BSM4034
Management

SYLLABUS

Version: OL v14.4:09/19

University of Northwestern – St. Paul
Office of Adult & Graduate Studies
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BSM4034 Management

University of Northwestern – St. Paul

COURSE DESCRIPTION

Students apply management principles and theory from a Christian worldview. Course content focuses on organizational theory, the shift from hierarchical management structures, quantitative methods for problem-solving, hiring, appraisals, outplacement, and other management concepts. Organizational behavior and international business topics are also explored.

Credits: 3

Prerequisites: None

INSTRUCTOR INFORMATION

Please see "Contacting the Instructor" on the course site.

COURSE OUTCOMES

At the end of this course, a successful student will be able to

CO-1.   Analyze managerial experiences via the POLC framework
CO-2.   Evaluate management objectives and their effectiveness. (Planning)
CO-3.   Analyze cultural norms and organizational change. (Organizing)
CO-4.   Evaluate the impact of trust as a managerial competency. (Leading)
CO-5.   Explain the importance of feedback as a model for managerial control. (Controlling)
CO-6.   Implement effective team-development practices

MATERIALS

Required Textbooks and Materials

Principles of Management. Publisher: Minneapolis, MN: University of Minnesota Libraries Publishing. Year: 2015.

This textbook is an open textbook, which means it is available at no cost to students via links on the course site.

Lynda.com Access Options
Some of the available video series options in Week 3 of the course are only available with a Lynda.com account. Here are some options to access these resources.
1.   Many local public libraries offer free access to Lynda.com accounts with a free library card.
2.   Alternatively, Lynda.com offers a free month trial that you might use since all assigned Lynda.com series fall within the first 3 weeks of the course.
3.   Choose one of the publicly free available series instead.

Required Tools

For this course, students will need access to Microsoft Office (available at no cost to students through the University of Northwestern-St. Paul), a PDF reader, and a standard internet browser. Please refer to the Tech Requirements found in the Technology Help section at the top of the course site for the full requirements.

In addition, students will need a video recording device (no sophisticated equipment is required: a smartphone, mobile device, point-andshoot camera or a basic webcam should suffice).

GRADING POLICIES AND PROCEDURES

Course Grade Explanation

Assignments	Grade Percent
Online Discussions (6 total) (CO-2, 3, 4, 5, 6, & 7)	20
Interview Question Brainstorm (CO-1)	1
Chapter Exercises (8 total) (CO-1 & 2)	20
Proverbs on Management (CO-2)	4
Video Reflection Exercise (CO-1 & 2)	3
Takeaways Reflection Forum (CO-1 & 2)	2
Management Interview Report (CO-1, 2, & 4)	10
Management Interview Presentation (CO-1, 3, 4, 6)	15
Team Case Study Presentation (CO-1, 3, 4, 5, 7)	<u>25</u>
Total	**100**

Grading Scale Percentages

A	≥ 93	B	≥ 83	C	≥ 73	D	≥ 63
A-	≥ 90	B-	≥ 80	C-	≥ 70	D-	≥ 60
B+	≥ 87	C+	≥ 77	D+	≥ 67	F	< 60

Late Work

All assignments are due as described in the course syllabus. Students are responsible for meeting assignment deadlines. Late assignments will be deducted one full letter grade (e.g., A to B) per day; late assignments will not be accepted for a grade beyond 3 calendar days past the original deadline. Forum discussion activities must be completed on time; late forum posts will not receive any credit. Students should contact the instructor via e-mail if an extenuating circumstance exists.

Feedback Expectations

Students should expect feedback for their submitted assignments within 5 days of the assignment due date or the time of their submission, whichever is later.

INSTITUTIONAL POLICIES AND SERVICES

Guidelines and Information

Students are responsible for policies and procedures found in the Office of Adult & Graduate Studies Catalog located on theROCK. These policies include the following:

- Deadlines for dropping or withdrawing
- Attendance
- Class cancellations
- Plagiarism and cheating
- Grading System
- Complaints, exceptions, and appeals

Instructors may have course-related expectations that further detail the policies and procedures outlined in the catalog. Any such expectations must be provided to students in writing (e.g., handout, course site posting) prior to or at the beginning of the class.

Traditional undergraduate students enrolled in A&GS courses are subject to the traditional undergraduate student handbook for all non-course-specific policies and procedures.

Academic Integrity

Members of the Northwestern community mutually commit to personal integrity and honesty. Students submitting work are expected to convey their own thoughts unless the source is cited appropriately. Plagiarism, cheating, and other forms of academic dishonesty violate ethical and intellectual principles.

In every course, students are required to view the Understanding Plagiarism video and complete the Understanding Plagiarism Quiz prior to completing any of the course content. These items are part of the course orientation.

Academic Achievement/Disability Services Statement

UNW students seeking academic accommodations in association with the Americans with Disabilities Act (ADA) are directed to immediately notify Disability Services.

In addition to Disability Services, Academic Achievement houses the following programs for further academic success:
- Writing & Testing Center, N4012 • 651-628-3316
- CLT (cultural, language, or other significant transitions)
- Academic Coaching

Contact Academic Achievement for more information:
- academicachievement@unwsp.edu • 651-631-5292 • N4015
(Revised July 2019)

Support Services

Links to support services are available found in the Student Services section at the top of the course site.

COURSE POLICIES AND INFORMATION

Email and Announcements

Students are responsible to regularly check their Northwestern student email and the announcements in the course site in order to receive updates and information.

Attendance

Due to the accelerated nature of the online curriculum, students are expected to participate in all course activities. Students must contact their instructor in advance or as soon as possible if unable to participate in all or part of the course activities for a given week because of a medical, family, or work-related emergency. Students should refer to their course syllabus and/or instructor for specific requirements. Students who do not participate in course activities and fail to withdraw from the course will receive a failing "F" grade.

Submission Standards

The APA Style Manual is the writing standard to be used for all written assignments (unless otherwise indicated). Use a standard font and 11 to12-point font size. Business documents are not double-spaced. Use Microsoft Word format files unless otherwise specified by the instructor.

Critical Response to Alternate Viewpoints

When students are reading or viewing course materials, they may encounter viewpoints, words, or images that their instructors would not use or endorse. Students should know that materials are chosen for their value in learning to read, write, and view critically, not because the materials are necessarily Christian.

Scholarly Research

Quality participation in this course requires contribution of scholarly research to class interactions. Students an engage in external research via the Berntsen Library website by performing a search of the 60+ databases available to students. Also available on the library site are multiple tutorials to educate learners in effective search techniques. Other credible journals/articles are options as well.

ASSIGNMENTS

See the course site for complete details on the assignments.

Online Discussions

Each week you will work with your classmates to collaborate online on weekly topics during Weeks 1-5. Each week presents one or more topics or activities for reflection and discussion. Use these discussions to support one another with comments, questions, references, or posed solutions or recommendations to the prompts. Your goal is to submit posts that contribute engagement with your group members that might help fully explore the topics. Depending on your instructor's settings for the forums, your group's discussions are likely not visible by any of the other groups in the class.

Discussion Ratings

In order to facilitate collaboration and yet accommodate varying personal schedules, each participant's entries should be distributed throughout the week. There are no particular deadlines within the week when posts must occur, but you will be rewarded for early posting. Instead, the instructor rates each

post on the 4-point scale shown below. You may post as many times as you wish, and each new post potentially adds to a possible 10 points/**week**, depending on its quality and timeliness.

You may earn up to 4 points per post, accruing each week to a maximum of 10 points **each week.** Earn points on a post for the following:

- Evidence of Study (2 pt.)—Shows evidence of understanding of management concepts, assigned readings, and management problems and how to solve them
- Contribution (1 pt.) — Contributes relevant value to the discussion with thoughtful leading questions, evidence, outside research, illustrations, examples, or counterexamples
- Early Posting (1 pt.)—Post is created prior to 11:59 p.m. on Day 4 and earns points for either Evidence of Study or Contribution

Interview Question Brainstorm Forum

The purpose of this forum is develop questions to be used for the Management Interview Report and Presentation. See the syllabus for requirements of these assignments separately. During Weeks 1–4, post questions that you may potentially use for the interview and provide feedback to questions posted by others.

In this forum. You may earn 1 point per question/post, accruing a maximum of 5 points.

Chapter Exercises

The purpose of these assignments are to solidify and affirm your understanding of core management concepts and to provide you practice applying theory to business situations.

From the options of exercises listed for each assigned chapter in the schedule at the end of this document, answer all the questions within *any two* exercises in the listed range with a *minimum* of 1-page for each exercise's questions (equaling two total pages per chapter submission).

See the Completion Rubric on the course site for full grading expectations.

Proverbs on Management

The purpose of this paper is to read though the book of Proverbs with the "eyes of a Manager." Look through Proverbs and find 5 Management principles (Integrity, Listening, etc.) For each principle you select, write out 10 Proverb verses related to that principle. Doing this will give you a total of 50 verses total to have for yourself to look back on and apply to any future management job you may get.

See the Completion Rubric on the course site for full grading expectations

Video Reflection Exercise

By the end of Week 3, choose one of four excellent video series mini-courses available on lynda.com (links on course site). You are encouraged to take notes while watching the videos. After internalizing your selected series, compose a 1- to 2-page reflection on the following ideas:
1. Share at least **three** key takeaways from the videos that highlight potential areas of growth or ambition for you in management-related skills.
2. Identify and explain at least **three** specific connections between ideas in the series and concepts from either course readings and discussions or specific examples from your work experience.

See the Completion Rubric on the course site for full grading expectations

Takeaways Reflection Forum

At the end of the course, you will share a final reflection in the Takeaways Forum. Instead of pertaining to a particular video series or articles, this final reflection and self-assessment asks you to share three key growth-area takeaways and three specific connections from all the course concepts, activities, projects, and experiences taken as a whole.

See the Completion Rubric on the course site for full grading expectations.

Management Interview and Report

Completing the Management Interview and Report helps you gain insights and knowledge of management responsibilities, challenges, trends, and lessons learned through conversation with an experienced manager.

Identify and conduct an interview with a current manager (at his or her office) who has *at least 5 years* of management experience. Conduct the interview in person, utilizing a questionnaire you develop with the help of the class. Your questions should be thoughtful, intelligent, and elicit answers that can benefit your personal growth in management skills.

After conducting the interview, write a 3-page report summarizing your interview.
- The report should be in a question-and-answer format highlighting key conversation points from the interview.
- The answer to each question should be written consistently either in first or third person (either "I find that…" or "Ms. Jones finds that…".
- End the report with a concluding section identifying and reflecting on lessons you learned from preparing for, conducting, and reflecting on the interview.

Include a cover page including normal contents as well as the following details about the interviewee:
1. Interviewee's name
2. Interviewee's title
3. Name of the company for which the interviewee works

See the Completion Rubric on the course site for full grading expectations.

Management Interview Presentation

Prepare a 3- to 5-minute slide-based narrated summary presentation of your management interview. Create a narrated VoiceThread using enhancing visual slides. Focus your presentation on takeaways reflections about management issues and strengths that you derived from the interview. Address enough information to brief the audience on your reflective analysis of one or more key business issues and management strengths. Focus on your analysis and making of connections to course concepts, using only the information significant to that analysis, rather than providing simply a transcript of what happened in the interview. Practice the presentation to most effectively deliver key information with good pacing within the expected time.

Provide the following elements in your presentation:
1. Brief introduction of who your interviewee is (name, title, company, experience and areas of expertise)
2. Reflective analysis of the following
   a. A management-related business issue that you understand and appreciate the nuances

of more deeply due to the interview
     b. Important management strengths that were apparent in the interviewee, as well as strengths discussed as important by the interviewee
3. Submit a public-accessible link to your presentation in the associated Management Interview Presentation Sharing Forum on the course site.

Management Interview Presentation Grading Criteria
1. **20—Organization (Introduction/Conclusion):** Catchy introduction captures audience attention; Conclusion provides summary and highlight of key takeaways
2. **40—Content and Delivery:** Analysis of a key business issue and general management strengths derived from the interview is relevant, creative, and delivered smoothly, evidencing study and preparation
3. **15—Flow:** Smooth, clear coherence and transitions, adherence to expected parameters
4. **25—Enhancing Use of Support Media:** Quality presentation, details, professional appearance of visuals, layout. All visuals, charts, supporting documents, etc. attractively enhance the presentation information without distracting or dominating audience attention. Information is not simply read from the screen.

Team Case Study Presentation

As a team with other students, produce a 15-minute narrated slide presentation addressing and making management recommendations for one of the case studies found at the end of select textbook chapters.

Team Assignment and Case Selection
Your instructor will divide the class into teams of 3–4 students each. As a team, choose from the case studies found at the end of the chapters indicated in the following Team Assignments:
- Team 1: Chapter 1 or 10
- Team 2: Chapter 4 or 7
- Team 3: Chapter 6 or 13
- Team 4: Chapter 11 or 12

Team Collaboration Tools and Tips
Collaborating as a team between class sessions can be challenging, but many tools are available to ease the process of collaborating online. The course site includes both a standard text forum as well as a Team Web Conferencing Tool for live video/audio chat and screen-sharing (called BigBlueButton). Your team may also choose to use Skype, Google Hangouts, or other conferencing options.

As a UNWSP student, you also have access to PowerPoint Online and Word Online through Office 365, which are powerful tools for real-time collaborating to create and edit a single file. You are responsible for coordinating shared duties to fulfill the presentation parameters below. See the Technology Help icon on the top of the course site for downloads and tutorials.

VoiceThread is required as the final format of the presentation since it permits each team member to add and edit both slides and comments in a single presentation. One team member will have to initially create the VoiceThread, then share editing and commenting access to the other team members (See the VoiceThread User Guide links for tutorials and guidance). It is recommended that you save PPT slides as a PDF file which you can then upload to VoiceThread to ensure that all fonts and layout are retained.

Presentation Parameters

After researching your chosen chapter's case study and any external information or research that may be pertinent to the case, provide the following elements in your presentation:

1. Background and context of the case
2. Your team's answers to the case's questions
   a. Description of options/solutions to the case's situation
   b. Recommended course of action for the case
   c. Justification and support for your conclusion

Your final presentation is expected to

1. be a total of **15 minutes** in length
2. feature effective visual slides (i.e., produced in PowerPoint, Google Slides, Keynote, etc.)
3. feature compelling and organized audio narration; **each team member must present a portion of the case.**

When you share your finished VoiceThread, ensure that the settings allow anyone with a link to view it. Submit the public-accessible link to your presentation in the associated Team Case Study Presentation Sharing Forum on the course site.

Team Case Presentation Grading Criteria

1. **5—Introduction:** Catchy, captures audience attention
2. **30—Content and Delivery:** Case analysis is relevant, creative, and delivered smoothly, evidencing study and preparation
3. **30—Answers to Case Questions:** Thorough, makes sense, correct, research
4. **15—Flow/Organization:** Smooth coherence and transition among presenters, logical flow, clarity, and adherence to expected parameters
5. **5—Conclusion:** Summary, recap of key takeaways
6. **15—Enhancing Use of Support Media:** Quality presentation, details, professional appearance of visuals, layout. All visuals, charts, supporting documents, etc. attractively enhance the presentation information without distracting or dominating audience attention. Information is not simply read from the screen.

Group Work Self-Description Forum

Following the completion of this project, complete the Group Work Self-Description Forum to reflect on the strengths and weaknesses of how your team dynamics throughout this assignment. As with the collaboration forum, only your teammates and the instructor should be able to see your posts in this forum. The information provided in from this forum does not directly affect anyone's grade but is used by your instructor to accurately assess your individual contribution to the team's presentation.

There are two steps to completing this forum:

1. First, post a brief description of the tasks you contributed to prepare for the project.
2. Finally, after others have posted their own self-assessment of their contributions, choose an anonymous 0- to 3-point rating from the drop-down under each of your team members' posts (Do not post this as a standard reply; only use the rating system available to you for this forum).

COURSE SCHEDULE

Format

This course is delivered in an online format that provides all learning activities online. The day the course starts is considered Day 1 of Week 1 for the course. For example, if a course begins on a Monday, then Day 1 is Monday, Day 4 is Thursday, and Day 7 is the following Sunday.

This course is an accelerated course. As a rule of thumb, students should expect to spend on average 17.5 hours on course work each week.

Due Dates

Unless otherwise noted, all assignments are to be submitted on the course site by class time or 11:59 p.m. CT on Day 7 of each week. Please see the following schedule for details on when an assignment is due.

For any questions regarding these assignments, contact the instructor.

Note that *Harvard Business Review* does not permit direct linking to its articles, so full citations are provided below. Often the best way to find an article is to search for the title, within quotation marks, via the library's online search (guide.unwsp.edu). e.g. search for "What great managers do". Then select the most recent version from *Harvard Business Review*.

Orientation
Due Day 4

- Read the Getting Started Page
- Participate in the Introductions Forum
- View and Complete Understanding Plagiarism Presentation and Quiz
- Complete Student Responsibilities Exercise
- Familiarize yourself with the course site and assignments. It is critical that you familiarize yourself with the final presentation assignment so that you can make necessary arrangements.

Week 1: What good are managers?
- Read *Principles of Management*
  - Chapter 1: What is Management?
- Read article(s) (HBR does not allow direct linking, but you can find the full-text articles via the library site)
  - HBR: What great managers DO
    - Buckingham, M. (2005). What Great Managers DO. *Harvard Business Review*, *83*(3), 70-79.
  - HBR: The hard work of being a soft manager
    - Peace, W. H. (2001). The Hard Work of Being a Soft Manager. *Harvard Business Review*, *79*(11), 99-105.

Due Day 4
- Last day to earn points for early posting in week's discussion

Due Day 7
- Complete Chapter Exercises (Choose two of the listed exercise options)
  - Chapter 1: Exercise Options 1.3 through 1.8

- Participate in Wk1 Discussion: What good are managers?
- Begin posting in the Interview Questions Brainstorming Forum
- Begin working on Video Reflection Exercise (Due by Week 3, Day 7)

Week 2: What good are goals, mission, and feedback for managers?

- Read *Principles of Management*
  - Chapter 4: Developing Mission, Vision, and Values
  - Chapter 6: Goals and Objectives
- Read article(s)
  - HBR: Can you say what your strategy is?
    - Collis, D. J., & Rukstad, M. G. (2008). Can You Say What Your Strategy Is?. *Harvard Business Review*, *86*(4), 82-90.

Due Day 4
- Last day to earn points for early posting in week's discussions

Due Day 7
- Complete Chapter Exercises (Choose two of the listed exercise options per chapter)
  - Chapter 4: Exercise Options 4.3 through 4.8
  - Chapter 6: Exercise Options 6.3 through 6.8
- Participate in Wk2 Discussion: How does management use mission/vision?
- Participate in Wk2 Discussion: How do I give difficult feedback?
- Continue working on Video Reflection Exercise (Due by Week 3, Day 7)

Week 3: What is the difference between motivating teams and individuals?

- Read *Principles of Management*
  - Chapter 13: Managing Groups/Teams
- Read article(s)
  - HBR: One more time: How do you motivate employees?
    - Herzberg, F. (2003). One More Time: How Do You Motivate Employees?. *Harvard Business Review*, *81*(1), 87-96.
- View at least one of the Lynda.com video series options on the course site to complete Video Reflection Exercise.

Due Day 4
- Last day to earn points for early posting in week's discussion

Due Day 7
- Complete Chapter Exercises (Choose two of the listed exercise options)
  - Chapter 13: Exercise Options 13.3 through 13.7
- Submit Video Reflection Exercise
- Participate in Wk3 Discussion: How do I work in teams?

Week 4: Why is change so hard for managers to implement?

- Read *Principles of Management*
  - Chapter 7: Organization Structure and Change
- Read article(s)

   o Keller and Aiken, "The inconvenient truth about change management"
Due Day 4
- Last day to earn points for early posting in week's discussion

Due Day 7
- Complete Chapter Exercises (Choose two of the listed exercise options)
  - Chapter 7: Exercise Options 7.3 through 7.7
- Participate in Wk4 Discussion: How can I lead through change?
- Submit Final Interview Questions that you will (or have) used for your interview
- Submit Proverbs on Management

Week 5: How can managers make and communicate purposeful decisions?
- Read *Principles of Management*
  - Chapter 11: Decision Making
  - Chapter 12: Communication in Organizations
- Read article(s)
  - The DECIDE Model (for use in Wk5 Discussion: How do I make business decisions?)

Due Day 4
- Last day to earn points for early posting in week's discussion

Due Day 7
- Complete Chapter Exercises (Choose two of the listed exercise options per chapter)
  - Chapter 11: Exercise Options 11.3 through 11.6
  - Chapter 12: Exercise Options 12.3 through 12.7
- Participate in Wk5 Discussion: How do I make business decisions?

Week 6: What is so important about leadership?
- Read *Principles of Management*
  - Chapter 10: Leading People
- Read article(s)
  - Zenger, Sandholtz, and Folkman, "Leadership under the microscope"

Due Day 7
- Complete Chapter Exercises (Choose two of the listed exercise options)
  - Chapter 10: Exercise Options 10.3 through 10.7
- Post in the Takeaways Reflection Forum
- Submit Management Interview Report
- Post accessible presentation link in Management Interview Presentation Sharing Forum
- **Team Case Study Presentation**
  - Post accessible presentation link in Team Case Study Presentation Sharing Forum
  - Post initial Group Work Self-Description Forum
- Provide a rating for each team member's self-description and contribution level (not a reply, but a rating under each post)