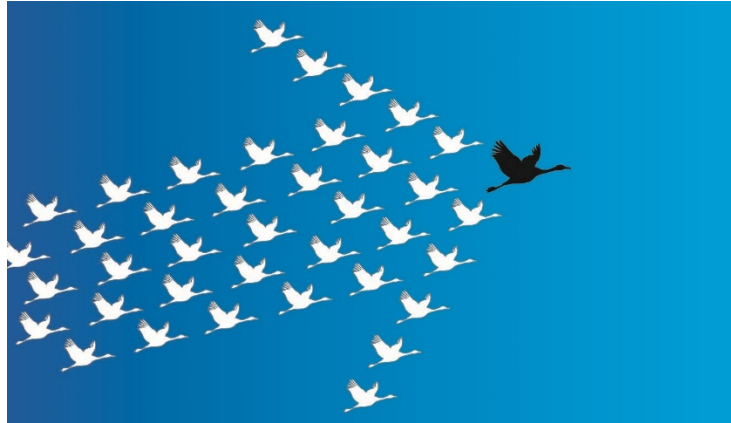# **MGT-307** (section 02)
Management of Organizations
Spring 2020   Wed. 6-8:50PM Bell Tower 2598

Welcome!

I love leadership and have dedicated my life to practicing, studying and preparing others in this field. This course is to leading what auto mechanics is to repairing a car. You'll learn how organizations function and how people behave in them.

Lecturer: Alan E. Nelson, EdD
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li. https://www.linkedin.com/in/alan-e-nelson-edd-77067270/
o. Sage Hall, Rm. #2038 (Wed. 4-5:30pm, Thu. 1:30-2:30pm, after class or by appointment; recommend texting to confirm meeting before showing up)

(If you would like to schedule a live, ZOOM conference with me, please send an email with 2 date/time options.)

NOTE: This syllabus is a learning/teaching agreement between the instructor and students. Please read it well and refer to it often, as you'll be responsible to complete the assignments listed. If changes are made, they'll be updated and the most current version will be on the Canvas course site.

Course Description:

Principles, methods and procedures planning, organizing, leading, and controlling people within organizations. Topics include the history of management thought, organizational culture and design, decision-making, managerial communication, and strategic management.

Student Learning Outcomes:

Management of Organizations prepares future leaders to analyze, understand, and influence organizations and their systems. The course combines theoretical and practical knowledge to prepare students for situations that commonly arise and give them the tools to deal with unexpected or unusual situations.

First, we build foundational understanding of how organizations behave and how people behave in them. Then we apply this understanding to organizational environments, circumstances, and development.  From a leadership perspective, we identify ways to improve an organization's efficiency and effectiveness, motivate subordinate and peer performance, manage organizational boundaries, and increase the likelihood that evidence-based decisions and actions will be taken; in other words, to catalyze change.

Students who successfully complete this course will be able to:

(1) Articulate foundational issues in literature related to organizational behavior
(2) Analyze an organization and communicate structural elements intelligently
(3) Assess social networks and leadership influences, graphing them visually
(4) Apply a change model to an organization to estimate improvement efficacy
(5) Actualize the previous contents and serve as up-and-coming managers

Course Requirements:

Text (acquire one of the following) **& Readings:**
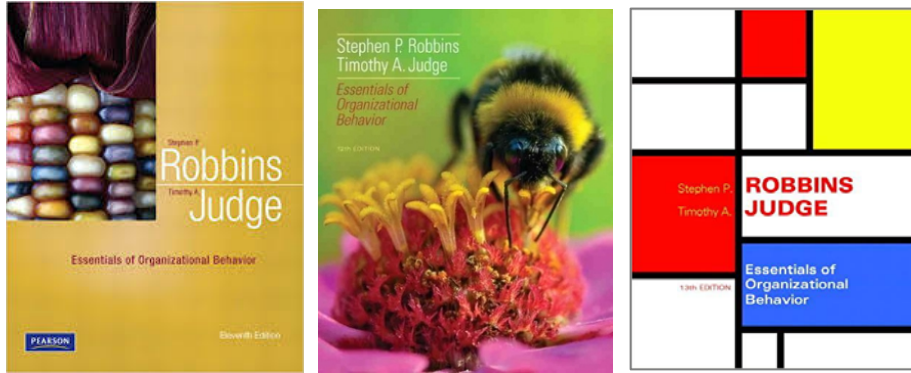
- *Essentials of Organizational Behavior* by Robbins and Judge (R&J)
11th edition, 2012 (ISBN-10: 0132545306), or the 12th edition, 2013 (ISBN-10: 0132968509) or the 13th editions (ISBN-10:013392081X)

  (Note: I'm using older versions of this text to help you save money. If you use a different edition, adjust the reading assignments to keep the themes as scheduled. Don't go lower than the 11th)

Articles (Canvas Resources folder):

Goleman, Boyatzis & McKee (2001). "Primal Leadership: The Hidden Driver of Great Performance" Harvard Business Review. December. HBR Reprint R0111C.

Gratton, L. & Erickson, T. (2007). "Eight Ways to Build Collaborative Teams" Harvard Business Review. November.

Kotter, John (1995). "Leading Change: Why Transformation Efforts Fail." Harvard Business Review. May-June.

Kotter, John (2001) "What Leaders Really Do" Harvard Business Review. December.

Thomas J. DeLong , Vineeta Vijayaraghavan (2003). "Let's Hear It for B Players" Harvard Business Review. June.

Zaleznik, Abraham (2004). "Managers and Leaders: Are They Different?" Harvard Business Review. January.

Grading

Team Org Analysis	30% (presentation 10%, paper 20%)
Case Study	10%
Leadership Project	15%
Exams (2)	30%
Participation	15%
TOTAL	100%

Some of the graded components of this class are subjective in nature. I will strive to measure your work, using the project rubrics, stated expectations, and current and past students at your level. Final exam and assignments grades will be assigned on this general basis: 94-100% is an A; 90-93% is an A-; 87-89% is a B+, 84-86 is a B; 80-83 is a B-; 70-79.5% is a C(+/-), 60-69.5% is a D(+/-). Please note: In order to avoid grade inflation, a soft curve may be applied to the final grading, based on how you did, compared to your peers. This could serve to raise or lower your grade, depending how your colleagues performed. Please read the document: Managing Grade Expectations (Canvas).

Course Projects:

Case Study Analysis (10%): You'll write an analysis paper using an assigned case. A format will be provided for you to reflect your critical thinking on a specific situation. The goal is also to integrate content from the class as appropriate You'll chose between one of these two cases:

Amabile, Teresa M., and Elizabeth Schatzel. "Satera Team at Imatron Systems, Inc. (A), The." Harvard Business School Case 803-141, January 2003. (Revised October 2003.)

Bartlett, Christopher A., and Meg Wozny. "Microsoft's Vega Project: Developing People and Products." Harvard Business School Case 300-004, March 2000. (Revised January 2001.)

Team Project: Org Analysis (30%): Early in the semester, you'll be assigned to a team, with which you'll do various discussion activities, along with an org analysis project. Your team will demonstrate that you understand the major challenges and key success factors to perform effectively as an individual, on a functioning team, and as a manager in business and society today. The aims of the team project are (1) to enrich your understanding of organizations and management; (2) to provide you with an opportunity to apply what you have learned in the course; (3) to assess your ability to define and analyze an organization or organizations and come to insightful conclusions and (4) to help you develop critical interpersonal and teamwork skills.

Fieldwork study will include a local organization such as a restaurant, a student organization, or other local company. Your team will investigate and analyze aspects that connect with themes in the course such as the culture, the structure and functioning of groups within the organization, its reward systems, and its relation to its local or national environment. It should also include a SWOT analysis. You will make recommendations or identify best practices based on your study.

All papers should be submitted on Canvas in Microsoft Word using APA format and this structure: 12-point, Times-Roman font or 10-point Arial, double spaced, 1-inch margins on all sides; a cover sheet, running header and pagination, beginning with an abstract, then intro/background, then content organized via section sub-headers and using captions with photos and graphs, concluding with a summary and reference list (and any other pertinent info in appendices).

Your "deliverable" for this project has four components. Each of these have instructions and appropriate rubrics.

1) Project proposal: A 1- to 2-page memo

2) Project paper: An 8- to 10-page analytical paper with scholarly citations

Come on people. We're a team. Together we can do this!

3) In-class presentation: A 15- to 20-minute presentation, 5- to 10-minutes of Q&A

4) Self & peer evaluation feedback

Feedback helps you learn and improve your performance as well as the quality of your output as a team. As part of the team project, you will practice and develop skills in providing and receiving effective feedback through in-class exercises and a more formal peer evaluation survey.

Grades for individual student contributions to team projects are assigned by your Professor, based on my observations of the team's working dynamics, my assessment of the team project quality, and thoughtful consideration of the information provided through your peer evaluations. Social loafers will be penalized, based on peer evaluations at the end of the project.

Leadership Project (15%): Because leadership is so important to org vitality and change, this theme will receive a special focus. The project contains online content and readings, requiring you to think more deeply about it. Because of this load, it will take the place of 1 or 2 regular class times (TBD). This allows you to work ahead as your schedule provides. In addition to responding to the articles and online content, you'll be asked to interview a leader, so begin now to think who that might be (criteria: 10 or more years of experience in leading an organization or team of 10 or more members).

Participation (15%): *In essence, the value you bring as a member of our organization (class).*

This part of your grade will prioritize consistent and effective contributions to class discussions. In-class assignments and activities also contribute to this score. You are expected to attend every class session having read, thought about and prepared assigned materials. You should also be ready to share your ideas and actively listen to and interpret the ideas presented by others. Comments that are vague, repetitive, unrelated to the discussion, mumbled or disrespectful of others will be evaluated negatively. Quality comments possess one or more of the following attributes:

- Offer a relevant concept or personal experience;
- Provide careful analysis by applying theory and concepts from readings and lectures;
- Move the discussion forward by building on previous contributions with new insights;
- Ask thoughtful and challenging questions.
- You should know that grading of participation points begins at 11 out of 15, meaning if you do the expected minimums, you'll receive 11 of the 15 points. If you want to get more than 11, you'll need to step it up, such as speaking up in class, bringing a positive atittude, coming prepped to discuss reading assignments & assessment, being punctual and not working on other content. Those who elevate the social climate of our class will earn top points in this category.

Academic Honesty: Academic honesty is expected. Academic dishonesty, which includes cheating and plagiarism, will result in failure of this course regardless of previous performance. Cheating may be defined as providing or accepting assistance on a graded assignment designated to be individual work. This includes sharing answers with others, copying someone else's work, re-using others' research or essays, or obtaining help from commercial services. Plagiarism may be defined as: The failure to give sufficient attribution to the words, ideas, or data of others that have been incorporated into a work, which an author submits for academic credit or other benefit. Attribution is sufficient if it adequately informs and, therefore, does not materially mislead a reasonable reader as to the source of the words, ideas, or data. Attribution (or the lack thereof) is materially misleading if it could cause a reasonable reader to be mistaken as to the source of the words, ideas, or data in a way that could benefit the author submitting the work (Worthen, 2004, p. 444).

Prof Nelson frequently processes assignments through software programs that identify plagiarism.

Projected Course Schedule:

Red font - assignments due; Green font – readings

Date	Topics/Lab Themes*	Prep / Assignment(s) Due
Week 1 **Jan. 29**	PowerPoint slide decks typically available on Canvas, 24-hours before class Intro to Org Behavior & Management	Write & bring Bio Assignment if you've not emailed it to Prof N (on Canvas) Read: Syllabus & article "What Leaders Really Do" (Kotter)
Week 2 **Feb. 5**	Attitudes and Job Satisfaction	Read Chapters 1 & 2 in R&J Bio assignment due (Canvas)
Week 3 **Feb. 12**	Emotions and Moods Personality and Values Team selection (make sure you attend) Org Analysis Project explained	Read Chapters 3 & 4 in R&J
Week 4 **Feb. 19**	Critical thinking (how to read a case study); case analysis paper explained "Pop" quiz on Army Crew Team case Perception and Decision Making	Read Chapter 5 in R&J Read Case Study: Army Crew Team (Canvas Resources folder)
Week 5 **Feb. 26**	Motivation	Read Chapters 6 & 7 in R&J

Week 6 Mar. 4	Group behavior and understanding teams	Read Chapter 8 & 9 in R&J Article: Let's Hear it for the B Players (Canvas Resources folder)
Week 7 Mar. 11	Communication Org Culture Using metaphors to communicate culture	Read Chapters 10 & 15 in R&J Team Org Analysis Proposal Due
Week 8 Mar. 18	Power and Politics Midterm review Midterm (Bring pencil/pen)	Read Chapter 12 in R&J Article: Primal Leadership (Canvas Resources folder) Case Study Report Due Midterm exam
Spring Break (no class)		
Week 9 Apr. 1	Conflict and Negotiation	**Read Chapter 13 in R&J**
Week 10 Apr. 8	Foundations of Org Structure	**Read Chapter 14 in R&J** **Article: Eight Ways to Build Collaborative Teams** (Canvas Resources folder)
Week 11 Apr. 15	Leadership Lab (Note, this date may move up or back a week.)	**Chapters 11 & 16 R&J** **Online video segments. Articles "Leading Change" (Kotter) and "Managers and Leaders" (Zaleznik)** (Canvas Resources folder)

Week 12 Apr. 22	TBD (based on student progress, workload, and schedule)	TBD
Week 13 Apr. 29	Review Leadership Project Content (leadership and org change)	Leadership Project Due
Week 14 May 7	Team Project Presentations	Team Project slide decks emailed to Prof N, 24 hours prior to class (May 6, 6pm)
Week 15 May 13	Course Reflection & Final Exam Review Field Trip	Team Projects Due (Canvas)
Final Exam May 20, 7-9pm	Bring a pen/pencil (closed book)	Final exam

References:
Worthen, Kevin J. 2004. Discipline: An academic dean's perspective on dealing with plagiarism. *Brigham Young University Education & Law Journal, 2004*(2): 441-448.