



ENMG 652/BETC 665: Management, Leadership, and Communication Course Syllabus

Instructor:

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Office hours: Online or phone, by appointment.

Course Description:

This course will teach you the fundamentals of management, managerial leadership, and communication. Managers juggle operations, finance, information technology, strategy, and projects, yet much of their success depends less on their direct input than on their ability to enlist the active involvement of others: direct reports, other managers, other team members, and those above them on the organizational chart.

It is imperative, therefore, that managers be adept at influencing those over whom they have no formal authority as well as guiding and directing those who report to them.

Learning Outcomes:

During the semester, you will learn to

- Analyze work-related problems to devise and choose solutions, with plans of action, and articulate these solutions to persuade senior management (as well as colleagues, direct reports, and those over whom they have no direct authority) to commit resources.
- Create professional relationships with team members to establish the trust, influence, confidence, and clarity that facilitate meeting a team's goals.
- Demonstrate supervisory/managerial skills to correct performance shortfalls, assign/delegate work, utilize coaching skills and processes, resolve team conflicts, and provide constructive criticism.
- Using knowledge of general managerial principles and practices apply a decision-making framework that accounts for the needs of disparate stakeholders, business objectives, and ethical principles.

Combined with industrial experience, this course can be a stepping-stone to a career as a Manager or Leader in a STEM environment.

Course Materials:

The course uses one text, a variety of case studies and articles from the Harvard Business Press, and numerous online video segments. The books and HBP course pack are available from online retailers.

Required Texts:

Ritti, Levy: *The Ropes to Skip and the Ropes to Know: Studies in Organizational Theory and Behavior*, 10th Edition • ISBN-13 : 978-1948426213 June 2020. Please purchase from your favorite online bookstore.

Harvard Business School Press Course Pack

Order this course pack at: <https://hbsp.harvard.edu/import/906259>

Instructional Methods:

The course will be a combination of synchronous/asynchronous with several live meetings and online asynchronous modules plus a final exam week and builds upon a mix of Harvard Business School case studies, organizational behavior vignettes, and student experiences. The agenda for a typical topic is an individual evaluation of a business case, followed by several small group presentations of topic-specific stories from the textbook *The Ropes to Skip, and the Ropes to Know* using the Socratic method, and short individual online video-based activities requiring you to link the learning to your work experiences. There are some recorded lectures to cover the foundational management theories behind the other class activities, complemented by team problem solving and an occasional supplementary video.

Homework is an essential part of the learning process; case studies and analyses reinforce the learning of concepts. Throughout the semester you will work to complete five team presentation projects, requiring you to define an achievable goal and develop and present a summary of lessons learned from reading a vignette from the “Ropes to Skip and the Ropes to Know”. The class is designed to mimic the workplace, where participants work both individually and in teams and must refute ideas respectfully, develop new ways of thinking, and promote their ideas.

Assignment Delivery:

All assignments are to be submitted via Blackboard. Students must submit written assignments using MS Word documents, not PDFs, to allow faculty to provide constructive in-text feedback.

Course Grades:

Your grade for the course will be comprised of an evaluation of your work on case study evaluations, participation in online discussions, successful completion of online assignment activities, results of your group’s presentations, and your performance on a final exam. Minor assignments will be graded within 48 hours. Case study/group presentation grading with feedback may take up to 7 days to return to you. Each

discussion board topic will require you to create/submit 1 initial original posting and 2 follow-on postings to fellow students' original postings. You must complete your initial original post by Thursday (midnight) and your 2 follow-on postings by Sunday (midnight). Discussion board postings will be graded as a whole at the end of the semester rather than grading each week's post. Weighting to determine the final course grade is as follows:

	Number	Points Each	Points	% of Total
Case Studies	3	100	300	30%
Online Discussions	10	12	120	12%
Online Assignments	13	10	130	13%
Group Presentations	5	50	250	25%
Final Exam	1	200	200	20%
Total			1000	100%

Incomplete Grades:

Incomplete grades will be given only in serious and exceptional circumstances and based on a written application supported by the necessary documents and approved by the instructor.

Policy on Privacy and Release of Education Records:

To protect your privacy and the confidentiality of grades on your assignments, I will not communicate with you via email regarding your grades. You will need to set up an appointment for a phone call or web conference if you need me to disclose grading information to you outside of the Blackboard grade book. For further information on UMBC's privacy policy, you can read the information at this URL:

<https://registrar.umbc.edu/services/records/privacy-and-the-release-of-education-records/>

Policy on Late Written Assignments:

It is not acceptable to turn in an assignment late – they are due by the start of class and should be sent via Bb. Papers will be downgraded as follows:

- Turned in a day after due date: grade reduced by 10%
- Two days after: grade reduced by 20%
- Three days after: grade reduced by 30%
- More days after: grade reduced by 50%

Accommodations for late assignments may be made for extenuating circumstances. These accommodations are most flexible when the student notifies faculty well in advance of the circumstance.

Course Communications:

As an online course, most communications will take place via discussion boards or a group collaborative workspace inside of the Blackboard classroom. I am also available via email and phone. You can call or write if need be, to schedule a virtual face-to-face

ENMG 652/BETC 665: Management, Leadership and Communication
appointment via a web conferencing tool should the need arise.

Help with technical and/or Blackboard issues:

You are free to reach out to me for assistance in navigating through Blackboard and other technical concerns, but I am not an expert in these areas. (One secret of being a good manager is knowing your limitations and asking for help!) So you will likely be better served by looking for technical help through this link:

<https://rt.umbc.edu/SelfService/RequestHelp.html>

You can also seek assistance on many eLearning resources here:

<https://umbc.coursearch.com/umbc/elearning-resources/start-here/introduction/>

Technical Requirements:

To be successful in this class you will need an up-to-date computer and some moderate level of competency with Microsoft Office products (Word, PowerPoint, Excel) access to a good web browser, and a high-quality internet connection. If you pass all checks listed in [this browser check](#), you should be able to use the main features of Blackboard.

Internet connection:

- A broadband connection, such as Comcast, Verizon FiOS, or DSL, is preferred. Hi-speed Internet connections are recommended for viewing multimedia, working with virtual labs or exercises, and taking tests/quizzes since dial-up connections may not be as reliable.
- Campus lab computers are equipped with very fast connections so you may prefer to do some tasks there if your home connection is not fast enough.
- Wi-fi is generally okay for most Blackboard activities, but a wired connection is strongly recommended for taking tests.
- Check your internet speed settings using the [speed test on this website](#).

Accessibility, Accommodation, and Student Success support:

For information and assistance on UMBC's policies on accessibility and accommodations please visit this URL: <https://accessibility.umbc.edu/>. I and UMBC are committed to your success in your studies. There are a wide variety of services from writing assistance, and tutoring to academic success meetings, if you are struggling with your studies you can see assistance through: <https://lrc.umbc.edu/>. For assistance with non-academic issues, you can visit the off-campus student services center: <https://ocss.umbc.edu/>.

Academic Integrity:

By enrolling in this course, you assume the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include but is not limited to, suspension or dismissal. (Besides all this, you won't learn anything!)

"Plagiarism means submitting work as your own that is someone else's. If you use someone else's ideas, **even if you paraphrase the wording**, appropriate credit should be given."
--UMBC's integrity policy

Class session Topics:

The following is a summary of the highlights of each session.

Module	Start Date	Module Themes and Objectives	Activities/Assessments
1	31Jan22	<p>Themes: Class Organization/ Expectations, Communications Theory, & How to write a case study</p> <p>Objectives: You will be able to define the key terms used in communications theory. You will be able to describe the elements of a successful case study analysis.</p>	<p>Live Online Class 02Feb22, 8-10 PM EST</p> <p>Activities:</p> <ul style="list-style-type: none"> • In Class: <ul style="list-style-type: none"> ○ Instructor / course introduction ○ Students will each introduce yourselves ○ Opportunity to ask questions • Review syllabus and assignment due dates • Review all case write up advice material • Read: “Writing an Executive Summary that Means Business” (HBP) • Watch the lecture on communications theory • Watch You are Contagious video <p>Due This Week:</p> <ul style="list-style-type: none"> • Communication Worksheet <p>Discussion Posts:</p> <ul style="list-style-type: none"> • Why is it important to use the SMART approach when creating a plan of action? What are the dangers of not using the SMART method?
2	07Feb22	<p>Theme: Common Managerial Challenges and Solutions</p> <p>Objective: You will be able to identify many managerial challenges and associated solutions</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Read “Becoming the Boss” (HBP) • Watch the lecture on managerial challenges • Read “Taylor’s View in Action...” in “The Ropes” • Read Pak Sweets case (HBP) and complete your analysis

			<p>Due This Week:</p> <ul style="list-style-type: none"> • “Your First Management Assignment” Worksheet • Case Study Elements Quiz <p>Discussion Posts:</p> <ul style="list-style-type: none"> • Read the story starting at the bottom of page 58 in The Ropes, “Taylor’s View in Action...” and post your response to the following discussion question: Will Price’s philosophy continue to motivate employees for years to come? Why or why not?
3	14Feb22	<p>Theme: Performance Feedback Theory and Technique</p> <p>Objective: You will be able to develop appropriate performance feedback for employees</p>	<p>Live Online Class 16Feb22, 8-10 PM EST</p> <p>Activities:</p> <ul style="list-style-type: none"> • In Class: <ul style="list-style-type: none"> ○ Present Pak Sweets case analysis and discuss • Watch “The Secret of Giving Great Feedback” • Read “Overemphasis on Reward and Punishment” • Read “Leadership Effectiveness at Google” on page 120 in “The Ropes” • Work in groups on assigned Chapters 15-23 of “The Ropes” <p>Due This Week:</p> <ul style="list-style-type: none"> • Performance Feedback Worksheet (part of Overemphasis on Reward and Punishment document) • The Secret to Giving Great Feedback Worksheet • Pak Sweets case study analysis <p>Discussion Posts:</p> <ul style="list-style-type: none"> • Regarding Leadership Effectiveness at Google, which of the 8 Project Oxygen behaviors do you think is most important and why?

4	21Feb22	<p>Theme: Motivation and Reinforcement Theory</p> <p>Objective: You will be able to compare and contrast various motivational theories</p>	<p>Live Online Class 23Feb22, 8-10 PM EST</p> <p>Activities:</p> <ul style="list-style-type: none"> • In Class: <ul style="list-style-type: none"> ○ Present Group presentation of “The Ropes” chapter on motivation and reinforcement theory and discuss • Watch the lecture on motivation theories • Read Virgin Media case study • Read the Saudi Telecom case (HBP) and start your analysis <p>Due This Week:</p> <ul style="list-style-type: none"> • Motivation theory worksheet • Group presentation of “The Ropes” chapter on motivation and reinforcement theory <p>Discussion Posts:</p> <ul style="list-style-type: none"> • Identify the best and worst performance appraisals you have received and described what you did and did not like or respect about them.
5	28Feb22	<p>Theme: Organizational Culture and Values</p> <p>Objective: You will be able to show how personal values contribute to the building of an organizational culture</p>	<p>Live Online Class 02Mar22, 8-10 PM EST</p> <p>Activities:</p> <ul style="list-style-type: none"> • In Class: <ul style="list-style-type: none"> ○ Present Saudi Telecom case study analysis and discuss • Read Part 1 in “The Ropes” • Watch organizational culture video • Read “Personal Values and Professional Responsibilities” (HBP) • Work in groups on assigned Chapters 1-7 of “The Ropes” <p>Due This Week:</p> <ul style="list-style-type: none"> • Personal values worksheet • Saudi Telecom case study analysis <p>Discussion Posts:</p>

			<ul style="list-style-type: none"> Regarding Part 1 in “The Ropes” which plays a more important role in your organization’s culture: the technical/rational view, or the cultural/interpretive view?
6	07Mar22	<p>Theme: Organizational Culture and Social Perception Theory</p> <p>Objective: You will be able to describe the role social perception plays in organizational learning</p>	<p>Live Online Class 09Mar22, 8-10 PM EST</p> <p>Activities:</p> <ul style="list-style-type: none"> In Class: <ul style="list-style-type: none"> Group presentation of “The Ropes” chapter on socialization and perception and discuss Watch the lecture on social learning theory Read chapter 9 in “The Ropes” <p>Due This Week:</p> <ul style="list-style-type: none"> Group presentation of “The Ropes” chapter on socialization and perception <p>Discussion Posts:</p> <ul style="list-style-type: none"> Regarding chapter 9 in “The Ropes”: What do the two stories have in common? How do they differ? Especially in terms of perception, attribution, and impression management? What is meant by “the pre-ordained failure of success”?
7	14Mar22	<p>Theme: Coaching Theory and Techniques</p> <p>Objective: You will be able to outline the use of various coaching techniques to improve performance</p>	<p>Activities:</p> <ul style="list-style-type: none"> Watch the lecture on coaching skills Read coaching competency checklist Read chapters 52-59 in “The Ropes”. Work on group presentation of “The Ropes” chapter on the power of lower organizational participants <p>Due This Week:</p> <ul style="list-style-type: none"> Coaching worksheet <p>Discussion Posts:</p> <ul style="list-style-type: none"> Select from Chapters 52-59 in “The Ropes” and respond to the discussion questions at the end of a chapter of your choosing. No more than two

			students can respond to a given chapter...first come, first serve.
Break	21Mar22	Relax	Catch your breath and catch up!
8	28Mar22	<p>Theme: Managing Teams for High Performance</p> <p>Objective: After identifying the stage of team development, you will be able to recommend steps to improve performance</p>	<p>Live Online Class 30Mar22, 8-10 PM EST</p> <p>Activities:</p> <ul style="list-style-type: none"> • In Class: <ul style="list-style-type: none"> ◦ Group presentation of “The Ropes” chapter on the power of lower organizational participants and discuss • Watch Teambuilding lecture • Read the article “Creating and Sustaining Trust in Virtual Teams” (HBP) <p>Due This Week:</p> <ul style="list-style-type: none"> • Trust in virtual teams worksheet • Group presentation of “The Ropes” chapter on the power of lower organizational participants <p>Discussion Posts:</p> <ul style="list-style-type: none"> • List and describe any variations or history you can find on Tuckman’s forming, norming, storming, and performing steps.
9	04Apr22	<p>Theme: New Business Paradigms</p> <p>Objective: You will be able to describe how to take advantage of changing paradigms in the workplace</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Watch new business paradigms video and read Overcoming Resistance to Innovation article • Read UBiome case (HBP) and start your analysis <p>Due This Week:</p> <ul style="list-style-type: none"> • New business paradigms worksheet <p>Discussion Posts:</p> <ul style="list-style-type: none"> • No discussions

10	11Apr22	<p>Theme: Leading with Integrity</p> <p>Objective: You will be able to explain the various lenses used to guide appropriate behavior in organizations</p>	<p>Live Online Class 13Apr22, 8-10 PM EST</p> <p>Activities:</p> <ul style="list-style-type: none"> • In Class: <ul style="list-style-type: none"> ○ Present UBiome case study analysis and discuss • Watch Ethics, Morals, Policy, Law lecture & Corporate Ethical Issues lecture • Work in groups on assigned Chapters 33-42 of “The Ropes” <p>Due This Week:</p> <ul style="list-style-type: none"> • UBiome case study analysis <p>Discussion Posts:</p> <ul style="list-style-type: none"> • Comment on the following quote by John Emerich Edward Dalberg Acton: "Power tends to corrupt, and absolute power corrupts absolutely. Great men are almost always bad men."
11	18Apr22	<p>Theme: Understanding and Resolving Conflict</p> <p>Objective: You will be able to identify the effectiveness of personal conflict resolution style</p>	<p>Live Online Class 20Apr22, 8-10 PM EST</p> <p>Activities:</p> <ul style="list-style-type: none"> • In Class: <ul style="list-style-type: none"> ○ Group presentation of “The Ropes” chapter on leadership, perception, and attribution and discuss • Watch Conflict Handling Modes video • Watch the How miscommunication happens (and how to avoid it) video • Work in groups on assigned Chapters 24-32 of “The Ropes” <p>Due This Week:</p> <ul style="list-style-type: none"> • Conflict styles worksheet • Group presentation of “The Ropes” chapter on leadership, perception, and attribution <p>Discussion Posts:</p> <ul style="list-style-type: none"> • No discussions

12	25Apr22	<p>Theme: Managerial Decision Making</p> <p>Objective: You will be able to demonstrate how to use AHP for decision making</p>	<p>Live Online Class 27Apr22, 8-10 PM EST</p> <p>Activities:</p> <ul style="list-style-type: none"> • In Class: <ul style="list-style-type: none"> ◦ Group presentation of “The Ropes” chapter on managerial decision making and discuss • Watch the lecture on Decision making under uncertainty • Watch videos on AHP • Review excel workbook on AHP • Read “Managing Your Boss” (HBP) <p>Due This Week:</p> <ul style="list-style-type: none"> • AHP evaluation of group • Group presentation of “The Ropes” chapter on managerial decision making <p>Discussion Posts:</p> <ul style="list-style-type: none"> • Regarding the article: Managing Your Boss, 1) Discuss how you complement/conflict with/compete with your boss’s work style/approach. 2) After reading this article, what do you think you need to change?
13	02May22	<p>Theme: Leadership in a Technical World</p> <p>Objective: You will be able to identify changes to improve personal technical leadership effectiveness</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Watch Becoming a Tech Leader Requires Actually Leading video <p>Due This Week:</p> <ul style="list-style-type: none"> • Technical leadership worksheet <p>Discussion Posts:</p> <ul style="list-style-type: none"> • No discussions
14	09May22	<p>Themes: Power and Influence, Theory and Practice. Final Exam</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Watch the lecture on power and influence • Study for final exam

		<p>format review and questions</p> <p>Objective: You will be able to describe the ways you can influence other's behavior</p>	<p>Due This Week:</p> <ul style="list-style-type: none"> • Power and influence quiz <p>Discussion Posts:</p> <ul style="list-style-type: none"> • No discussions
15	16May22	Cumulative Final Exam	<p>Assessment:</p> <ul style="list-style-type: none"> • Final Exam