Course Syllabus - Fundamentals of Management and Leadership

COURSE INFORMATION
Course #: PRST 201, ID8W1
Semester/Term: Summer 2019, May 13 – July 6, 2019
Day/Time: Asynchronous
Campus Location/Room #: Online

COURSE DESCRIPTION
This course explores the fundamental principles, theory and functions applicable to a variety of organizational settings. Specific techniques related to managerial functions are explored as well as the broad issues and trends influence the practice of contemporary management: globalization, technology, diversity, and competitive advantage. Special emphasis is on the role leadership plays in motivation, performance management, communication, team building, innovation, and change management.
Prerequisite Course: None

INSTRUCTOR & CONTACT INFORMATION
Instructor: Michael Lohle
Office Hours: By Appointment (contact Instructor)
UB eMail: mlohle@bridgeport.edu

REQUIRED TEXTBOOK
NO TEXT REQUIRED

The instructor will announce any projects/assignments which might require special readings and/or research. Therefore, the student might be required to purchase additional materials. Details will be provided one month in advance of the project. UB Bookstore- bridgeport.textbooktech.com

LEARNING OUTCOMES
Upon completion of this course the student should be able to describe/explain:

a) Use leadership and management concepts to understand leadership situations and enhance your effectiveness in the leadership process.
b) Develop knowledge of fundamental management concepts and skills.
c) Identify the internal and external factors and forces confronting management in various organizations.
d) Examine the functions of management: such as planning, organizing, leading, controlling, and decision making.
e) Identify the key competencies needed to be an effective manager.
f) Gain an understanding of the historical development of management theories and the implications for the management of organizations.
g) Demonstrate critical thinking when presented with management problems.
h) Describe the importance of social responsibility and managerial ethics in management operations.
<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Required Readings</th>
<th>Required Assignments</th>
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</table>
| #1     | Welcome to Fundamentals of Management and Leadership | The Pioneers of Scientific Management.  
Scientific Management Frederick Taylor.  
Fayol’s 14 Principles of Management. | Week 1 Discussions: Introduction  
Week 1 Discussion: Readings and Video Insights |
| #2     | Functions of Management Part I            | SWeek 2 Audio: Why Study Management?  
Week 2 Video: SWOT Analysis, SMART Concept, Strategy vs. Plan  
Week 2 Video & Reading: Management by Objectives | Week 2 Discussion: Functions of Management  
Week 2 Assignment: Be the Manager |
| #3     | Functions of Management Part II           | Week 3: Competitive Advantage  
Week 3: Reading and Video: One Minute Manager | Week 3 Discussion: The One Minute Manager  
Week 3 Discussion: Time Management |
| #4     | Introduction to Leadership                | Week 4 Video: Managers & Leaders  
Week 4 Readings and Videos on Leadership | Week 4 Assignment: Observation Exercise  
Week 4 Discussion: Leadership |
| #5     | Motivation                                | Maslow, McGregor Theory X & Theory Y, Herzberg Two Factor Theory | Week 5 Discussion: Motivation  
Week 5: Half-way Check-in  
Week 5: Quiz |
| #6     | Introduction to Organizational Work Cultures | Week 6 Reading: Organizational Behavior  
Week 6 Videos: Learning Organization/Systems Thinking | Week 6 Discussion: Organizational Work Cultures Week 6 Discussion: The Rise of the New Group Think |
| #7     | Ethical and Social Responsibility         | Week 7 Videos and Reading                                                        | Week 7 Discussion: Ethical and Social Responsibility |
| #8     | The Challenge Ahead                       |                                                                                   | Week 8 Discussion: The Challenge Ahead  
Week 8 Discussion: Motivating employees during challenging times  
Week 8: Final Exam |
Note: Due to student interest, class progression and emerging topics the professor reserves the right to modify the course schedule at any time, and will announce any changes to the class appropriately.

WEEKLY DISCUSSION BOARDS – STRATEGIES FOR INTERACTION

A discussion board or threaded conversations (known also as “Discussions” in Canvas) are one of the most commonly used tools in online and hybrid teaching. Discussion forums provide the ability for asynchronous (24/7) discussion to occur over a period of time. Students are able to reflect upon their ideas before sharing them with the class, leading to more reflective responses and in-depth learning. The Discussion Assignment should guide students into greater peer-to-peer learning by allowing students to respond to the work of each other, develop writing and thinking skills, and build a community of learners that will add to the online/classroom experience. Some practical suggestions are listed below to assist you in making the most of this teaching and learning tool.

Questioning Techniques for Stimulating Interaction

Questioning and listening are important tools for eliciting students participation. The following present some examples of questions to prompt and guide student involvement and tips to improve listening skills. [The section on questioning and listening quote from an article by Robert L. Jacobson (25 July 1984) in which David Garvin of the Hartford Business School is interviewed about these instructional tools.]

- Broad diagnostic questions that provide a springboard for opening up a discussion, such as ‘What’s your interpretation [of a given situation]?’ and ‘What the problem?’
- Specific questions of ‘action or decision,’ calling on students to suggest, for example, what someone in a given situation should do.
- Questions of extension and synthesis, such as ‘How does the comment tie in [with another student’s comment]?’ and ‘Can you carry that particular plan a bit further?’... ‘What are the implications [of a student’s observation] for issues we’ve been discussing?’
- Questions of priority or ranking: ‘What’s the most important issue?’
- Questions that challenge and test: ‘Do you really believe that?’ ‘What’s the evidence to support your view?’
- Simple questions of clarification: ‘What do you mean by that?’
- Hypothetical questions: ‘Suppose that, instead of being the smallest company, the firm was the largest—would that change your recommendations in any way?’ or ‘Suppose, instead of being black, the kid had been white—would the issue have come up?’
- Summary questions: ‘What themes or lessons have emerged from this discussion?’

RUBRICS

A rubric defines in writing what is expected of the student to get a particular grade on an assignment. All assignments, projects, discussion boards, etc. will be graded in accordance with appropriate rubric criteria. All rubrics are displayed in the Canvas course shell.

GRADING WEIGHTS

<table>
<thead>
<tr>
<th>Class Participation`</th>
<th>25.00%</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>25.00%</td>
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<td>Quizzes</td>
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<td>Final Exam</td>
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LETTER GRADING SCALE

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<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
<th>% of Points Earned</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>100-94</td>
<td>A</td>
<td>76-74</td>
<td>C</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
<td>73-70</td>
<td>C-</td>
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<tr>
<td>89-87</td>
<td>B+</td>
<td>69-67</td>
<td>D+</td>
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<tr>
<td>86-84</td>
<td>B</td>
<td>66-64</td>
<td>D</td>
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<tr>
<td>83-80</td>
<td>B-</td>
<td>63-60</td>
<td>D-</td>
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<tr>
<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
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LATE WORK
Late work is accepted with a one-letter grade reduction for each overdue day.

CLASS PARTICIPATION ATTENDANCE
Your attendance, active participation in the class discussion and exercises, and submission of assignments constitute
the basic requirements of the course and will be graded as part of your final grade. You will also be expected to actively participate in your team to complete the group project. Occasionally, there may be assignments outside of this syllabus which will also be factored into your participation. Professionalism includes but is not limited to attendance, participation & contributions to classroom discussions, academic research.

Students are expected to attend (on-ground or online) classes regularly. The instructor may specify in his or her class outline at the beginning of the semester to what extent attendance will be taken into account when grades are calculated. Please refer to the University of Bridgeport Catalog under “Academic Regulations and Procedures” for additional information. Any previous automatic failures for two absences will no longer apply.

INSTRUCTIONS FOR ASSIGNMENTS AND PAPERS

Writing: All assignments must be submitted in APA style (6th Ed.), double-spaced with separate cover and reference pages. Remember to cite all sources (ref: APA Style).

Submission procedure: All due dates are listed in the weekly modules in Canvas

STUDY HOURS - ACADEMIC ENGAGEMENT

All three-credit courses require a total of 135-hours of student engagement. This time may be spent on, but not limited to; discussions, readings and lectures, study and research, and assignments. As a UB policy, it is expected that each student will be academically engaged according to the following schedule. Most UB courses are three credit hours.

<table>
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<th>Credits to be earned</th>
<th>Hours per week 8-week course</th>
<th>Hours per week 16-week course</th>
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<tr>
<td>3 credits</td>
<td>17</td>
<td>8.5</td>
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ACADEMIC INTEGRITY POLICY, PRINCIPLES AND PROCEDURES

The University of Bridgeport is committed to fostering an environment of academic integrity, mutual respect and individual responsibility. We are a community that values the voice of students in their pursuit of academic excellence and personal growth. By choosing to be a member of this community, each student demonstrates respect for the core values of trust, honesty and ethical behavior and commits to upholding these standards. These principles guide conduct both in and out of the classroom and on and off campus. This applies to interactions with all members of the community as well as the use of university resources and facilities. A high standard of ethical conduct is expected of students in their academic activities. The University does not tolerate cheating in any form. This term, as defined below, is used to include dishonest use of another individual’s aid in preparation of written, oral, and artistic assignments, as well as during a classroom testing period. All students must be familiar with those regulations. Disciplinary action will be imposed for any form of detected cheating or plagiarism, regardless of the student’s motive or intention.

Definition of Cheating

The term “cheating” includes, but is not limited to: 1) use of any unauthorized assistance in taking quizzes, tests, examinations, assignments, papers, or reports; 2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; 3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff; 4) the acquisition, with or without permission, of tests or other academic material belonging to other student who is taking or has completed the course in question; 5) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion; 6) collaborating with other student(s) when not expressly permitted by a professor (if the professor does not expressly indicate that collaboration is allowed, then none is permitted); 7) copying or transmitting answers, questions, or parts of tests to other students by use of electronic or other means (calculator, mobile phone, tablet, camera, etc.); or 8) engaging in plagiarism, as defined below.
**Definition of Plagiarism**
INTENTIONAL AS WELL AS UNINTENTIONAL FAILURE TO ACKNOWLEDGE SOURCES AS WELL AS THE USE OF COMMERCIALLY AVAILABLE SO-CALLED "RESEARCH PAPERS" WITHOUT FULL RECOGNITION OF THE SOURCE. Students are Key to UB 2017-2018 responsible for distinguishing clearly between their own facts, ideas, and conclusions and those of other sources. To use someone else’s words, opinions, or conclusions without giving them credit is plagiarism. Students must be able to distinguish their own ideas, conclusions, discoveries, etc., from those read or heard. Plagiarism also includes “self-plagiarism” wherein a student submits the same work to multiple classes without instructor approval. Examples include, without limitation: using information or ideas from a source without properly crediting it; copying any portion of another’s work (student, faculty, book, article, journal, internet, etc.) without crediting the author; or submitting an assignment that you wrote during another class, previous or current. Check with your professor(s) for the appropriate guidelines that should be followed.

**DISCIPLINE FOR ACADEMIC DISHONESTY**
Discipline for acts of academic dishonesty (i.e., cheating or plagiarism) will be imposed in accordance with the procedures set forth below. The following sanctions will generally be imposed:
- First Violation: An “F” on examination or assignment on which the student committed the act of dishonesty.
- Second Violation: An “F” in the course in which the student committed the act of dishonesty.
- Third Violation: Dismissal from the University for not less than one year.

**Consent to Plagiarism Screening**
Students are expected to be familiar with and to comply with the University’s policies prohibiting plagiarism as set forth above. Some courses utilize electronic screening to detect plagiarism. These plagiarism screening programs analyze the extent to which students’ submitted assignments constitute original content and compare students’ submissions to an extensive network of web pages, articles, and other student work in their databases. Using these resources, these programs produce originality reports which categorize submission content, determining what percentage of each assignment matches text found in their databases. By enrolling in course(s), students consent to the above-described plagiarism screening programs and may also be required to approve specific terms and conditions of use when submitting an assignment. Students also consent to retention of their submission to plagiarism screening platforms, but retain full copyright of their submission. For more information about the University’s plagiarism screening platforms, please contact your instructor.

**GRADING CRITERIA & POLICIES**
The end of course performance criteria or expectation for each letter grade can be defined as follows:

<table>
<thead>
<tr>
<th>Requirements &amp; Performance Criteria</th>
<th>A</th>
<th>Students achieving this level will have demonstrated the following:</th>
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<tr>
<td></td>
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<td>1. Accurate and sophisticated understanding of readings and issues with ability to do more than repeat what the text says or what was said in class, such as the ability to infer additional important information from sources.</td>
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<td>2. Critical stance toward opinions communicated in class or in the readings and the ability to express their own views articulately and defends them well.</td>
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<td>3. Originality of thought in expressing the critical stance, in drawing out additional implications from the readings and class discussions, and in finding personal meaning in the readings and issues discussed.</td>
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<td>4. Clear expression of ideas, with papers containing very few grammatical or stylistic weaknesses.</td>
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<td>5. All assignments completed and submitted within the time allowed.</td>
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<th>B</th>
<th>Students achieving this level will have demonstrated the following:</th>
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<td>1. All of the “A” work, but with less accomplishment.</td>
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<td>2. Accurate understanding of readings and issues, with the ability to do more than repeat the text.</td>
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<td>3. A critical stance, with some effort, not always successful, to defend that stance.</td>
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</table>
4. Some attempt to find personal meaning, with at least hints of originality and creativity of thought.
5. Very clear expression of thoughts and ideas.

C | Students achieving this level will have demonstrated the following:

1. A generally accurate grasp of the readings and issues, but with some inaccuracy; lack of sophistication understanding, such as the ability to infer from sources.
2. Some attempt to take a critical stance, but with little effort or success in defending that stance.
3. Some attempt to find personal meaning.
4. Sufficient clarity of expression to communicate ideas, but with stylistic or grammatical weaknesses which create difficulties.

D | Students achieving this level will have demonstrated the following:

1. Genuine efforts to understand, with some demonstrated understanding of readings and issues, but with serious deficiencies.
2. Generally lacking in critical stance or in a defense of that stance.
3. Lack of understanding or an attempt to find personal meaning.

STUDENT ACCESSIBILITY SERVICES
The Office of Student Accessibility Services (SAS) offers a private and confidential atmosphere for students to talk about their disabilities and accommodation requests. We are committed to providing services to qualified students with disabilities so that they receive an equal educational opportunity. In compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and Connecticut state laws, we provide reasonable accommodations to reduce the impact of disabilities on academic functioning or upon other life activities in the University setting. The University respects the student’s right to disclose or not to disclose a disability. However, the University is not responsible for providing services or accommodations for students who do not disclose a disability to the (SAS) in a timely fashion. Each student is responsible to voluntarily contact the (SAS) which includes providing appropriate documentation validating the nature of the stated disability. All accommodations are determined on an individual basis.

If a student with a disability would like to register for accommodations, he/she is encouraged to initiate the request upon enrollment and at the beginning of each semester for which they are requesting services. It is strongly recommended that students complete the registration process before the second week of classes to facilitate the timely implementation of reasonable accommodations. Failure to do so may result in a delay or denial in providing the requested accommodation(s). Requests for reasonable accommodations must be supported by appropriate documentation validating the need for these services based on the individual’s current level of functioning in the University setting. Therefore, it is in the student’s best interest to provide recent and appropriate documentation relevant to the student’s needs and programs. Students in need of certain academic accommodations must provide proper documentation of Psychological and/or Educational Testing and Assessment. This testing needs to be up-to-date (within the past 3 years in most cases). Because the University reserves the right to determine the nature and extent of appropriate accommodations after consultation with the student, (SAS) may request additional professional documentation as determined to be necessary or desirable. Accommodations are not available until after documentation of disability is reviewed. A Summary of Performance (SOP), Individualized Education Program (IEP), and/or a 504 Plan alone are not considered adequate documentation.

Documentation of disability should ordinarily include:
1. A clear statement of disability and/or diagnosis by a qualified professional with supportive testing or
qualitative information.
2. Program or activity area(s) of impact and/or limitations.
3. Additional observations or recommendations which may assist in identifying reasonable accommodations.
4. Name, title, address and phone number of certifying professional, as well as the date of diagnosis and/or evaluation.
5. Authorization to certifying professional(s) to discuss and disclose records and opinions to University employees or appropriate agents. The office of (SAS) strives to provide services and support that ensures an equal educational opportunity for all students. Our services aim to include not only the appropriate accommodations, but also the use of assistive technology, auxiliary aides, academic adjustments and supportive outreach that are essential for students’ educational success. After (SAS) and the student have agreed upon reasonable accommodation(s), the student will be given an Accommodation Validation Form to present to his/her instructor(s). In the event of a dispute, the University and student will attempt to engage in a process of discussion and negotiation in an effort to achieve mutual satisfaction with the reasonable accommodations. If a resolution cannot be reached, the student will be referred to the grievance procedures as described in Chapter Six. Students with a disability, with or without mitigating measures or reasonable accommodations, must conform to University behavioral and academic core standards. The existence of a disability will not prevent the University from attempting to protect the health, safety and well-being of the student or of other community members.

For more information about auxiliary aides, services, academic adjustments and registration for disability services please visit the Office of (SAS) online at http://www.bridgeport.edu/life/student-services/disability-services/or contact the Office of Student Accessibility Services at (203) 576-4454, email: disabilityservices@bridgeport.edu. For more information on our Policy on Service and Assistance Animals, please see Chapter 6 of the Key to UB.