Professor Laura Williams
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Course Web Page: http://blackboard.utdl.edu
Office Hours: M/W: 10:00 am to 11 am and 3:15 pm to 4:45 pm  Office: 2015 ST

Course Description:

This course is dedicated to examining managerial behaviors and activities in organizations and their impact on the organization and its employees. Within a dynamic environmental context, the purpose of this course is to develop a high level of competence in applying the frameworks and tools for analyzing, managing, and producing positive results for all types of organizations.

The class seeks to develop knowledge and skills for a variety of managerial approaches that enable leaders to deal with a broad range of issues at different levels of organizations. The focus is not on finding the “right” answer, because there is no one best way to manage or organize. But there are many combinations that can inform and enhance management and organizational practices. The key lies in being able to effectively analyze various costs and benefits associated with any given approach.

Effective management and leadership encompass character, knowledge, and action for results. The process depends on learning to manage one’s own learning for professional growth and development in order to support the high performance results of others. A key issue, also, is learning to differentiate between “doing” the work versus “managing and leading” the organization. While most managers have a high level of competence in doing the work, leading and managing an organization requires a different set of competencies. This course will help you learn and practice them.

Required Readings:

- We will be using Blackboard for our class. Log into the class site by going to MyUT portal or http://blackboard.utdl.edu and then going to the link for our class. Links will be available for articles, cases, exercises, video lectures, short videos, PowerPoint slides, etc. Everything you need for the class is here.
- We will not have a textbook for this class. Instead, articles that are relevant to the particular topic will be required reading. These can all be found on our Blackboard site.
- **Please note that articles, videos, and video lectures will be the basis for quizzes.** Therefore, reading the articles, watching the video lectures and video clips (and taking thorough notes on them) is the only way you will be able to successfully pass the quizzes.
**Course Objectives:**

1. To apply organizational behavioral concepts and models to management issues with exercises, videos, and class discussions,
2. To analyze business situations from three different organizational lenses – strategic, political, and cultural,
3. To learn and practice several managerial competencies (e.g., planning, decision-making, communication, performance management, change leadership, rewarding, etc.),
4. To better appreciate and learn the art and science of coaching and developing employees, and
5. To practice and improve your writing and oral communication skills.

**Course Standards:**

1. As a manager, your reputation is the MOST important tool you have to convey your credibility, trustworthiness, and ultimately, your overall worth to your employees and organization. In this course you will be required to demonstrate academic integrity at all times. High standards of ethical conduct ensure fairness, honesty, and integrity in the evaluation of student performance. Students intending to or attempting to misrepresent the skill, achievement, or ability of either themselves or others will find themselves in trouble. To achieve this purpose, the College has enacted a *Code of Student Academic Conduct*. This Code sets forth specific types of academic misconduct that will not be tolerated. If there is any evidence of these types of academic misconduct in this course, charges will be filed against the student or students involved. Along with the Code, the College has also enacted a *Student Academic Grievance Procedure*. The purpose of this grievance procedure is to provide the exclusive method by which a student can file a grievance if he/she believes that the charge of academic misconduct is false or to grieve a final course grade that he/she believes has been unfairly or erroneously assigned. You should read these to familiarize yourself with their principles. Both the *Code of Student Academic Conduct* and the *Student Academic Grievance Procedure* can be reviewed on the College of Business Administration website. Any form of academic dishonesty will result in an “F” for the course and any other academic sanctions allowed for by University policy as discussed above.

2. The College of Business and Innovation and the University of Toledo value and promote diversity and inclusivity in education. It is one of my aims to ensure that the classroom environment is conducive to each participant being valued. The classroom should be a non-hostile environment where each student is able to participate appropriately in the learning process. It is important to show respect for individual differences and appreciate that others hold perspectives that are different from yours. Conduct that demonstrates a disregard for individual differences and diversity is discouraged. Students who have concerns about this issue are encouraged to address their concerns directly with me.

3. Media created for this class are solely for class use by students currently registered for the course, and under no circumstances can they be posted, linked to, or made available for distribution or copying to any persons, institutions, or servers (for example, no portion of them may be downloaded and posted on YouTube or sent to friends). This includes media that appears on the course site and on the Vimeo site. You will need the password, “BUAD3030” to access the videos on Vimeo. Do not share this password with anyone who is not a member of our class! The copyright (though not to the commercial artwork contained within them), are authorized for use by students for the purposes of the course. Violating this policy constitutes a serious infraction of UT’s computer use policy and may result in consequences up to and including expulsion from the University and legal action (both criminal and civil) from the various rights holders whose copyrights you may have infringed.
4. Because spelling, grammatical and typographical errors convey poor credibility on the part of the writer, each of these errors appearing in formal written work (although not in exams) will be penalized two points each. No excuses will be accepted. If you need help in this area, you are not alone. Here's the link to the Writing Center. Use it...they are very helpful!

Course Requirements:

1. **Quizzes** will be given after most modules (although occasionally they will be given after a topic, rather than a module). Quizzes have 10 questions in each and are worth 80 points toward your total course grade. They will be based on video lectures, video clips, and assigned readings. The quizzes will be multiple choice and will be timed. Blackboard will submit your answers at the conclusion of the time, whether or not you have finished. Please make sure you are ready to take the quiz before you begin! You are not to use any materials while you are taking the quizzes. The time allotted (20 minutes) will not permit this anyway. **ALL QUIZZES open at 3 pm Wednesday's and are DUE Friday's at 11:30 pm. You may review your quiz after the deadline has passed.**

2. **Discussion Postings** will comprise 100 points of your total course grade. A rubric for their evaluation is at the end of this syllabus. You are expected to offer comments, questions, and replies to the discussion questions that have been posed for each module as well as to classmate postings. I expect you to actively participate in EACH module's discussion throughout the semester. My role is as an observer and facilitator.

3. **Reflected Best-Self Paper** will be worth 100 points of your total course grade. The purpose of this assignment is to identify your strengths and challenges in becoming a leader/manager and then to explain the things that you must continue to work on that will drive your continuous leadership and management development. See the Guidelines at the end of the syllabus for more on this assignment. See grading rubric in Blackboard. **You may interview up to two family members.**

4. **Executive Summary of a Management/Leadership Book** this 100-point assignment Executive Summary assumes that the reader will not read the entire report or book; therefore, you must take him/her through every part of the report or book. Just summarizing the general purpose is an Abstract, not an Executive Summary! Write an Executive Summary of a book over 100 pages long chosen from the books listed in the attached file in blackboard. Further, you must write it so that it persuades top managers (VP or President/CEO) that they should read the book, because it will help improve or change some specific aspect of their competence at work. A list of books approved for this assignment are available in blackboard. **You may not use How to Win Friends and Influence People, nor the One Minute Manager.**

5. **Professionalism** is worth 100 points of your total course grade. This will include attendance, participation both in class and on-line, and meeting deadlines. NO LATE ASSIGNMENTS WILL BE EXCEPTED, without prior approval.

6. **Extra Credit** work is at the discretion of the professor.

Grading Scale:

Course grades will be assigned based on total points accumulated on the components listed above as follows:

- A 93%-100%
- B 83%-87%
- C 73%-77%
- D 63-67%
- A- 90%-92%
- B- 80%-82%
- C- 70%-72%
- D- 60-62%
- B+ 88%-89%
- C+ 78%-79%
- D+ 68%-69%
- F 0%-59%
BUAD 3030 Readings and Activities

Syllabus and Engaging Introductions

Week Ending 8/24/15
Module 1 The Changing Environment and Roles of Leaders and Managers
This module looks at the “new” organization and its requirements for competent leaders and managers. A brief history of how management has changed through the years will highlight many of the past structures, systems, and approaches and compare them to what is required in 21st Century organizations.

Video Lecture and PowerPoint slides: 1-The 21st Century Organization
Watch Video Clip: “Learning to Think Like a Manager”
Read: The New Organization
Post on our Discussion Board your answer to this question: What do you think is the most challenging trend for managers in 21st Century “New” organizations and why?
Quiz #1 Due: Friday @ 11:30 p.m.

Week Ending 9/4
Module 2 Introduction to the Three Lenses of Organizational Analysis
There are many ways for managers to view an organization, and this module introduces three “lenses” through which one can see and interpret what is going on: strategic design lens, political lens, and cultural lens. The notions of schema and perception are also explored.

Video Lecture and PowerPoint slides: 2-The Three Lenses
Watch Video Clip: “Leadership and Self-Deception”
Read: Three Lenses
Post on our Discussion Board your answer to this question: Using the notion of “schema,” describe why Dr. Ignatz Semmelweis had such a difficult time (1) discovering the reason why many patients were dying from childbed fever and then (2) convincing his peer physicians what should be done?

Week Ending 9/11
Module 3 The Strategic Design Lens: The Manager as Architect
Many organizations are designed and structured (and restructured) with no apparent strategic reason for doing so. However, this module introduces the notion that organizations should be intentionally structured to achieve certain strategic goals using linking, grouping, and alignment tools.

Video Lecture and PowerPoint slides: 3-The Strategic Design Lens
Read: Three Lenses (continued)
No posting for this module required.
Quiz #2 Due: Friday 11:30 p.m.
Week Ending 9/18
Module 4 The Political Lens: The Manager as Politician
The use of power, authority, and influence to effect change are explored in this module.

Video Lecture and PowerPoint slides: 4-The Political Lens
Read: Three Lenses (continued) and Who Gets Power
Quiz #3 Due: Friday @ 11:30 p.m.

Week Ending 9/25
Module 5 The Cultural Lens: The Manager as Visionary
This module looks at the many ways organizational culture influences how leaders can provide a vision for the future of the organization using the shared values, symbols, stories, and heroes of the organization.

Video Lecture and PowerPoint slides: 5-The Cultural Lens
Watch Video Clips: “Gung Ho!”
Read: Three Lenses (continued) and The Role of the Founder in Creating Organizational Culture
Quiz #4 Due: Friday @ 11:30 p.m.

Week Ending 10/2
Module 6 The Manager as Leader: Martin Luther King, Jr. and Charismatic Leadership
Learn what made Dr. King one of our greatest examples of an effective, charismatic leader.

Video Lecture and PowerPoint slides: 6-Leadership (6-MLK and Charismatic Leadership video)
Watch Video Clips: “Rev. Dr. Martin Luther King, Jr.”
Read: Letter from a Birmingham Jail
No posting for this module required.

Week Ending 10/9
Module 7 The Manager as Leader: Emotional Intelligence and Leadership
All the technical and conceptual skills in the world won’t get you very far if you cannot be aware of and manage your own emotions and reactions. It is one of the keys for establishing and maintaining good interpersonal relationships. This module highlights the need to develop your Emotional Intelligence in order to be an effective leader.

Video Lecture and PowerPoint slides: 6-Leadership (7-EI and Leadership video)
Watch Video Clip: “Threads”
Read: Leadership That Gets Results
Exercise: Take the Emotional Competence Inventory Upload to Blackboard Journal; bring to class
Post on our Discussion Board your answer to this question: After studying both, which do you think is more important for a leader: charisma or competency, and why?
Week Ending 10/16

**Module 8** The Manager as Leader: Approval, Control, and Trustworthiness

In addition to all the other issues of competency and charisma, one’s need for approval from others or control over others and situations affects the trustworthiness of a leader. This module delves into those issues.

**Video Lecture and PowerPoint slides:** 6-Leadership (8-Approval, Control, Trustworthiness video)

**Read:** Control and Approval and Rethinking Trust

**Exercise:** Complete “Hooked on Approval,” “Hooked on Control,” and “Are You a Trustworthy Leader?” assessments. Upload to Blackboard Journal and bring a copy to class.

**Quiz #5 Due: Friday @ 11:30 p.m.**

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Week Ending 10/23

**Module 9** The Manager as Decision-maker and Problem-solver

Every manager faces decision-making situations and opportunities every day. What makes decisions problematic are the lack of information available and our own biases about how we frame the information that we do have. This module looks at the challenges of decision-making, both for individuals and for groups.

**Video Lecture and PowerPoint slides:** 9-Decisions

**Watch Video Clips:** “The Challenger Disaster” and “The Abilene Paradox”

**Read:** Making Rational and Irrational Decisions and Eight Main Symptoms of Groupthink

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Week Ending 10/30

**Reflected Best Self Paper Due** (please have it in .doc, .docx, or .rtf format only and upload it to your “Journal” on Blackboard) DUE – Friday by 11:30 p.m.

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Week Ending 11/6

**Module 10** The Manager as Ethical Decision-maker

Continuing on with the idea that most managerial decisions are challenging, an additional twist too many decisions has to do with the ethical issues underlying them. This module explores what makes a decision an ethical dilemma and how we can learn to spot different ethical orientations.

**Video Lecture and PowerPoint slides:** 10-Ethical Decision-making

**Read:** Making Ethical and Unethical Decisions and Ethics Quadrant Lenses

**Exercise:** Are You a Trustworthy Leader?

**Post on our Discussion Board your answer to this question:** What debates or arguments have you had with someone that you can now see were a result of a difference between your ethical lens and the other person’s ethical lens?

**Quiz #6 Due: Friday @ 11:30 p.m.**
Week Ending 11/13
Module 11  The Manager as Motivator and Encourager
Many people think that employees respond best to monetary rewards to motivate them to perform at their best. This module looks at how there is no “one-size-fits-all” motivator. In fact, research has shown that money may actually decrease employees’ interest in and passion for their jobs.

Video Lecture and PowerPoint slides: 11-Motivation-Part1
Watch Video Clips: “Two Monkeys” and “Daniel Pink on the Science of Motivation”
Read: Why Incentive Plans Cannot Work and Know What Motivates You
No posting for this module required.

Week Ending 11/20
Module 12  The Manager as Motivator and Encourager (continued)
Not all performance-related issues are due to the employee’s own internal motivation. This module looks at some of the ways the reward systems and the environment in organizations (including managers, themselves) actually contribute to poor employee motivation and performance.

Video Lecture and PowerPoint slides: 11-Motivation-Part 2
Watch Video Clip: “The Sid Story”
Read: Pygmalion in Management and On the Folly of Rewarding A While Hoping for B
Post on our Discussion Board your answer to this question: What are some things organizations likely will need to recognize and change so that 21st century employees are motivated to perform at their best?
Quiz #7 Due: Friday @ 11:30 p.m.

Week Ending 11/27
Module 13  The Manager as Evaluator
Managers have to juggle two roles in managing the performance of their direct reports: as a judge and as a coach. This module looks at the challenges of evaluating others and being evaluated yourself.

Video Lecture and PowerPoint slides: 12-Performance Management Parts 1 and 2
Just for Fun Video Clips: “I’m Letting You Go” and “Kramer’s Dismissal”
Read: Benchmarks for Effective Performance Rating Instruments, Legally Defensible Performance Appraisals, and Fear of Feedback
No posting for this module required.

Week Ending 12/4
Module 14  The Manager as Coach
This module looks at the benefits of and tips for coaching and developing others.
Video Lecture and PowerPoint slides: 12-Performance Management Part 3
Watch Video Clips: Selected segments from “Hoosiers”
Read: The Practices of Effective Managerial Coaches and Leadership Group Coaching in Action
Post on our Discussion Board your answer to this question:
When have you experienced a manager, a teacher, a coach, a parent, etc. who has followed a good coaching model (e.g., listened/checked in, was fully present to you, provided encouragement and coaching, and challenged you to do better)? How did this affect your subsequent behavior and performance?
Quiz #8 Due: Friday @ 11:30 p.m.

Week Ending 12/11

Rubric for Evaluating Online Discussion Board Postings

Postings will be evaluated on the quality of the postings and the degree that the postings promote discussion with classmates. You are to post one original post and answer one other student’s post for each of the posting questions throughout the semester. The entire assignment will be worth a total of 100 points.

“A” Discussion (90-100 points): Distinguished/Outstanding Postings have participated 12 or more times during the semester and have posted relevant, thought-provoking information. These discussion postings
• are made in time for others to read and respond
• deliver information that is full of thought, insight, and analysis
• make connections to previous or current content or to real-life situations
• contain rich and fully developed new ideas, connections, or applications

“B” Discussion (80-89): Proficient Postings have participated 8-10 times during the semester and have posted information that addresses the basic aspects of the topic. These discussion postings
• are made in time for others to read and respond
• deliver information that shows that basic thought, insight, and analysis have taken place
• make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
• contain new ideas, connections, or applications, but they may lack depth and/or detail

“C” Discussion (70-79): Basic Postings have participated 5-7 times during the semester and have posted information that responds in a very surface manner to the topic. These discussion postings
• may not all be made in time for others to read and respond
• are generally competent, but the actual information they deliver seems thin and commonplace
• make limited, if any, connections, and those are often cast in the form of vague generalities
• contain few, if any, new ideas or applications; often are a rehashing or summary of other comments

“D-F” Discussion (0-69): Unacceptable Postings have participated fewer than 5 times during the semester. These discussion postings
• are not made in time for others to read and respond
• are rudimentary and superficial; there is no evidence of insight or analysis
REFLECTED BEST-SELF PAPER GUIDELINES

**Reflected Best-Self Paper** will be worth 100 points of your total course grade. The purpose of this assignment is to identify your strengths and challenges in becoming a leader/manager and then to explain the things that you must continue to work on that will drive your continuous leadership and management development. Use the self-related exercises to help you.

Before beginning the paper, you will **need to interview five people, a maximum of two family members may be included**, and ask them what you are like when you are at your best and worst and how you have shown leadership and management qualities and behaviors in specific circumstances or events. Make sure to ask for behavioral examples. You can use your Journal on Blackboard to reflect on these things as you learn them.

All the **interview notes should be summarized at the end of your report with a brief explanation of your relationship with the respondent.** Summarize the data by identifying common and significant themes as Headings, such as “Under Stressful Situations,” or “When in Charge of a Project,” etc. Then, write out your complete “reflected best self” by completing statements, such as, “When I am at my best, …” “To be a successful leader, I must work on …,” or “My biggest challenge I need to overcome when working in a team is….,” or any others you think appropriate.

Remember: **I want to hear your voice, not that of authors or management experts. Do not include others’ definitions or theories…this isn’t a research paper!**

When you are ready to submit your Reflected Best-Self Paper, upload it to your Blackboard Journal, along with the summary interview notes, and **entitle it, “Reflected Best Self Paper-YOUR_LAST_NAME.”** The paper is due 10/30 @ 11:30 p.m.