MGMT 7014-003 Leadership and Organizations

I. Course Information:

Title: Leadership and Organizations  
Course Number: 22-MGMT 7014  
Credit Hours: 2  
Term: Spring 2018 First 7 weeks (January 9 – February 25)

II. Instructor Information:

Name: Dr. Ralph Katerberg  
Title: Professor of Organizational Behavior  
Office Information: LCB, Room 506  
Office: (513) 556-7011  
Email: Ralph.katerber@uc.edu  
Office Hours: TBA  
Communication Policy: Students are encouraged to contact me anytime via email or phone. A response will be given within 24 hours.

Course Facilitator: Emma Dwenger  
Email: dwengees@mail.uc.edu  
Office hours: TBA
III. Link to Pace:

This course aligns with PACE, the Lindner College of Business platform for developing the total business professional.

P – Professionalism

- Enhance oral & written communication, express ideas clearly, logically and persuasively.
- Develop and practice teamwork skills through group projects and exercises.
- Practice professional habits of punctuality, preparation, respect and participation.

A – Academics

- Develop foundational knowledge of core business functions and their interactions within firms.
- Begin applying functional and cross-functional knowledge to critically analyze business problems; for example applying techniques for business plan development.

C – Character

- Learn and apply leadership techniques for project management (plan, brief, execute, debrief).
- Build an understanding and initial skills of managing diversity, including understanding cultural differences, and challenges and opportunities of global business.
- Understand importance of ethics and social responsibility in business and personal settings.

E – Engagement

- Build understanding of importance and practices of networking through interactions with business professionals and guest speakers.
- Develop awareness and appreciation of involvement in social organizations, community service, and professional group opportunities.

IV. Course Materials

Required:


- Options for Purchasing the Text Include: (UC Bookstore, Dubois Bookstore, Amazon, Etc..)
Other Course Readings:
Applications readings are also required for the course. You can access them through the library website. Here is the process:

2. If you are logging in from an off-campus location, you will have to log in via the proxy server. (See instructions on the library’s homepage Services tab and look for “Off Campus Access.”)
3. Click on the Journal tab in the center of the web page.
4. Search for the specific journal (e.g., Harvard Business Review) under the E–Journals only selection.
5. Select one of the data sources on the list of where that journal can be found. Usually it is best to use Business Source Complete.
6. Search for each article using the year, title or author. Note that complete citations are shown on Blackboard and in the last 2 pages of the syllabus.

V. Course Purpose:
This course focuses on concepts and applications related to organizations and the individuals who create and work in them. My goal is to help you better understand and practice individual and organizational management. We will cover micro-level issues (e.g., individual differences and motivation), mid-level issues (e.g., leadership, groups and teams) and macro-level issues (e.g., organizational culture and structure). It is my hope that focusing on these concepts, applications, and issues will allow you to see and understand some things you might now take for granted. I believe this process will increase your understanding of yourself and others so that you can be more effective in the organizations in which you manage and participate.

VI. Student Learning Outcomes:

- To learn more about yourself and your own assumptions, strengths, and areas for development.
- To understand more about others, including the nature and value of differences in points of view.
- To build a toolkit of concepts so that you can engage in dialogue about leadership and organizations more knowledgeably.
- To refine ability to read critically, think analytically, speak articulately, and write convincingly.
- To enhance diagnostic skills in identifying, analyzing and reflecting on your own and others’ behavior.
- To improve prescription skills and the ability to actively experiment with possible courses of action.
VII. Instructional Methods (Including Description about Bb):

We will use Blackboard throughout the course (http://blackboard.uc.edu). Blackboard will be used as a means for making course materials available to you. I will post all my presentations and other course materials. Blackboard will also be used to make announcements and post any schedule adjustments. It is important to check Blackboard regularly! If you are not familiar with these tools, please visit https://kb.uc.edu/kbarticles/blackboard-landing.aspx.

VIII. Course Communication:

University policy requires that the email set up in Blackboard is the primary means of communication. It is advisable that you use your UC email for this purpose and that you check it often. If you choose to change your email in Blackboard to a non-UC email it is your responsibility to ensure you check it frequently. Please see the attached Student Email Policy for more information: http://www.uc.edu/content/dam/ucinfosec/docs/general/Policy_StudentEmail.pdf.

IX. Course and Grading Policies:

1. **Course Structure:** Changes to the syllabus, due dates, course requirements or grading requirements will be made as far in advance as possible. Due dates will be clearly marked in Blackboard. All assignments will be submitted via Blackboard using a Word document, PDF document or an Excel document. When completing discussion board assignments please make sure to abide by the rules of netiquette which are posted under course documents.

2. **Academic Integrity:** As with all Lindner College of Business efforts, in this course you will be held to the highest ethical standards, critical to building character. Ensuring your integrity is vital and ultimately is your responsibility. To help ensure the alignments of incentives, the Lindner College of Business has implemented a “**Two Strikes Policy**” regarding Academic Integrity that supplements the UC Student Code of Conduct (see: http://www.uc.edu/conduct/Code_of_Conduct.html)

   - All academic programs at the Lindner College of Business use this “Two Strikes Policy”; Any student who has been found responsible for two cases of academic misconduct may be dismissed from the College.
   - All cases of academic misconduct (e.g., copying other students assignments, failure to adequately cite or reference, cheating, plagiarism, falsification, etc.) will be formally reported by faculty; and
   - Students will be afforded due process for allegations as outlined in the policy.
3. **Disability:** Students with disabilities who need academic accommodations or other specialized services while attending the University of Cincinnati will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. Students requiring special accommodation must register with the Disability Services Office. [http://www.uc.edu/aess/disability.html](http://www.uc.edu/aess/disability.html)

4. **Counseling Services, Clifton Campus:** Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, Counseling and Psychological Services (CAPS) can provide professional counseling upon request; students may receive five free counseling sessions through CAPS without insurance. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.

5. **Title IX:** Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to me, I am required forward that information to the Title IX Office. They will follow up with you about how the University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful here. You are not required to talk with the Title IX Office. If you would like to make a report of sex or gender-based discrimination, harassment or violence, or if you would like to know more about your rights and resources on campus, you can consult the website www.uc.edu/titleix or contact the office at 556-3349.

6. **Missed and/or late examinations, quizzes, and graded exercises:**
   - **Incomplete.** Incompletes will be given only in rare cases where arrangements have been made with me in advance. Otherwise, if you do not complete all course requirements, you will be assigned the letter grade corresponding to the number of points you have received.
   - **Late assignments.** Any work that is turned in late will automatically lose 10% per day, starting at the time at which it was due.
   - **No extra credit assignments or projects will be given under any circumstances in this course.**
   - **Grade appeals.** If you have a concern about a grade that you receive in this class, you are invited to submit to me a written appeal within one week of receiving the grade in question. The appeal should outline your specific concerns with the grade and provide evidence supporting why the grade should be changed. I will then review your appeal and respond as quickly as possible.
7. **LCB Weather Related Protocol:**
   When inclement weather threatens the safety of the University of Cincinnati community, the Senior Vice President for Administration and Finance may invoke University Rule 3361: 10-55-01 and declare an emergency closing.

   The Lindner College of Business will observe the university emergency closing protocol for all on-campus classes. During a university emergency closing, all college offices will be closed.

   Students should clarify with their course instructors how the closure will affect assignments and deadlines, and whether class information from the missed session(s) will be posted on Blackboard, and/or if the class will meet virtually during the closure.

   *In the event of inclement weather and the university is closed, the closure will not affect online courses. All course assignments and activities will remain as scheduled in the course syllabus.*

8. **Criteria for letter grades:**
   Your course grades will be based on your performance on the following:

   **Individual Components**
   - 100 pts. Concept quizzes (2 @ 50 pts./each)
   - 20 pts. Leadership Self-Analysis
   - 60 pts. Reading Takeaways
   - 20 pts. Individual HBR Case Analysis
   - 40 pts. Final case Analysis (final exam)

   **Group Component**
   - 60 pts. Group HBR Case Study Overview & Briefing (3 case discussions, each 20 points)

   **Typical Grading Levels**
   
   - 94% - 100%  A
   - 90% - 93%  A-
   - 86% - 89%  B+
   - 82% - 85%  B
   - 78% - 81%  B-
   - 74% - 77%  C+
   - 70% - 73%  C
   - 69% and below F
Description of Major Assignments

Concept Tests (100 pts. 2 @ 50 pts. each)

Two concept tests will be given as an opportunity for you to demonstrate understanding of concepts, theories and terms in the course and as an incentive to keep on top of all assigned readings. These concepts are largely drawn from the textbook, lectures and readings. The on-line tests will be posted at the beginning of the module on which they are scheduled, and will include a due date. These tests are to be your independent work, but are open book, open note assessments.

Leadership Self-Analysis (20 pts.)

As we’ll discuss in the first week of class, self-knowledge is an important component of leadership. In the first few weeks of the course, you will begin to document a process of knowing yourself and your potential as a leader. You will create a Leadership Self Analysis, the first individual paper for this course.

Individual Case Analysis (20 pts.)

In Module 5, you will be assigned a short case that will require that you apply concepts and information from the course to a very realistic, real-world situation. A case is a scenario or a description of a business situation in which a company or manager typically is faced with a decision. Like real-life situations, cases include information that is not necessarily orderly. You must provide some order by selecting which pieces of information to attend to and which to ignore. Preparing a case analysis requires one to analyze an array of information, diagnose a situation, and suggest a course of action. You are expected to apply appropriately ideas and concepts from the course, textbook and readings, citing all items.

Group Case Discussion (60 pts. 3 @ 20 pts.)

In three modules, you will find short cases drawn from the Harvard Business Review assigned for group discussion. These short, focused cases will always have a relationship to the topics covered in the module. You and each member of your 4-6 person group will read these cases and independently post your thoughts about the case on the group discussion board. Once all are posted, each member should review all the posts and add comments on what others have offered. Your thoughts should define the problem or challenge in the case and what you think should be the next steps to address what you understand to be the key issues applying concepts from the course and readings. In short, this should look like a small group discussion about the case where each member has something to offer to both understanding the problem(s) and offering solution(s). Assessment of your responses to these cases will focus on:
1. Clarity of description of the problem(s) or challenge(s) found in the case.
2. Evidence of application of content from the module in the diagnosis of the case.
3. Generation of realistic and practical action steps to address the problem(s) or challenge(s) in the case.
Takeaways from readings  (60 pts.)

Within each module, you will find application readings drawn from the Harvard Business Review and other business outlets. These short articles will always have connections with the content of the module. These readings will offer something to apply to real world management challenges. For each module, you will write a paragraph or two with your “takeaways” from the readings. These should describe a “Takeaway” or two from the reading(s) that struck you as something that you could apply to your current or future managerial tasks. You need not write something on each article, but I am confident that there will be at least one or two ideas in each module that will catch your interest and attention. Your diary will grow from module to module as you add your takeaway entries.

Assessment of your responses to these cases will focus on:

1. Clarity of describing the idea from the reading.
2. Attempt to relate the ideas form the reading to your experience.
3. Evaluative reactions to the ideas in the article (Positive and/or negative).

Final Case Analyses Report  (40 pts.)

This case analysis will be an opportunity to demonstrate your ability to integrate information from multiple sources and perspectives into an analysis of a complex case. The case for this analysis is Ganging up on Cancer: “Integrative Research Center at Dana-Farber Cancer Institute (A)”, Case number 9-412-029. It can be purchased from the Harvard Business Publishing. This case will require some “digesting” before you begin to write your analysis so you should secure it well in advance of the due date. This final case analysis must be submitted to me via safe assign as a Word document by the deadline included in the module. Your individually developed case analysis is limited to five (5) double-spaced pages of text, with 12-point font and 1” margins. Please include your name and page numbers in your document. This analysis must be your own, individual work, and not a product of collective effort!
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text Chapters</th>
<th>Applications Readings for Your Takeaways</th>
<th>Group Discussions of HBR Cases</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
</table>
| Module 1 | Intro to Leadership & Organizations      | 1             | Drucker, *HBR*, Jan. 2005  
Walker, *HBR*, April, 2002, pgs. 97-102 |                                | Takeaway 1                   |
Ibarra, Ely, & Kolb, *HBR*, Sept. 2013 |                                | Takeaway 2                  |
Beshers, J. & Gino, F. *HBR*, May 2015 |                                | Takeaway 3                  |
|          | Perception and decision making           | 6             |                                                            | Leadership Self Analysis Paper due |                         |

| Takeaway 4 |
| --- | --- | --- | --- | --- | --- |
| Motivation Theories and applications Performance Management | 8 | Grenny, J. *Leader to Leader*, Winter 2012 
Amabile, & Kramer, *HBR*, May, 2011 | Test 1 |
| Module 5 | Basics of behavior of groups | 9 | Coutu, *HBR*, May, 2009, 
Lencioni, P. The Five Dysfunctions of a Team. – Streaming video link will be posted on Blackboard | Takeaway 6 |
Cross & Thomas, *HBR*, July/Aug. 2011 | Group Case Discussion: Big Shoes to Fill | Takeaway 8 |
| Recent Developments in Leadership | | | Lafley, HBR, May, 2009 
Ancona, Malone, Orlikowski, & Senge 
HBR, Feb. 2007 
Buckingham, HBR, Mar. 2005 | Takeaway 9 |
Sebenius, *HBR*, April, 2001  
| --- | --- | --- | --- | --- |
|  | Organizational Culture | 17 | Kotter, *HBR*, Mar/Apr. 1995  
| Date | Final case Analysis | | | Submit using Safeassign link |
| Feb. 25, 11:59pm | | | | |
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Application Readings: Full Citations

Module 1  Your Managerial Career


People Really Matter


Module 2  Individual Differences and Diversity


Moods, Attitudes and Emotions in the Workplace


Module 3  Personality and Value


Perception and Decision Making


Module 4  Basic Concepts of Motivation


Motivation Theories and Applications


Module 5  Basics of Behavior in Groups


The Five Dysfunctions of a Team, Lencioni, P. – Streaming video link is posted on Blackboard

Teams at Work/Communications


Module 6  Power and Politics/ Past Perspectives on Leadership


Recent Developments in Leadership


Module 7  Conflict and Negotiation / Organizational Culture


Organizational Change

