Instructor: Scott Burgins  
Location: GA 1128  
Office Hours: By appointment  
Phone: 812-272-3620
Email: rburgins@indiana.edu

Teaching Assistant: Cassie Allen: calyalle@iu.edu

Course Description
This course examines core functions of management and the political socio-economic context within which organizations operate in different sectors of employment. In other words, managing people at work. One focus of this course is how management occurs in public organizations. However, the management concepts, applications, and theory are useful and applicable in other sectors as well.

Learning Outcomes
Upon successful completion of this course, students can expect to be able to:

- Identify fundamental management skills of planning, organizing, leading & controlling.
- Identify their own approaches to managing people, dealing with stress, fostering creativity.
- Discuss approaches to decision-making and how that relates to managing.
- Identify what motivates employees and the levers managers and organizations can use to enhance employee motivation.
- Discuss what leaders do and similarities/differences between leading and managing.
- Identify sources of power and how they affect the practice of management.
- Develop knowledge and skills at communicating within and outside an organization.
- Describe how to manage groups/teams and interpersonal and organizational conflict.
- Identify dimensions of organizational culture and its constraints and uses as a tool to enhance organizational performance.
- Identify elements of organizational structure and how those elements respond to characteristics of the organization’s external environment.
- Develop the ability to manage and lead change efforts within the organization.

Course Text & Readings
Young Scholar, The plan to use an e-textbook this semester did not work out, so you will be provided with a free textbook via a PDF: Management Fundamentals 8e: Concepts, Applications, Skill Development, by Robert N. Lussier.
Assignments & Points

<table>
<thead>
<tr>
<th>Item</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Critical Incident Memo #1</td>
<td>10%</td>
</tr>
<tr>
<td>Critical Incident Memo #2</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>15%</td>
</tr>
<tr>
<td>Team Case Study Report</td>
<td>10%</td>
</tr>
<tr>
<td>Team Case Study Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Critical Incident Analysis Memos
You will be select two Critical Incident from the group that is offered to which you must respond with a well-constructed (and brief) case memo. “Well-constructed” means that your memo is firmly based in the management theory and practical applications of management that we have studied during the semester to that point. The memo must also offer coherent management solutions or recommendations for the problem presented in the case.

Memos will be no more than two single-spaced pages and use a typical memo format (formatting instructions will be provided). A comprehensive rubric for the first memo is will be provided. The second memo’s rubric will be the same. Use the questions for discussion to guide you in your responses.

**Full disclosure:** All memo assignments and team projects, which you will submit via Canvas, will be automatically run through IU’s Turnitin system to check for plagiarism.

**Pro Tip:** Write the memos from the perspective that YOU are the manager (or an individual participating in the decision-making process) who must deal with, solve, or assess the situation, issue, or problem for your organization. Make recommendations for addressing the current context, but also outline future ramifications and policy changes that might help to prevent uncertainty in the future. Finally, be sure to consider possible unintended consequences of implementing your recommendations. Above all, follow the instructions and rubric.

Exams
There will be three 100-point exams. They will be multiple choice, true-false and short answer. More details about exams will be covered in review sessions, which are scheduled one class prior to each exam. Exams cannot be made up, unless schedule with the instructor PRIOR to the scheduled exam. The exams are not cumulative and there is no “final” exam.

**Note:** Material for exams will come from readings and lecture. Understand some material you will be required to read but we may not get to in lecture and some items we will talk about in class lecture that may not be in your readings.
Pro Tip: If you show up and participate consistently in class and diligently do the readings on time, these exams should not cause you too much anxiety.

There are no make-up examinations or assignments unless there are dire circumstances. If such dire circumstances arise, the instructor must be notified through e-mail prior to the exam or assignment due date and the student must document the reason for the absence. I will decide whether the reason warrants missing an exam or assignment and will award a grade of zero if it does not. I reserve the right to ask different questions on make-up exams. If you require additional time or accommodations, I will schedule time for you to take a proctored exam with me or one of our UTA’s.

Team Project: Case Study
In teams of 3-4 students, you will produce a written report analyzing an organization problem form a HR context, and give a presentation on your findings. Teams will be formed randomly via Canvas.

The general structure has two deliverables:
1) a thorough written report analyzing a specific organization or management context,
2) a 5-minute professional presentation of your group via Zoom at the end of the semester.

Note: You are encouraged to begin work on this project early in the semester. In the past, students who diligently began work early and stayed on track typically did vastly better on the project. It is strongly recommended not to procrastinate. As the project is largely self-managed, it is possible to do incredibly well or very poorly. The instructor is happy to meet with teams at any time to advise you on how to proceed. Get started!

Class Structure & COVID-19
In keeping with university policy, the course will be offered live in the classroom with no on-line version available to students. For class, we will practice all the university prescribed safety procedures. Keep up with the latest university policies at COVID-19: Indiana University (iu.edu).

COURSE POLICIES

O’Neill School expectations of civility and professional conduct
The O’Neill School takes matters of honesty and integrity seriously because O’Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O’Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O’Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or
distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

Academic Integrity
Academic integrity is extremely important and as such academic dishonesty will not be tolerated. Students, who commit such acts, expose themselves to punishments as severe as dishonorable dismissal from the institution. Academic dishonesty can take different forms, and includes, but is not limited to: cheating, plagiarism and computer abuse. The academic policy can be located at: http://www.iu.edu/~code/code/responsibilities/academic/

Academic Dishonesty
SPEA faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the IUB Code of Student Rights, Responsibilities, and Conduct, which can be accessed http://www.iu.edu/~code/code/index.shtml, so you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript). Significant violations of the Code can result in expulsion from the University.

Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the Code of Student Rights, Responsibilities, and Conduct, a student must give credit to the work of another person when s/he does any of the following:

a. Quotes another person's actual words, either oral or written;
b. Paraphrases another person's words, either oral or written;
c. Uses another person's idea, opinion, or theory; or
d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

All work must be entirely your own. When you quote from others’ work, you must give full credit by footnote or endnote. Failure to use quotation marks when quoting, failure to give full credit when paraphrasing, use of others’ ideas or work products, submission of work
prepared through impermissible collaboration, and also submission of work prepared by you for another class are all examples of violations of the Code and will result in sanctions.

Assignments will be submitted through Turnitin on Canvas

All examinations, tests, written memos, and other assignments are required to be completed according to the standards set forth in this code. By registering in this class, you have acknowledged your awareness of the Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Code will not be treated lightly, and disciplinary action will be taken should such violations occur. Please see the instructor if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course. Failure to comply with the requirements of the Code can result in failure in the course, as well as more serious academic sanctions.

Honors Students
Any student who is taking this class as a Hutton Honors or a SPEA Honors student should meet with the instructor during the first week of class. There will be one extra assignment to be completed for the semester. Instructions for the assignment will be distributed later in the semester.

*SPEA Honor Code.* Instructors may wish to link to or include the language of the SPEA Honor Code: https://spea.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf.

Course Withdrawal
Students who stop attending class without properly withdrawing from the class (by the Auto W date mandated by the registrar will receive a grade of F. It is important to withdraw from a course within specified timeframes (refer to the Office of the Registrar website at http://registrar.indiana.edu/policies/index.shtml).

Classroom Courtesy & Civility
Each student will act in a courteous manner to other students in the class. Unethical or immoral behavior will not be tolerated.

Civility is important in an academic community to ensure that all parties—students, staff, and faculty—are working in an environment that fosters achievement of the individual's and community's goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy, and tolerance to others. Examples of discourteous behaviors during class include reading the newspaper, listening to headphones, talking or laughing with others, or chronically arriving late. Maintaining and fostering civility inside and outside the classroom is especially important to SPEA, which is a professional school. Therefore, all students are expected to conduct themselves with professional courtesy, which includes (but is not limited to), the following:

- **Respect for fellow students, the profession, and the instructor.** Please treat other students respectfully. When the instructor is in front of the class lecturing or addressing
a question from a student, your full attention is expected. This means no talking with
other students or in any way distracting the class or the instructor during the lecture.

- **Politics** is often just below the surface of many discussions and topics we cover in class,
as well as in other professional contexts. Politics as an underlying theme is inevitable
when we are discussing management topics such as government organizations,
representatives, laws, regulations, policies, and real-life examples or news stories.
Students should keep in mind that sharing of diverse political views are *encouraged and
welcomed*, and may be discussed in class when relevant topics arise. The instructor will
often show videos in class (e.g., TED talks) that provide different points of view. This
should not be taken as the instructor’s endorsement or rejection of any particular
political view, but as a starting point for discussion. Disagreement on issues among the
many people in the classroom is guaranteed. However, students should feel safe in the
learning environment to question the viewpoints of others (including the instructor), as
long as it is done in a way that is respectful to everyone and is relatively supported in
either the literature or citation of other informational sources. The same is true for
assignments. No one loses points or gets graded more harshly for having any specific
political viewpoint. In assignments, all arguments and recommendations—regardless of
where on the political spectrum they may fall—should be made with support from
sources like the textbook, outside theoretical literature, or other informational sources.

- **Promptness.** Please do not be late to class. I expect all students in their seats and ready
to begin. Your participation scores account for being on-time. Please plan ahead for the
abundance of construction in and around SPEA.

- **Do not leave the classroom during the class session except for health reasons or if you
have notified the instructor in advance for that day.** You are responsible for finding
adequate parking for the entire class session so that you are not late, not leaving and
returning during class, and not leaving early.

- **Quiet, non-distracting food and covered drinks only.** If you have “begun your weekend”
earlier in the day and show up on-line exhibiting signs of being under the influence, you
will be asked to leave the class immediately and may be subject to further disciplinary
action according to university policy. Please see the instructor with any questions. More
information on university policy in this area can be found here:

- **No other class work.** Do not waste your time, the instructor’s time, or your classmates’
time by doing class work for other courses. You may be asked to leave the class and lose
your attendance/participation points for that day.

- **Silence/turn off your wireless phones and mute your computers.** Do not answer or use
your phones in the classroom, and please make sure that your computer’s volume is
muted. The noise and activity is distracting to your fellow classmates and the instructor.

- **No laptop usage during class lectures.** Electronic devices may be used for research
when we break into groups.
Late Submission of Assignments
Due dates for all assignments are listed in the syllabus below. Failure to submit an assignment by the due date/time will result in the loss of 10% of the assignment’s point value for assignments received immediately after class begins that day. After a 24-hour period a grade of “0” will be assigned.

Please make sure you are aware that the “due” date is different from the “available until” date in Canvas. Assignments are often available for several days after the due date to allow for late submissions. Do not confuse the two; assignments should be submitted by the “due date” and time.

Course Grades
The syllabus lists the minimum number of points needed over the course of the semester to earn a specific letter grade. This minimum number of points is an absolute threshold: a student either crosses the threshold into the next highest grade or stays at the lower grade (regardless of how close he or she is to that next higher grade).

The instructor will respond with a somewhat courteous “no,” to any requests to move someone to a higher grade at the end of the semester because you are “really, really close” to that higher grade. Changes like these compromise the integrity of everyone’s grade, and force the instructor to draw inconsistent, unfair, and sometimes arbitrary lines about what is “good enough.” The requirements for each grade are spelled out clearly for you below. Expect that they will be followed strictly.

Disclaimer: The instructor is limited in how grades can be discussed over email. This is to protect your privacy and online security. Any feedback you receive on assignments will arrive through scores on Canvas and/or a paper hard copy handed back to you (e.g., a paper rubric). If you would like to discuss grades or specific outcomes personal to you, please schedule an appointment with the TA or the instructor to speak in person. Please be advised that we cannot disclose/discuss scores or grades via email (nor Canvas messages as they are often forwarded to IU email accounts) because this is not a secure enough form of communication to ensure privacy.

Your TA and I are always willing to meet with a student who is concerned about a score on any assignment, reading check, or exam throughout the course. I rarely change scores but am happy to explain what the student needs to do to improve on work in the future. Students who wish to address concerns on a specific assignment, reading check, or exam must do so within one week of their work/score being returned/posted (Note: the timeline for the final exam is more compressed due to university requirements about submitting final grades no more than 3 days after the exam). I will gladly meet with any student who wants general advice about how to improve their scores on assignments, reading checks, or exams.

Note Selling: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor’s notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing
grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member’s notes/study guides individually or on behalf of others using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

**Online Course Materials:** The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

**Attendance & Participation**

**Attendance**

Woody Allen says 80% of life is just showing up. In this class, it is around 20% of your grade. Because our time is limited, you need to be in class. Missing class only a few days may put you behind in terms of learning course material. However, life happens.

*There are no “excused” or “unexcused” absences in this class, and you are not required to submit doctor’s notes for absences that fall within this attendance policy.* You have **three free** absences, no questions asked. Use them wisely. After that, each absence will cost you 10 points in Participation, which will be subtracted from your participation/attendance score. You are responsible for the content of any class missed, so partner with a classmate for what you might need to know for future exams and assignments. You are also responsible for submitting assignments to Canvas on time, regardless of whether or not you are in class.

**If you cannot attend, you must notify me before class** via email or your Participation grade will be **deducted**. After 2 missed classes you will receive a make-up assignment.

Think of your three absences as “Paid Time Off” (PTO) that you might have in a job, which may be used at your discretion and does not count against your “pay” (here, points). Should any student have an extenuating life circumstance (e.g., a prolonged illness), please communicate with the instructor. Note: Your grade will be deducted for this class if you:

- arrive late on-line and/or leave early your attendance/participation grade will be deducted for that day.
- on your phone or computer,
- completing work not associated with this class,
- sleeping
- leaving during class and returning before class ends except to go to the restroom

You are all intelligent enough to be sitting in a college classroom in a course offered by a prestigious school at a well-regarded public university. In short: you are smart and have a lot to offer to the exchange of ideas and discussion that serves as an important part of learning in any
college course. You are expected to contribute your intelligence through active participation in classroom discussions and activities.

**Participation**

*It is essential that students perform the assigned readings prior to attending the relevant class.* Class participation grades will be assigned based on measurement of students’ effective preparation for participation. Much of this will be in the form of “Daily Check-Ins”: answering around 4 multiple choice, true/false, or short-answer questions about the readings at the beginning of each class. These questions will then be used as a basis for lecture, discussion, and activities. Responses to questions about readings will be collected and assigned points for participation.

The reading checks serve two purposes: 1) they keep you on track with the reading and hold you accountable for being prepared to participate in a fairly large class, and 2) they prepare you for the kinds of questions you will encounter on the midterm and final exams. Answers to reading checks will be given immediately after they are handed in.

*Note:* Reading checks fall under the same academic honesty and integrity policy as other assignments and exams. Keep your eyes off of your neighbor’s paper and do not discuss the answers with classmates until all answer sheets are handed in. It may seem like “no big deal,” but cheating will be dealt with under university policy the same way for a reading check as with other exams.

Participation and attendance are related. The points per class break down as follows:

- Turning in Daily Check-In before class.
- Taking part in class discussion in a meaningful way, as decided by the instructor.
- Turning in on-line **before class on Thursday** handwritten notes from current chapter.

**What is In-Class Participation?**

In-class participation is:

- Raising and answering questions.
- Sharing ideas, observations, and personal experiences.
- Pointing out relevant data.
- Generating potential solutions.
- Relating and synthesizing the ideas of others.
- Pointing out relationships to earlier discussions.
- Helping others develop their views and ideas.

In-class participation is **NOT**:

- An opportunity for the instructor to appear more knowledgeable than you.
- An opportunity for the most extroverted or vocal students to continually offer their ideas while everyone sits there quietly.
- Asking about course administration topics.

In-class participation is an opportunity to:

- Make class interesting.
• Explore ideas both closely to and sometimes tangentially related to the topic for the day.
• Substantively engage course material that is complex.
• Examine issues from multiple perspectives.
• Practice speaking in front of a large group conveying complex thoughts/ideas.
• Discuss topics about which you are uncertain in a safe environment. No one should be “afraid to be wrong” in this course. Also, if you are confused or have questions, it is likely others do too. Speak up.

It is essential that students perform the assigned readings prior to attending the relevant class. Class participation grades will be assigned based on measurement of students’ effective preparation for participation.

Syllabus Disclaimer
The instructor reserves the right to change the syllabus as needed throughout the course of the semester. Whenever a change is made, students will be notified as early as possible during class and/or via Canvas announcement about the change. Note: If changes to assignment due dates are made, they will never be moved earlier than the date stated on this syllabus.

ADA & Accommodations

Disability Services for Students. Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: [http://studentaffairs.iub.edu/dss/](http://studentaffairs.iub.edu/dss/).

The Americans with Disabilities Act (ADA), the Indiana Civil Rights Act, and Indiana University policy prohibit discrimination in educational programs against students with disabilities. Disabilities may include medical, auditory, visual, learning, psychological, mobility, or neurological problems. It is the policy of Indiana University to provide reasonable accommodations in a timely manner and on an individualized basis while maintaining institutional standards of performance. These accommodations are designed to counter the effects of disabilities where they may pose a barrier to the education process; they will not give the student an easy grade or an advantage over other students. Additional information can be found here: [http://citl.indiana.edu/resources_files/teaching-resources1/teaching-handbook-items/assisting-students-disabilities.php](http://citl.indiana.edu/resources_files/teaching-resources1/teaching-handbook-items/assisting-students-disabilities.php)

If any student will require assistance or appropriate academic accommodations for a disability, you may contact the instructor after class or by individual appointment. You must have established your eligibility for disability support services through the Office of Disability Services (DSS) for Students:

Herman B Wells Library W302, 1320 E. Tenth Street
Bloomington, IN 47405

Telephone (812) 855-7578
http://disabilityservices.indiana.edu

If you have a disability and might require accommodations in this course, please notify the instructor via DSS early in the semester so that arrangements can be made to address your needs. Please understand that this process must be executed each semester for which you may need accommodation documentation.
Other Services
Some of you, for whatever reasons, may find yourselves facing more than you can easily handle during the semester. It may be something wonderful, or it may be something terrible, but it will make it difficult or impossible for you to focus, work, think, or otherwise deal normally with the semester. The pandemic has made it a tough time for everybody, and IU is still offering student services.

Counseling and Psychological Services
For information about services offered to students by CAPS: http://healthcenter.indiana.edu/counseling/index.shtml.

Religious Observation
In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student.
Information about the policy on religious observation can be found at the following website: http://vpfaa.indiana.edu/policies/bloomington/instructional-responsibilities/religious-observances.shtml.

Disability Services for Students
Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: Get Help: Student Support: Division of Student Affairs: Indiana University Bloomington.

Sexual Harassment
As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:
  i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
  ii. Counseling and Psychological Services (CAPS) at 812-855-5711
  iii. Confidential Victim Advocates (CVA) at 812-856-2469
  iv. IU Health Center at 812-855-4011

For more information about available resources:
http://stopsexualviolence.iu.edu/help/index.html. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus’ Deputy Title IX Coordinator or IU’s Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student.
who may have been harmed. Protecting a student’s privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit http://stopsexualviolence.iu.edu/help/index.html to learn more.

Commitment to Diversity: Find your home and community at IU
Asian Culture Center
Address: 807 East Tenth Street, Bloomington, IN 47408
Phone: 812-856-5361
Email: acc@indiana.edu
Website: https://asianresource.indiana.edu/index.html

First Nations Educational & Cultural Center
Address: 712 E 8th St., Bloomington, IN 47408
Phone: 812-855-4814
Email: fnecc@indiana.edu
Website: https://firstnations.indiana.edu/contact/index.html

LGBTQ+ Culture Center
Address: 705 E 7th St., Bloomington, Indiana 47408
Phone: 812-855-4252
Email: glbtserv@indiana.edu
Website: https://lgbtq.indiana.edu/contact/index.html

La Casa Latino Culture Center
Address: 715 E 7th St., Bloomington IN, 47408
Phone: 812-855-0174
Email: lacasa@indiana.edu
Website: https://lacasa.indiana.edu/

Neal Marshall Black Culture Center
Address: 275 N Jordan Ave Bloomington, Indiana 47405
Phone: 812-855-9271
Email: nmgrad@indiana.edu
Website: https://blackculture.indiana.edu/index.html

Fire and tornado procedures
In case of fire, unless otherwise directed, exit A221 towards 10th Street using the front entrance of the graduate wing. In case of tornado, the inside corridors on the second floor are safe places.
# Schedule of Assignments

The schedule is **subject to change** in the event of extenuating circumstances. **Note 0 Warning 0 Caution:** I do not teach the textbook in chronological order. Pay attention to what’s indicated for the week.

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**Course Schedule**

<table>
<thead>
<tr>
<th>Class</th>
<th>Readings &amp; Deliverables</th>
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<tbody>
<tr>
<td><strong>Week 1: Jan. 10 &amp; 12</strong></td>
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| C1 | Chapter 1: Management and Its History  
- Post professional photo to Canvas profile  
⚠️ Day 2 Check-In: BioSheet |
| C2 | 📝 Handwritten Notes for Chap. 1 |
| **Week 2: Jan. 17 & 19** |
| C3 | MLK Day |
| C4 | Chapter 2: The Environment  
⚠️ Day 4 Check-In  
📝 Handwritten Notes for Chap. 2 |
| **Week 3: Jan. 24 & 26** |
| C5 | Chapter 10: Organizational Behavior  
⚠️ Day 5 Check-In |
| C6 | 📝 Handwritten Notes for Chap. 10 |
| **Week 4: Jan. 31 & Feb. 2** |
| C7 | Chapter 11: Motivating for High Performance  
⚠️ Day 7 Check-In |
| C8 | 📝 Handwritten Notes for Chap. 11 |
| **Week 5: Feb. 7 & 9** |
| C9 | Chapter 12: Leading with Influence  
⚠️ Day 9 Check-In |
| C10 | 📝 Handwritten Notes for Chap. 12 |
| **Week 6: Feb. 14 & 16** |
| C11 | EXAM 1: Chapters 1, 2, 10, 11, 12 |
| C12 | Chapter 3: Managing Diversity  
📝 Handwritten Notes for Chap. 3 |
| **Week 7: Feb. 21 & 22** |
| C13 | Chapter 5: Strategic and Operational Planning  
⚠️ Day 13 Check-In |
| C14 | 📝 Handwritten Notes for Chap. 5 |
| **Week 8: Feb. 28 & March 2** |
| C15 | Chapter 9: Human Resource Management |
| C16 | 📝 Handwritten Notes for Chap. 9  
**CRITICAL INCIDENT MEMO #1** |
| **Week 9: March 7 & 9** |
| C17 | Chapter 13: Communication  
⚠️ Day 17 Check-In |
| C18 | 📝 Handwritten Notes for Chap. 13 |
| **Week 10: March 14 & 16** |
| C19 | Spring Break: Send a post card |
| C20 | Spring Break: Get back in one piece. |
| **Week 11: March 21 & 23** |
| C21 | Chapter 7: Organizing and Delegating Work  
📝 Handwritten Notes for Chap. 7 |
| C22 | EXAM 2: Chapters 3, 5, 9, 13, 7 |
| **Week 12: March 28 & 30** |
| C23 | Chapter 8: Managing Teamwork  
📝 Handwritten Notes for Chap. 8 |
<p>| C24 | <strong>Week 13: April 4 &amp; 6</strong> |
| C25 | Chapter 4: Creative Problem Solving and Decision Making |</p>
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