I. COURSE DESCRIPTION

Course introduces domestic and global challenges of management in the public, nonprofit, and private sectors. Examines a range of management concepts and how they can be applied in a contemporary setting. Topics include the organizational environment as well as employee attitudes, cognition, behavior, and performance.

Introduction

This course focuses on skills, knowledge, and abilities of the manager or leader in private, nonprofit, and public organizations. It examines leadership and management within organizations from both a theoretical and practical perspective. The student will be exposed to basic leadership theory and research while also being given real-world examples. The students will also apply these theories through assignments. The course provides an understanding of leadership theory and develops leadership skills in decision-making, communicating, conflict management, motivation, and leading teams.

The global environment is continuously changing, downsizing, and demanding speed. Concern for people and relationships serve effective human talent development and transitioning to change. According to research on performance and derailment, effective managers are skilled at understanding, managing, and leveraging relationships with others. Today individuals’ commitment and identification with the organization is not a given. Management concern for people and relationships in organizations develops commitment and cooperation.
Different views of what makes a good leader are critically examined, including a historical review of how beliefs and the work context has changed. Problem-solving ability, self-confidence, concern for people/relationships, use of authority, supportive and participative, transactional or transformational, visionary and coaching have all been used to described and explain effective leadership. In addition, the framework of Planning, Organizing, Directing, Staffing, and Controlling (for public and nonprofits: drop controlling and insert Coordinating, Budgeting, and Reporting) will be used to examine management and its distinctiveness from leadership.

**Student Learning Outcomes**

Through various learning activities, you will learn:

- Describe classic and contemporary management theories, tools, and strategies for managers and volunteers
- Demonstrate how to manage, motivate, and develop paid staff and volunteers to build effective, sustainable organizations and meet organizational objectives
- Demonstrate how to foster diversity, equity, and inclusion among staff, volunteers, clients, participants, constituencies, and communities
- Present and write clear, informative, professional prose that presents logically-ordered, verifiable evidence in organizational-relevant document formats (e.g. memos, reports, etc.)

**II. REQUIRED READING**

A text is not required to be purchased for this course. Required readings will be available:

- in Canvas,
- distributed or assigned in class, and/or
- available as an eBook/article via the library (IUCAT).

The main readings include:


**III. COURSE ACTIVITIES/LEARNING METHODS AND REQUIREMENTS**

**Attendance & Time Commitment**

To learn the material in this course, students should plan to **devote 6 to 8 hours EACH week** to the course outside of class sessions. Please be sure you reserve time needed for preparation and study. You are expected to attend class and attendance will be taken. Students who attend class
and engage with activities tend to perform better and enjoy the course more. A level of professional dress and conduct consistent with a pre-professional degree program is expected.

**Instructional Methods**

<table>
<thead>
<tr>
<th>Outputs/Outcomes</th>
<th>Evaluation %</th>
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<tbody>
<tr>
<td>Weekly Quizzes</td>
<td>10</td>
</tr>
<tr>
<td>Question Set: Class Discussion &amp; Analysis Paper</td>
<td>20</td>
</tr>
<tr>
<td>Two Exams</td>
<td>40</td>
</tr>
<tr>
<td>Exercises/mini-cases</td>
<td>10</td>
</tr>
<tr>
<td>Policy Problem and Analysis Paper</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Learning Methods**

These are activities that lead, encourage, and increase student performance levels of course outcomes. These include, but are not limited to, the following methods and tools:

- **Weekly Quizzes**--focus on the key points learned and the key questions that surfaced in your study of the assigned reading/material. There will be approximately 10 questions each (one will be 15 questions) and it will be timed. The questions will be fill-in-the-blank and True/False. It will be open book and administered via Canvas (one will be online, not Canvas). Video cameras may be used to monitor the room during student assessment activities, including but not limited to quizzes. Video recordings may be used to investigate or support disciplinary action. Student Rights: All instructor use of recordings will recognize students’ rights, following applicable IU policies, including [https://policies.iu.edu/policies/ps-02-video-electronic-surveillance/guidelines-video-proctoring-quizzes-exams.html](https://policies.iu.edu/policies/ps-02-video-electronic-surveillance/guidelines-video-proctoring-quizzes-exams.html). **No quiz make-ups will be permitted, unless** there are extenuating circumstances. If extenuating circumstances arise, students must bring this to the instructor’s attention immediately, before exam date or within 7 calendar days of the due date (e.g. due Saturday at 11 pm, notification of extraordinary circumstance provided by the following Saturday at 11 pm), unless it is impossible to do.

- **Exercises/mini-cases**--for student edification and demonstrate learning. They are designed to inform learning through practicing/applying the concepts, theories, and tools of the course, as well as through the social interaction and exchange. For exercises a form representing the work product shall be completed and submitted. There will be 4-5 exercises for the semester. When the exercise is a group activity each participant will be responsible for submitting an assignment. To obtain credit the exercise must demonstrate a reasonable grasp of the
material and be deposited in Canvas by the specified time. Revisions will be allowed for Exercises scoring 50/100 or less. If exercise revisions are not made or not done so satisfactorily the assignment grade will remain unchanged.

- **Question Set: Class Discussion & Analysis Paper**—a device to demonstrate learning that involves expressing a basic understanding of the issue and different views on the key questions (e.g., opposing views, different approaches/response, etc.). This includes demonstrating presentation and writing abilities. There will be 8-10 discussions for the semester. Each group will be assigned one class discussion session. It involves the group standing in front of the room and leading the class through a 15-20 discussion of the issue and the key questions, including use of a PowerPoint type of presentation tool. Groups will be required to select one set of questions from those provided. There will be limit to the number of groups that are allowed to answer each set. Groups will be provided an opportunity provide their preferred sets (in order of preference). Each member will be required to participate in the class discussion session. All groups will be required to provide a brief (300-500 word) analysis paper of all question sets. Work is to demonstrate the requisite knowledge, skill, and/or ability as presented in course materials and activities (see Learning Outcomes). The assignment will be weighted as follows: **50%** of the total assignment weight for class discussion session; **20%** for peer self-assessment; **20%** for analysis paper.

- **Exams.** This course will have two exams that will be composed of multiple choice questions (approximately 30 questions). Exams will cover materials presented in lecture and readings. Each exam is worth 20% of the final grade. **No examination make-ups will be permitted, unless** there are extenuating circumstances. If extenuating circumstances arise, students must bring this to the instructor’s attention immediately, before exam date or within 7 calendar days of the due date (unless impossible). Information brought after exam date will not be considered, except in extraordinary circumstances.

- **Problem Selection and Analysis Paper** (800-1,500 words)—involves proposing a response to a problem or opportunity. It requires selecting one of the several Harvard Business Review (HBR) topic papers and applying the topic to one of the cases contained in *Reframing Organizations* (Bolman and Deal 2017). For example, Walmart, “9/11,” Nordstrom, BMW, Data General’s Eagle Group and other cases used in Bolman and Deal are to be considered in selecting one to examine a topic discussed in one of the provided HBR topic papers. In other words, a topic defined and explained in a HBR topic paper will be examined as found in one of the Bolman and Deal cases. It shall:
  - Demonstrate perceptive awareness;
  - Employ extensive explanations and illustrations;
  - Demonstrate a sophisticated ability to analyze and weigh different facts and ideas;
  - Use quality, credible, relevant sources;
  - Exhibit quality organization, presentation, and formatting with proper writing mechanics (spelling, use of language and vocabulary, clarity, and fluency);
  - Details of the assignments will be provided no later than two weeks prior to the due date.
• **Grading scale.** The following grading scale will be used for assignments and final grades:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Above 93%</td>
<td>A</td>
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<tr>
<td>90 - 92%</td>
<td>A-</td>
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<tr>
<td>87 - 89%</td>
<td>B+</td>
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<tr>
<td>83 - 86%</td>
<td>B</td>
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<tr>
<td>80 - 82%</td>
<td>B-</td>
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<tr>
<td>77 - 79%</td>
<td>C+</td>
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<tr>
<td>73 - 76%</td>
<td>C</td>
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<tr>
<td>70 - 72%</td>
<td>C-</td>
</tr>
<tr>
<td>67 - 69%</td>
<td>D+</td>
</tr>
<tr>
<td>63 - 66%</td>
<td>D</td>
</tr>
<tr>
<td>60 - 62%</td>
<td>D-</td>
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<tr>
<td>Below 60%</td>
<td>Failing</td>
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**Requirements**

• **Academic Integrity.** Academic integrity is extremely important and as such academic dishonesty will not be tolerated. Students, who commit such acts, may experience an academic sanction for the course and be reported to the Dean of Students. 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/] O’Neill faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the O’Neill Honor Code: [https://spea.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf](https://spea.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf)

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. **Students have the option of submitting their papers without a reference to their name on the paper or file name for the purpose of anonymity of your paper** in the Turnitin.com reference data base file. Your instructor can identify your paper through the Canvas submission. Submitted papers will be in APA style with Times Roman Font 12 typing format.

• **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 one of these services using IU email, or via Canvas may
also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

- **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.

- **Dropping the Course:** Students who stop attending class without properly withdrawing from the class by the 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). Withdrawal after the automatic withdrawal period requires approval by the instructor and relevant Program Director and must be based on dire circumstances relating to extended illness or equivalent distress (IU Enrollment and Student Academic Information Bulletin). Requests to drop due to a failing grade shall not be approved. You must be passing the course at the time of withdrawal. Contact your advisor or the appropriate Program Director if you want to petition for late withdrawal.

- **NOTE:** Modifications are likely to be made to this syllabus throughout the semester. The modifications shall be provided in class and/or Canvas. Other readings, such as those needed for Exercise assignments, shall be provided in Canvas.

<table>
<thead>
<tr>
<th>Schedule of Assignments:</th>
<th>See table below. Also, see Canvas for assignments to be submitted and due dates.</th>
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<tbody>
<tr>
<td>Students MUST view Canvas to identify all assignments and due dates (e.g., homepage, calendar)</td>
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<table>
<thead>
<tr>
<th>Week</th>
<th>Introduction to Course</th>
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<tbody>
<tr>
<td>1 (8/22-28)</td>
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<tr>
<td>Week 2</td>
<td>Management: History, Functions, Responsibilities, Effectiveness</td>
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<td>(8/29-9/4)</td>
<td>- Mahmood 2012</td>
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<td></td>
<td>- Pryor and Taneja 2010</td>
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<td></td>
<td>- FIRST WEEKLY QUIZ</td>
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<td>3</td>
<td><strong>Labor Day no Monday Class</strong></td>
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<td></td>
<td>Environment: Internal, External, Ethics, and Social Responsibility</td>
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<td></td>
<td>- Trevino et al 2006</td>
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<td>4</td>
<td>Management and Leadership: Diversity and Globalization</td>
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<td></td>
<td>- Zanoni et al 2010</td>
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<td></td>
<td><strong>First Group Class Discussion</strong></td>
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<tr>
<td>5</td>
<td>Problem Solving and Decision Making</td>
</tr>
<tr>
<td></td>
<td>- Bolman and Deal Ch. 2</td>
</tr>
<tr>
<td>Date</td>
<td>Discussion</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
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</tbody>
</table>
| 6    | Second Group Class Discussion | • Strategic and Operational Planning  
  o Bolman and Deal Ch. 3  
  • Third Group Class Discussion |
| 7    | Third Group Class Discussion | • Change, Creativity, Entrepreneurship  
  o Fang et al 2010  
  o Saetre and Brun 2010  
  • Fourth Group Class Discussion |
| 8    | Fourth Group Class Discussion | • Review for Exam 1  
  • Exam 1 |
| 9    | Fourth Group Class Discussion | • Types of Organizing  
  o Bolman and Deal Ch. 4  
  o Ahmady et al 2016 |
| 10   | Fourth Group Class Discussion | • Managing Teamwork and Delegating  
  o Zoltan and Vancea 2015  
  • Fifth Group Class Discussion |
| 11   | Fifth Group Class Discussion | • Human Resources Management  
  o Bolman and Deal Ch. 7  
  • Sixth Group Class Discussion |
| 12   | Sixth Group Class Discussion | • Power, Politics, Conflict, & Stress  
  o Bolman and Deal Ch. 8 (pages 169-177) and Ch. 9  
  • Seventh Group Class Discussion |
| 13   | Seventh Group Class Discussion | • Motivation and Performance  
  o 5 sets of videos (total time about 30 minutes)  
  o Ball (2012)  
  • Eighth Group Class Discussion |
| 14   | Eighth Group Class Discussion | • Leadership  
  o Turner and Muller 2005 & Ghoshal 2005  
  o Review for Exam 2  
  o Exam 2 |
| 15   | Eighth Group Class Discussion | • Thanksgiving Break |
| 16   | Thanksgiving Break | • Reflective Discussions and Class Activities |

### IV. OTHER IMPORTANT MATTERS FOR COURSE SUCCESS

**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.

**Technology Resources.** Get no-cost access to hundreds of software programs and applications through IUware and IUanyWare. All you need is your IU email address.

Use IUware to install software directly onto your hard drive. Use IUanyWare to stream 400+ apps on your desktop or through the mobile app with your IU login.

Visit iuware.iu.edu and iuanyware.iu.edu, or contact the UITS Support Center to learn more.

**Technology needs for this class:** A student will need the following to take an online proctored test/quiz from a remote location:

1) A suitable device (Desktop PC/Laptop/Table)
2) An Internet connection with at least 25 Mbps download speed (contact vpsa@indiana.edu with questions or issues).
3) A functional webcam, microphone, and headphones/earbuds (a headset that combines headphones and microphone is recommended)
4) In PC/Laptop, a modern browser (Safari and Internet Explorer are not recommended)

**Note: for Respondus Monitor the tech needs are:** Windows: 10, 8, 7 or Mac: OS X 10.12 or higher; iOS: 10.0+ (iPad only). Must have a compatible LMS integration. Web camera (internal or external) & microphone A broadband internet connection

There may be industry production backlogs. Students should anticipate delays when ordering both hardware and WiFi subscriptions and should plan ahead.

**Internet Connectivity Resources:** Students with internet connectivity issues should contact vpsa@indiana.edu, and they will help triage that best option to help them get online. UITS has made it possible for students to access Windows computers in the STCs remotely during campus closures using IUanyWare. However, STC Mac labs are not available via IUanyWare. Further information can be found at: https://kb.iu.edu/d/bfer.
**Writing Tutorial Services.** Writing Tutorial Services helps students at any stage of the writing process, from brainstorming to outlining to revising. Graduate and undergraduate peer tutors work one-on-one with students on writing assignments from all types of classes, with an emphasis on introductory-level courses. [https://wts.indiana.edu/](https://wts.indiana.edu/)

**Counseling and Psychological Services**

For information about services offered to students by CAPS: [http://healthcenter.indiana.edu/counseling/index.shtml](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. Students missing class for a religious observance can find the officially approved accommodation form by going to the Vice Provost for Faculty and Academic Affairs webpage for religious accommodations. The form must be submitted at least 2 weeks prior to the anticipated absence.

**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: [https://studentaffairs.indiana.edu/student-support/disability-services/index.html](https://studentaffairs.indiana.edu/student-support/disability-services/index.html).

**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](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](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