MHR 300 - Managing Organizations

SYLLABUS
Spring 2016

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Office Hours: Thursdays from 10:00am - 12:00pm @ Rm. # 3462 – Grainger Hall

Location of Classes

Group 1 @ 1170 Grainger Hall
Group 2 @ 2170 Grainger Hall
Group 5 @ 1280 Grainger Hall
Group 7 @ 1170 Grainger Hall

Course web site: https://learnuw.wisc.edu

<u>**Adjustments in Syllabus**</u>

This syllabus provides a guideline for what to expect in this class. As we go through the semester, it might need to be adjusted to accommodate errors, omissions or unforeseen events (such as weather events). Any adjustment will be announced properly on the course webpage. **<u>It is your responsibility to stay informed about these changes.</u>**

COURSE OBJECTIVES

Class activities were designed to help students master the knowledge and develop the skills needed to be an effective organizational member and, consequently, help their employers gain competitive advantage.

COURSE LEARNING OUTCOMES

The course was designed around a comprehensive curriculum framework recently developed by the School of Business called KDBIN (**K**NOWING, **D**OING, **B**EING, **I**NSPIRING and **N**ETWORKING). The framework was developed based on input from alumni with respect to important factors in education that helped them to be successful. This course puts emphasis on the KNOWING and DOING assessments. Along the way the BIN assessments support and enhance the other components of the course and will be foundational to students' integration of the core principles into their lives.

- Students will understand how organizational success can be developed through deliberate analysis and action in the areas of strategy, structure and culture.
- Students will explain how to develop leaders, teams and human resource practices that can positively impact organizational success.
- Students will demonstrate how to effectively respond to opportunities, including opportunities for managing change, within the organization.

COURSE STRUCTURE

This is an online/live blended course. Desire2Learn (D2L) will serve as the online classroom environment. One major difference between a traditional in-class course and this course which has an online component is that an online courses requires more self-discipline. The link below is a valuable resource that further describes what makes an online course different from traditional face-to-face courses, examples of online courses and technological skills required, resources available to you, and what it takes to be successful in an online course. Although this course has some traditional sessions, we still encourage students to visit this website! Learning Resources: Educational Innovation (https://kb.wisc.edu/ei/resources/page.php?id=47063)

The core content for each topic is delivered via video lectures co-developed and delivered by Professor Randy Dunham. The purpose of the lecture is to provide a conceptual foundation to help students understand the eight principles topics. Using a current browser, you can watch and listen to a video lecture on your computer by clicking on the link for that topic at the course website. Instructions are also provided at the course website for how to download a video lecture to your computer so that you can watch/listen to it in other programs (e.g., iTunes) or transfer it to your mobile device.

It is critical that you devote enough time to the online component of the course. Since online courses require you to more actively guide your own learning, you should plan your time accordingly. Create a study schedule to stay on track and plan to visit the course daily to keep up with reading the announcements, participating in the discussions, completing the activities, etc.

Each principle topic will last two weeks. Each topic is comprised of the same KDBIN components. The sequence of activities for each unit is listed below. This sequence will repeat itself for each unit (reflecting the unit content). Please reference the Grading section (below) for specific due dates.

Sequence of Activities:

1. Start the week with doing the Readings and watching the Lectures.
2. Complete the Readings and Lectures before taking the Quiz.
3. Complete the Self-Assessment and formulate your first discussion forum post.
4. Complete two follow-up reply posts in the discussion forum before the deadline.
5. Submit your DOING Activity before the deadline. We recommend that you start drafting this activity as soon as you've completed the Readings and Lectures.

TEXTBOOK

We are using a custom textbook with chapters from a couple of different authors. Because of this, the chapter numbers are not in order nor do they make much sense. Stick to the page numbers provided below for the appropriate readings.

The textbook can be purchased at the local university book store (see news feed on course website for link). To maximize learning, the readings should be completed before viewing the lecture.

COURSE WEB SITE (https://learnuw.wisc.edu)

We will use the *Learn@UW* online learning environment to support this course. We have tried to keep the technology requirements for this course at a minimum. Students will need to be able to:

- Access the Internet, preferably using a browser recommended by DoIT.
- Access Adobe Acrobat Reader so that you can view the required readings

In addition, we will use a number of other *Learn@UW* features including the following:

- An online way of submitting assignments and retrieving feedback on them
- A gradebook to help you track your progress in the course
- A link to course-related video lectures

In the event that students are having difficulty streaming the videos, they can log into Kaltura; the link can be found on the course website. The course website will be available prior to the first day of class.

ASSIGNMENTS

The assignments were developed based on the KDBIN framework.

1. **KNOWING assignments:** The KNOWING assignments are focused on evaluating the extent to the student understands the basic concepts, facts, frameworks and theories underpinning the topics discussed. Without this understanding, it will be difficult to complete the DOING assignments. The format of the KNOWING assignments will be short-answer and/or multiple-choice questions.
2. **DOING assignments:** The DOING assignments are aimed at developing skills to execute and perform work as an employee. These include case analyses, assessment of real organizations and teamwork. This will consist of writing an essay on a topic found in the unit file.
3. **BIN (**BEING, INSPIRING, and NETWORKING) **assignments:** The BIN assignments are focused on understanding who you are and how your values fit with your future profession and those of the university, what you aspire to be or how you could inspire others, and your interactions with others and how you relate to them. The BIN assignments consist of self-assessments and quality discussion participation.

Self-assessments

Each student will complete the self-assessment exercises available at the course website. Self-assessments are an important part of learning as they can help you gain valuable insight into your personal values and beliefs as well as help you to identify strengths and weaknesses in important areas related to work. Answer the self-assessment questions candidly; there are no right or wrong answers.

Once the self-assessment is completed, you will receive an interpretation guide to better understand your score as well as comparisons to national and class norms. A portion of class discussion will focus on the meaning of the self-assessment results and ways to use the information to facilitate your personal effectiveness. Individual results are confidential and for your use only. These assessments are to be completed before viewing the lecture (see assignment deadlines).

Discussion Forum Assignments

The objectives of the discussion forums are to push you to think critically about the topics, expose you to a wide diversity of perspectives, and provide practice in developing support for your opinions.

A great deal of insight can be gained from the opinions of your peers so jump into the conversations. Don't be afraid to <u>respectfully</u> disagree with what someone is saying but refrain from the "I think syndrome" where you state your opinion but fail to provide supporting evidence (e.g., facts from lectures and readings). Think of these discussions as practice for when you are employed and your boss asked you where you stand on an issue! Good discussion moves the conversation forward.

Discussion Forum Participation Policies

- Because we are interested in individuals' perspectives, students will not be able to view others' responses until they have posted their own. Additionally, all students must respond to at least two postings by a peer (Unit 8 is an exception – respond to one post for unit 8). Please make sure to make initial and response posts by the specified due dates (due dates below).
- The instructor will participate in the discussion as need to move the conversation along, clarify issues or pose additional questions.
- At the end of each Unit, the instructor or teaching assistant will summarize the major themes from the discussions and post them to the website.

GRADING

Evaluation of your performance in the course will be based on the scale shown below. Each activity has an attached grading rubric which provides the criteria on which the grade is based. In addition, there is a general description of the scale anchors (e.g. "exceptional" versus "good"). Students are able to track their grades on the course website.

As specified above, each unit consists of assignments based on the KDBIN framework. The points associated with each assignment are listed in the table below.

Assignment	Points
KNOWING quiz	50 (8 Units)
DOING assignment	50 (Units 1, 3, 5 & 7). Unit 8 is worth 100)
BEING, INSPIRING, NETWORKING assignment	25 (8 Units)
ATTENDANCE & PARTICIPATION	100

As there are 8 units, there is a total of **1,000 points possible** in the course (i.e., (50*8) + (50*4) + 100 + (8*25) + 100 = 1,000).

ASSIGNMENT SCHEDULE and DUE DATES

Unit 1 STRATEGY	
Assignment	**Due**
Readings	by 1/26
Lecture	by 1/26
KNOWING Quiz	on 1/26 – 1/27
Self-Assessment	by 1/27
Initial Forum Post	by 1/27
Forum Participation	1/27 – 1/31
DOING Assignment	by 1/29

Unit 2 CULTURE	
Assignment	**Due:**
Readings	by 2/9
Lecture	by 2/9
KNOWING Quiz	on 2/9 – 2/10
Self-Assessment	by 2/10
Initial Forum Post	by 2/10
Forum Participation	2/10 – 2/14
DOING Assignment	N/A

Unit 3 STRUCTURE	
Assignment	**Due:**
Readings	by 2/23
Lecture	by 2/23
KNOWING Quiz	on 2/23 – 2/24
Self-Assessment	by 2/24
Initial Forum Post	by 2/24
Forum Participation	2/24 – 2/28
DOING Assignment	by 2/26

Unit 4 LEADERSHIP	
Assignment	**Due:**
Readings	by 3/8
Lecture	by 3/8
KNOWING Quiz	on 3/8 – 3/9
Self-Assessment	by 3/9
Initial Forum Post	by 3/9
Forum Participation	3/9 – 3/13
DOING Assignment	N/A

Unit 5 HUMAN RESOURCES	
Assignment	**Due:**
Readings	by 3/29
Lecture	by 3/29
KNOWING Quiz	on 3/29 – 3/30
Self-Assessment	by 3/30
Initial Forum Post	by 3/30
Forum Participation	3/30 – 4/3
DOING Assignment	by 4/1

Unit 6 TEAMS	
Assignment	**Due:**
Readings	by 4/12
Lecture	By 4/12
KNOWING Quiz	on 4/12 – 4/12
Self-Assessment	by 4/13
Initial Forum Post	by 4/13
Forum Participation	4/13 – 4/17
DOING Assignment	by N/A

Unit 7 ENTREPRENEURSHIP	
Assignment	**Due:**
Readings	by 4/26
Lecture	By 4/26
KNOWING Quiz	on 4/26 – 4/27
Self-Assessment	by 4/27
Initial Forum Post	by 4/27
Forum Participation	4/27 – 5/1
DOING Assignment	by 4/29

Unit 8 CHANGE	
Assignment	**Due:**
Readings	by 5/3
Lecture	By 5/3
KNOWING Quiz	on 5/3 – 5/4
Self-Assessment	by 5/4
Initial Forum Post	by 5/4
Forum Participation (1 comment)	5/4 – 5/6
DOING Assignment	by 5/11

Group Project

The DOING activity for Unit 8 will be a group project. Groups will consist of approximately 5 students. See the news feed on the course website for group assignments. See the Unit 8 module on the course website to see the project requirements. You are encouraged to start this project early.

Assignment Grading

Points	Grade
> 930	A
890-929	AB
840-889	B
790-839	BC
740-789	C
≤ 739	D/F

Grades in this course are not curved. Your grade will be determined just adding up all the scores as per the formula explained in the Grading section.

Scoring Standard	Definition
Exceeds Expectations	Performance far exceeds all of the assignment or exam requirements.
Fully Meets Expectations	Performance reflects satisfaction of all or nearly all of the assignment or exam requirements. There are often opportunities to improve in terms of fully satisfying assignment requirements or answers to exam questions by being more specific and thorough in terms of integrating course material or applying it to a case or situation.
Meets Most Expectations	Performance reflects adequate work for at least some of the assignment or exam requirements. Oftentimes, there are one or more parts of an assignment that are not fully addressed. There are often significant opportunities for improvement in terms of the specificity and depth of an answer and integration of course material.
Meets Some Expectations	Performance demonstrates significant deficiencies in satisfying one or more key assignment or exam requirements. There are often significant deficiencies in terms of the thoroughness, depth, and application of course material as specified in the assignment requirements or exam question.
Meets Few Expectations	Performance fails to address most, if not all, of the assignment or exam requirements.

COURSE POLICIES

Late assignments: Unless there is some unforeseen emergency or event, assignments are due by the stated deadline without exception. Contact your instructor if you encounter an event you believe is exceptional.

Netiquette: As with any social setting, online settings also have expectations for etiquette. Follow these simple ground rules to facilitate and enhance our discussion forum exchanges.

- Participate – Be an active member of our community! Plus, your grade depends on it.
- Report glitches – If something breaks, let the instructor know.
- Help others – Be patient with others who may not have as much experience with this online platform. Help them out!
- Remember you're joining a conversation already in progress – Read everything in the discussion forum before replying. This will help avoid redundancy. Acknowledge points you agree with and suggest alternatives for those you don't.
- Be brief – Be clear and succinct to articulate your point.

- Use proper writing style – Your texting vocabulary is not appropriate here. Write as if you were writing a term paper; use full sentences, correct spelling, and appropriate grammatical construction.
- Cite your sources – If appropriate, note where you got your information!
- Respect others – No YELLING. No racial, sexist, or other derogatory and/or sarcastic comments.
- Support your arguments – Good discussion posts are constructive, well-meaning, and well-articulated. When you suggest an alternative solution or constructively criticize another option, *you must support your argument*. Saying "I agree" isn't sufficient; you must explain *why.* Discussion forum posts and participation will be rated both on the quality of the posts and the consistency of participation.
- Lastly, remember you can't "unring the bell" – Language is your tool in an online community. Your reputation is largely based on what you say and, as such, is up to you. Once you've hit "submit," you've rung the bell.

Adapted from Colorado State University's TILT

Academic Misconduct: (http://www.students.wisc.edu/doso/academic-integrity/)
The University of Wisconsin has expressed increasing concern about academic misconduct. As instructors, it is our responsibility to investigate all incidents in which one or more students engage in behavior that may constitute academic misconduct. Please review the Academic Integrity website at http://www.students.wisc.edu/doso/academic-integrity/

Students With Disabilities: It is recommended that if you need to request disability-related accommodations or have specific accessibility requirements for participating in this online course you become a McBurney Disability Resource Center client and meet with your online course instructor as far in advance of the start of class as possible. Accommodation service plans can be tailored for students taking online courses, and early meetings with faculty can be used to discuss the structure of the course and the delivery of the course content to identify accommodations and accessibility features that you may need.

    Web: How to Become a McBurney Client
Phone: (608) 263-2741 | **Email:** mcburney@studentlife.wisc.edu
Text: (608) 225-7956 | **Fax:** (608) 265-2998

Student Who Are Experiencing Personal Issues or Difficulties: Students who are experiencing personal difficulties that interfere with their class work should seek assistance from their academic advisor, The Dean of Students (http://students.wisc.edu/doso/) and/or the University Counseling Service (http://www.uhs.wisc.edu/services/counseling). If you wish to speak to the instructor of this course, feel free to do so. Please take advantage of the resources that are available to you.

Non-Discrimination Policy: The UW-Madison is committed to creating a dynamic, diverse and welcoming learning environment for all students and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other difference is deemed unacceptable in this class, and will be addressed by the professor.

DATE	TOPIC	READING ASSIGNMENT
Prior to beginning of fall semester	Welcome to MHR 300!	• Familiarize yourself with online courses and visit: Learning Resources: Educational Innovation • Familiarize yourself with this course and visit the website • Introduce yourself on the Discussion Forum
1/18 - 1/31	Strategy	Chapter 6: Strategic Management: How Exceptional Managers Realize a Grand Design *pages 4-33*
2/1 - 2/14	Culture	Chapter 8: Organizational Culture, Structure, & Design *pages 34-69*
2/15 - 2/28	Structure	Chapter 8: Organizational Culture, Structure, & Design *pages 34-69*
2/29 - 3/13	Leadership	Chapter 13: What Does It Take to Be Effective? *pages 70-107*
3/14 - 4/3	Human Resources	Chapter 9: Human Resource Management: Getting the Right People for Managerial Success *pages 108-150*
4/4 - 4/17	Teams	Chapter 8: Groups and Teams: How Can Working with Others Increase Everybody's Performance? *pages 152-188*
4/18 - 5/1	Entrepreneurship	Chapter 7: Entrepreneurship *pages 190-224*
5/2 - 5/11	Change	Chapter 16: Managing Change and Stress: How Can You Apply OB and Show What You've Learned? *pages 226-265*

Calendar of Weeks with Live Sessions:

- Tuesday, January 19   Unit 1 – Strategy
- Tuesday, February 2   Unit 2 – Culture
- Tuesday, February 16   Unit 3 – Structure
- Tuesday, March 1   Unit 4 – Leadership
- Tuesday, March 15   Unit 5 – Human Resources
- Tuesday, April 5   Unit 6 – Teams
- Tuesday, April 19   Unit 7 – Entrepreneurship
- Tuesday, May 3   Unit 8 – Change