

## Management and Leadership

### COURSE INFORMATION

BUS/MGT | 400-level | 3 credits | 45 contact hours

**Professor:** Ismael Medina

| **Email:** Provided onsite

### REQUIRED TEXTBOOKS & COURSE MATERIALS

John R. Schermerhorn, *Exploring Management*. Wiley; 4<sup>th</sup> Edition (September 20, 2013). ISBN-13: 978-1118620199

Peter G. Northouse, *Leadership: Theory and Practice*, SAGE Publications, Inc; 7<sup>th</sup> Edition (February 26, 2015). ISBN-13: 978-1483317533

### DESCRIPTION

This course covers theories and principles of management and leadership. This includes the roles and responsibilities of a manager, as well as different ways to lead and motivate people. Research and discussion of ethics in leadership will also be explored. This is a seminar-based course examining management and leadership theory and research, emphasizing the development of personal and interpersonal skills through teamwork. Students will work with videos, books, and presentations that will be analyzed, shared, and discussed throughout the whole period.

### STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- Build relevant and meaningful knowledge about managing organizations by active participation in case analysis and other class activities.
- Develop a skill set to manage and lead groups through both individual and group projects.
- Complete a research project related to management and leadership and present findings in class.
- Analyze and discuss videos of some of the principal organizations/leaders or matters/values related to leadership.
- Design a final DIN A3 Poster with the contents of the course that each student considers most important to retain the information and anticipate how the topic will be relevant in the future.

### OUTLINE

Term-specific information provided onsite.

Session	Topic / Subject	Readings Due	Assignments Due
1	Introduction to Syllabus, Group definition		
2	Emotional Intelligence I: Why it is Critical for Leaders		
3	Emotional Intelligence II: Why it is Critical for Leaders		
4	MANA1 – Managers & The	M1 Chapter	Group 1 Presentation and

	Management Process		.doc
<b>5</b>	LEAD1 - Introduction: Leadership defined and described.	L1 Chapter	Group 9 Presentation and .doc
<b>6</b>	M2 – Management Learning	M2 Chapter	Group 2 Presentation and .doc
<b>7</b>	L2 – Trait Approach. Skills Approach.	L2 Chapter	Group 8 Presentation and .doc
<b>8</b>	M3 – Ethics & Social Responsibility	M3 Chapter	Group 3 Presentation and .doc
<b>9</b>	L3 – Style Approach. Situational Approach.	L3 Chapter	Group 7 Presentation and .doc
<b>10</b>	M4 – Managers as Decision Makers	M4 Chapter	Group 4 Presentation and .doc
<b>11</b>	L4 – Contingency Theory. Path-Goal Theory.	L4 Chapter	Group 6 Presentation and .doc
<b>12</b>	M5 – Plans and Planning Techniques	M5 Chapter	Group 5 Presentation and .doc
<b>13</b>	L5 - Leader–Member Exchange Theory. Transformational Leadership.	L5 Chapter	Group 5 Presentation and .doc
<b>14</b>	M6 – Controls & Control Systems	M6 Chapter	Group 6 Presentation and .doc
<b>15</b>	L6 - Servant Leadership. Authentic Leadership.	L6 Chapter	Group 4 Presentation and .doc
<b>16</b>	M7 – Strategy & Strategic Management	M7 Chapter	Group 7 Presentation and .doc
<b>17</b>	L7 - Team Leadership. Psychodynamic Approach.	L7 Chapter	Group 3 Presentation and .doc
<b>18</b>	M8 – Individual Behavior & Motivation	M8 Chapter	Group 8 Presentation and .doc
<b>19</b>	L8 - Women and Leadership. Culture and Leadership.	L8 Chapter	Group 2 Presentation and .doc
<b>20</b>	M9 – Entrepreneurship & Small Business	M9 Chapter	Group 9 Presentation and .doc
<b>21</b>	L9 - Leadership Ethics.	L9 Chapter	Group 1 Presentation and .doc
<b>22</b>	Stephen Covey	7 Habits of Highly Effective People	Group 10 Presentation and .doc
<b>23</b>	Dale Carnegie	How to Win Friends & Influence People	Group 11 Presentation and .doc
<b>24</b>	Poster Sharing and Discussion		
	<b>FINAL EXAM</b>		

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## GRADES

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### Course Requirements:

#### Theory Summary and Individual Presentation

The class will be divided into groups of 2/3 students each. Every group will be assigned one of each textbook's chapters and will have to do some research and expose the summary to the rest of their classmates, focusing in what they consider the most important part of the chapter, they also will prepare a document that together with the rest will constitute the matter to be examined in the final exam.

#### Final Summary Poster

Every student will present an A3 Poster at the end of the course, with the content of the course they consider can be most important for them to consider in the future.

#### Attendance/Participation

Students are expected to attend class and participate in the exercises and activities. Attendance and participation are essential to learning and to the overall success of the course. Class presentations, group discussions, and final poster cannot be made up for full credit. Many of the insights gained in this course are experiential and require participation. Students are required to keep up with assigned reading and activities. An absence on the day a student is scheduled to deliver a presentation (individual/group) will result in a grade of zero for that presentation.

#### Class Participation

The evaluation on this aspect of the students' performance will be done according to the following guidelines. Please note that **attendance is not participation**. You will have to do well in class if you want to gain a high grade in this aspect of the evaluation.

Does not meet expectations (grade =0-60)	Barely meets expectations (grade =60-70)	Adequately meets expectations (grade = 70-80)	Exceeds expectations (grade =80-90)	Greatly exceeds expectations (grade =90-100)
Sits passively. Does not participate. Falls asleep in class or is chronically late for class.	Rarely contributes. Only speaks when asked a direct question.	Regularly contributes to discussion. Makes an effort but only in partner or group setting.	Makes numerous valuable contributions. Asks informed questions about the material. Speaks easily and initiates conversations. Comes to class prepared	Incorporates new vocabulary and structures into his/her speech. Asks informed questions that grow out of previous classes' learning. Speaks very easily and often initiates conversations.
Does not listen. Sends text messages.	Listens but is distracted or uninterested.	Listens to others. Asks questions if something is unclear.	Listens respectfully to others. Asks questions quickly if something is unclear.	Listens respectfully to others; efficiently asks questions, when something is

				unclear; connects others' questions/ideas to semester's content base.
Disrupts the class with private conversations.	Passive observer in group work.	Participates in group work but is undirected and distracted.	Active participant in class discussions and group work. Uses class time well.	Very active in group work—interested in using the group work to get more out of the material learned.

**Assessment:**

Theory Summary and Individual Presentation	30%
Participation	20%
Final Summary Poster	10%
Final Exam	40%

**Grade Scale:**

A	100-93	C	76-73
A-	92-90	C-	72-70
B+	89-87	D+	69-67
B	86-83	D	66-63
B-	82-80	D-	62-60
C+	79-77	F	59-00

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**DISABILITY POLICY**

Every effort will be made to accommodate students with disabilities or special learning needs. If you have a documented disability for which you have already requested accommodations through the USAC Central office, your instructor will have been notified so that arrangements can be made early in the term.

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**ACADEMIC HONESTY POLICY**

Plagiarism, cheating, submitting work of another person or work previously used and other forms of academic dishonesty will lead to lowered course grades, failure of the course or more severe measures, depending on judgments of the gravity of the individual case.

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**STATEMENT ON AUDIO AND VIDEO RECORDING**

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by USAC policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.