Department Chair to Professor Lider, Jan. 13th (10:51 AM) – Inspirational Appeal

Examples of influence tactics from Appendix D:

- Email from Professor Lider to Department Chair, Jan. 13th (11:24 AM) – Pressure
- Email from Professor Lider to Department Chair, Jan. 17th (5:33 PM) – Pressure
- Email from Department Chair to Room Coordinator #2, Jan. 18th (11:07 AM) – Ingratiation, Inspirational, Personal Appeal
- Email from Room Coordinator #2 to Department Chair, Jan. 18th (12:52 PM) – Coalition Tactics
- Email from Department Chair to Professor Lider, Jan. 18th (4:45 PM) – Coalition Tactics
- Email from Dean of Business School to Room Coordinator #2, Jan. 18th (6:10 PM) – Personal Appeal

5. Describe the search of a classroom for the Homeless Leadership Class in terms of lateral interdependence. (LO4)

Lateral Interdependence is “the degree of coordination or synchronization required between organizational units in order to accomplish work-group or organizational goals” (Hughes, et al., 2009, p. 557). Professor Lider was very dependent on her department chair to coordinate with the appropriate parties to provide a classroom for her. The department chair relied on the facilities department to provide space for the class and forward the room assignment. In this situation, lateral interdependence was extremely high. As the level of lateral interdependence increases, leaders spend more time building and maintaining relationships in other work units (Hughes et al., 2009).

6. What actions would you take to prevent a situation like this from reoccurring? (LO1, LO4)

Students will most likely provide a wide range of responses to this question. Professor Lider's main goal upon learning that the assigned classroom for her leadership class was a storage room was to secure a suitable classroom as soon as possible. However, as she traveled with her students along the path to a classroom, she came to the realization that the journey was more important than the destination. The journey gave students real-life examples of the interactional framework of leadership, influence tactics, task interdependence, management characteristics and leadership characteristics.

To prevent a situation like this from reoccurring, university policies and procedures should be put in place to help decrease the level of lateral interdependence between organizational units. As mentioned earlier, in this situation, lateral interdependence was extremely high. As the level of lateral interdependence increases, leaders spend more time building and maintaining relationships in other work units (Hughes et al., 2009). Knowing when to utilize the characteristics of leader rather than the characteristics of manager and vice versa would be helpful in preventing a reoccurrence of the situation faced by the Homeless Leadership class.

ENDNOTES

1. The building that formerly housed the offices and classrooms for the School of Business and Public Administration (SBPA) at the university was closed for renovations for at least three academic years. Throughout the renovation process, the SBPA classes were assigned to rooms on other parts of campus on a space availability basis.

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APPENDIX A
EMAILS JANUARY 3rd (4:12 PM) – JANUARY 13th (10:51 AM)

From: Professor Lider
Sent: Monday, January 3rd, 4:12 PM
To: Department Chair
Subject: Room Needed for Leadership Course
Happy New Year Department Chair!

Today I paid a visit to the three locations for the classes that I am scheduled to teach this semester. The room (44-214) that you have [me] scheduled to teach in for my Leadership Course on Mondays and Wednesdays from 5:30pm-6:50pm has been converted into a STORAGE ROOM for another unit on campus (See attached pictures).

Please locate another classroom for the above-reference course. I would like to include the new classroom on my syllabus that I plan to photocopy after the faculty meeting tomorrow. As of today, there are 18 students enrolled in the course.

Thank you for your assistance.
Professor Lider

From: Professor Lider
Sent: Sunday, January 9th, 6:47 PM
To: Department Chair
Subject: Follow-up -Room Needed for Leadership Course
Importance: High
Hello Department Chair:

This is a follow-up to my January 3rd email and conversations with you last Tuesday during the departmental meeting and last Thursday in the advising center. Please provide me with a new location for my Leadership Course.

Thank you for your assistance.
Professor Lider

From: Department Chair
Sent: Monday, January 10th, 4:59 PM
To: Professor Lider
Subject: RE: Follow-up -Room Needed for Leadership Course
Dear Professor Lider:

I am still working on the room assignments. Give me one more day. In addition, we have cancelled the Org. Development course. So please direct any students who enrolled in this class to me to help them. Thank you.

Department Chair

From: Professor Lider
Sent: Monday, January 10th, 9:54 PM
To: Department Chair
Subject: RE: Follow-up -Room Needed for Leadership Course

Thank you for the classroom assistance. I will pass the Org Dev info on to students that inquire.
Take care,
Professor Lider

From: Professor Lider
Sent: Wednesday, January 12th, 12:16 PM
To: Department Chair
Subject: Leadership Class Location - Update for January 12th
Importance: High
Hello Department Chair:

When I met with my students in the hallway outside of 44-214 on Monday, January 10th, I told them that I would provide them with a classroom location update on Tuesday, January 11th. On Tuesday, January 11th (6:30 pm), I posted a classroom location update on Blackboard and sent a mass email indicating that there was NO Change to the assigned classroom and that I would provide another update by 12 noon today, January 12th.

Within the next five minutes, I plan to post another announcement on Blackboard and send a mass email indicating that there is still NO Change to the assigned classroom and that I will send another update by 3:00 pm today. What should I tell my students in the follow-up email? Again, thank you for your assistance with this matter.

Professor Lider

From: Department Chair
Sent: Wednesday, January 12th, 1:50 PM
To: Professor Lider
Subject: RE: Leadership Class Location - Update for January 12th
Hi Professor Lider:

Would you like to use room 111 in Bldg. 44? This room is available. Please let me know if it is acceptable.

Department Chair

From: Professor Lider
Sent: Wednesday, January 12th, 6:39 PM
To: Department Chair
Subject: RE: Leadership Class Location - Update for January 12th
Importance: High
Hello Department Chair

Per our telephone conversation this afternoon and your most recent email, I informed my students that we would be meeting in 44-111 tonight, January 12th. We went to the classroom and Dr. X informed me that [he] had NOT discussed moving his class to another location with you. Dr. X conducted his 5:30pm class in 44-111 and I met with my students in the hallway outside of 44-111. Also, 44-111 cannot comfortably accommodate 28 students.

Please find a classroom for my Leadership class. A couple of my student have suggested the below listed rooms. Are any of these rooms actually available on Mondays and Wednesdays from 5:30pm-6:50pm.

44-110 42-410 42-421 42-423 (language lab) 42-401

Your prompt assistance with this matter would be greatly appreciated. My students are not happy, to say the least, about this situation.

Take care,
Professor Lider

From: Department Chair
Sent: Thursday, January 13th, 10:51 AM
To: Professor Lider
Subject: RE: Leadership Class Location - Update for January 12th

Hi Professor Lider Room 44-111 was given to us by Mr. XYZ who is in charge of rooms in the College of Arts and Science. The faculty member involved was Dr. X, not Dr. Y found another room. Accordingly, I suggested that you move your class to it. Now it seems that 41/111 has been given to more than one class. As you know, we have no control over rooms, and we don't know in advance whether a class room is actually available for us to use. We simply beg other schools to give us rooms. I have no way of knowing whether the room was assigned to more than one class. Please use any of those rooms that happened to be available for the time being. I'll check again with Mr. XYZ to see if any other class has been assigned to any of them.

Department Chair

**APPENDIX B
CLASSROOM SURVEY #1 RESULTS**

Attempts 18 (total of 18 attempts for this assessment)

Instructions Please answer ALL of the questions in this survey. You will receive credit (i.e., class participation points) only if you complete the entire survey. Your responses will remain anonymous. **The deadline to complete this entire survey is 12 noon on Wed., January 12th (No Extensions).**

Question #1: Did you attend (i.e., report for/show up for) your leadership class on Mon., January 10th?

Answers

Percent Answered

- Yes 77.778%
- No 22.222%
- Unanswered 0%

Question #2: If you answered “No” to question #1, then briefly explain why [you] did not attend (i.e., report for/show up for) class on Mon., January 10th.

- The responses to this question are not included in this case.

Question #3: In your opinion, who should be responsible for ensuring that there is appropriate space for scheduled School of Business and Public Administration courses?

Answers

Percent Answered

- The Dean of the School of Business 44.444%
- The Department Chair 33.333%
- The Professor/Instructor assigned to teach the course 5.556%
- The Students enrolled in the course 0%
- The Provost 5.556%
- Other 11.111%

Question #4: If you answered “Other” in question #4, then indicate Other’s title in the space below.

Answers

Percent Answered

- N/A 27.778%
- There should be a combination of the dean of the school of business and the department chair 5.556%
- No idea whose job it is. 5.556%
- Unanswered 61.112%

**APPENDIX C
CLASSROOM SURVEY #2 RESULTS**

Attempts 20 (total of 20 attempts for this assessment)

Instructions Please answer ALL of the questions in this survey. You will receive credit (i.e., class participation points) only if you complete the entire survey. Your responses will remain anonymous. **The deadline to complete this entire survey is 12 noon on Wed., January 12th (No Extensions).**

Question #1: Did you attend (i.e., report for/show up for) your leadership class on Wed., January 12th?

Answers

- | Percent Answered | |
|-------------------------|------|
| • Yes | 100% |
| • No | 0% |

Question #2: In your opinion, should the [institution name deleted to maintain the integrity of the blind review process] University compensate you for not providing you with a classroom for your Leadership course?

Answers

- | Percent Answered | |
|-------------------------|-----|
| • Yes | 90% |
| • No | 10% |

Question #3: Which of the following would be your number one compensation preference for not having a classroom for your leadership course?

Answers

- | Percent Answered | |
|---|-----|
| • (Tuition cost of one 3-hour course divided by total number of class sessions for course) x number of loss classes | 65% |
| • Round-trip transportation cost x # of loss classes | 20% |
| • Adding the loss class sessions time to the remaining class sessions | 0% |
| • N/A | 10% |
| • Other | 5% |

Question #4: If you answered “Other” in Question #3, then indicate the “Other” form of compensation in the space provided below.

Unanswered Responses

- 14

Given Answers (The responses provided here represent a sample of student responses.)

- The tuition cost and transportation cost should be reimbursed.
- Transportation costs and tuition compensation will be the win-win solution because we pay the tuition and spend money for the transportation.

Question #5: In your opinion, who should be responsible for ensuring that the classrooms suggested by the students on January 12th are actually available?

Answers

- | Percent Answered | |
|--|-----|
| • The Dean of the School of Business and Public Administration | 30% |

- The Management Department Chairman 45%
- The Professor teaching the Leadership course 0%
- The Provost 0%
- The [institution name deleted to maintain the integrity of the blind review process] University staff person in charge of scheduling 15%
- The students enrolled in the Leadership course 0%
- Other 10%

Question #6: If you answered “Other” in question #5, then indicate who “Other” is in the space below.

Answers

Percent Answered

- The Dean and Department Chairman 5%
- Collaborative shared by the President, Student Affairs, the Management Department Chair, Registrar’s Office and Ombudsman 5%
- Unanswered 90%

Question #7: The classroom scheduling problem is a management issue.

Answers

Percent Answered

- True 100%
- False 0%

Question #8: The classroom scheduling problem is a leadership issue.

Answers

Percent Answered

- True 75%
- False 25%

Question #9: Refer to the Classroom emails document (located in BB Assignments) to answer the question that follows. What should the professor teaching the leadership course do before the next scheduled class session?

Answers

Percent Answered

- Personally contact the [institution name deleted to maintain the integrity of the blind review process] University staff person that is responsible for scheduling classrooms to confirm that the suggested rooms are actually available, then move her class to one of the confirmed available rooms. 25%
- Tell her department chair to obtain confirmation from the person responsible for classroom scheduling that the suggested rooms are actually available, then move her class to one of the confirmed available classrooms. 70%
- Move her class to one of the [suggested] available classrooms without receiving confirmation from anyone that the room is actually available. 5%
- Nothing 0%

- None of the above 0%

Question #10: If you answered “None of the above” to question #9, then provide your suggested course of action for the professor in the space below.

- No responses

Question #11: The interactional framework for analyzing leadership examines three components: leader, follower, situation. In your opinion, which one of these components should you address first in order to solve the classroom scheduling problem?

Answers

Percent Answered	
• Leader	45%
• Follower	0%
• Situation	15%
• All of the above	40%

Question #12: Feel free to provide any additional comments relative to the classroom scheduling problem in the space below.

Unanswered Responses

- 6

Given Answers (The responses provided here represent a sample of the student responses.)

- Students are held accountable for their attendance. The Dean and Department Chair should be held responsible for not providing a confirmed classroom.
- The tuition cost and transportation cost should be reimbursed.
- Classroom issues [disturb] my concentration at the beginning of the semester.
- The head of the Business Department should be made aware of this situation immediately.
- In my opinion, the department chair should have better plan[ned]the scheduling of the classroom. It is not the Professo[r’s] job to find a classroom. This kind of problem is frustrating to the students and the Professor.
- A nice survey, which questions and especially my answers revealed some things to me, and first among them is that, I am or aspire to be a leader and that professing so I should be encouraged to consider my responsibility to aide in securing a room for the class. While I hope to encounter other students doing the same because they too are leaders.
- Only to express the problem presented by this, and to gauge its importance, I asked “X” of the possibility of dropping the class for a full refund.... “X” agreed that if anyone insist[s] on dropping the class, they can do so at no-charge, and for full refund for the cost of the class.
- While I believe that there are many people responsible for securing our room, myself included, I do not believe that [the] person with the least responsibility should be the instructor of the Leadership class...
- What I am sure this class will teach us is that like in most areas of life, it is incumbent upon each individual, constituent, or student to become involved in the issues that affects us or not; in our residential, work, school (higher education no doubt), and elsewhere, and this is our first lesson on a real issue.
- Understanding that the list of rooms [is] managed by the College of Arts and Science, I have called three of the main numbers of the office and needless to say, I received the voicemail for each. I did not leave a message, because I know it will not be returned. I am however, going to write an email to those individuals, “Y” and “Z”, with a copy to “X” and Professor Lider to get a jump on discovering the availability of one before class time next Wednesday.

APPENDIX D
EMAILS JANUARY 13th (11:24 AM) – JANUARY 18th (6:10 PM)

From: Professor Lider
Sent: Thursday, January 13th, 11:24 AM
To: Department Chair
Cc: Professor Lider
Subject: RE: Leadership Class Location - Update for January 13th
Importance: High

Hello Department Chair:

The student that gave me the suggested rooms noticed that they were empty after I dismissed the class yesterday from the hallway outside of 44-111. It's quite possible that the classes assigned to those classrooms were dismissed early yesterday. I have no intentions of running around with 27 students to confirm that the classes are actually available.

Please provide me with the contact information for Room Coordinator #1 and his full name.
Professor Lider

From: Department Chair
Sent: Friday, January 14th, 4:18 PM
To: Professor Lider
Subject: RE: Leadership Class Location - Update for January 13th
Hi Professor Lider:

I received information today that room 113 in Building 44 is available on Mondays and Wednesdays at 5:30. I don't know how big or how good it is. I'll check today let you know during the weekend.

Have a nice one.
Department Chair

From: Professor Lider
Sent: Monday, January 17th, 5:33 PM
To: Department Chair
Cc: Professor Lider
Subject: RE: Leadership Class Location - Update for January 13th
Hello Department Chair:

Were you able to confirm the availability and room capacity for 44-113. I need to let my students know where we will be meeting on Wed., January 19th.

Professor Lider

From: Department Chair
Sent: Tuesday, January 18th, 11:07 AM
To: Room Coordinator #2
Cc: Business School Dean; Professor Lider; Room Coordinator #1
Subject: Homeless class
Importance: High

Good morning Room Coordinator #2:

I hope all is well. We are still struggling with the classroom problems that we have been experiencing for the last three years. Until today we have a homeless class (Leadership) which has over 25 students. It is supposed to meet on Mondays and Wednesday, 5:30-6:50. We were given room 214 in Bldg. 44, but Professor Lider tells me it is a warehouse full of boxes; then we were given room 111 in the same building but Dr. X was given the same room earlier and he is using it. Accordingly, our Leadership class !! has not met until today. I appeal to you for help.

Thank you greatly.
Department Chair

From: Room Coordinator #1
Sent: Tuesday, January 18th, 10:38 AM
To: Room Coordinator #2
Subject: RE: Classroom Needed in Building 44: M/W from 5:30 - 6:50PM

Good morning Room Coordinator #2,

Of the rooms mentioned, 44-110 is the only one with some times available. But 44-110 is in use on:

March 7th & 14th; April 4th, 6th, 13th, 20th, and May 2nd and 9th.

Room Coordinator #1

From: Department Chair
Sent: Tuesday, January 18th, 1:47 PM
To: Room Coordinator #1
Subject: Room

Hello Room Coordinator #1:

I understand from Room Coordinator #2 that you have kindly again found us a room for our Leadership class that meets on Mondays and Wednesdays at 5:30. Please let me know where it is, and whether we need a key to it. Thank you again.

Sincerely,
Department Chair

From: Room Coordinator #2
Sent: Tuesday, January 18th, 12:52 PM
To: Department Chair
Cc: Professor Lider; Room Coordinator #1
Subject: FW: Classroom Needed in Building 44: M/W from 5:30 - 6:50PM

Department Chair,

Room Coordinator #1 has found a room in building 44 which is available for most Monday's and Wednesdays except three days in April and two days in May. Please contact him to confirm that you will use the room and let's work together to identify alternate locations for the dates in April and May.

Thanks.

Room Coordinator #2

From: Department Chair
Sent: Tuesday, January 18th, 4:45 PM
To: Professor Lider
Subject: FW: Room

Hi Professor Lider:

Here is a new room for you[r] leadership class. I hope it is appropriate.

Department Chair

From: Room Coordinator #1
Sent: Tuesday, January 18th, 2:50 PM
To: Department Chair
Subject: RE: Room

Hi Department Chair,

Room Coordinator #2 asked me about a TR classroom and I found none. However, we do have a classroom for MW, 5:30-6:50. It is 41-401.

Room Coordinator #1

From: Professor Lider

Sent: Tuesday, January 18th, 4:58 PM

To: Department Chair

Cc: Professor Lider

Subject: RE: Room (41-401)

Hello Department Chair:

I will inform the students in my Leadership class that we will meet in 41-401 on Wed., January 19th. I hope that the room will comfortably seat 28 students.

Thank you for your assistance.

Professor Lider

From: Dean Business School

Sent: Tuesday, January 18th, 6:10 PM

To: Room Coordinator #2

Cc: Professor Lider; Room Coordinator #2; Department Chair; Room Coordinator #1

Subject: RE: Homeless class

We Need your help ASAP!

Dean Business School
