1. General Information

1a. Submitted by the College of: BUSINESS AND ECONOMICS

   Date Submitted: 11/25/2013

1b. Department/Division: B&E Graduate Center

1c. Contact Person

      Name: Steven Skinner

      Email: steve.skinner

      Phone: 257-1543

     Responsible Faculty ID (if different from Contact)

      Name:

      Email:

      Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: EMBA 601

2c. Full Title: Managing People

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

    LECTURE: 2

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 2

2i. Is this course repeatable for additional credit? No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course will address the central question of how to manage and motive individuals and teams for high performance in today's organizations including the underlying fundamental and powerful concepts in organizations as open systems, individual behavior, group and social processes, and control and leadership.

2k. Prerequisites, if any: Admission to joint EMBA program.

2l. Supplementary Teaching Component:

3. Will this course taught off campus?   Yes

   If YES, enter the off campus address: Possibly at the University of Louisville

4. Frequency of Course Offering: Summer,

   Will the course be offered every year?:   Yes

   If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

   If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?:   40

7. Anticipated Student Demand

    Will this course serve students primarily within the degree program?:   Yes

   Will it be of interest to a significant number of students outside the degree pgm?:   No

   If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

   If No, explain:

9. Course Relationship to Program(s).

   a. Is this course part of a proposed new program?:   Yes

   If YES, name the proposed new program: Joint Executive MBA Program with U. of Louisville

   b. Will this course be a new requirement for ANY program?:   No

   If YES, list affected programs:

10. Information to be Placed on Syllabus.

   a. Is the course 400G or 500?:   No

   b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

 Instructor Name:

SIGNATURE|ZNNIKO0|Roshan N Nikou|EMBA 601 NEW Graduate Council Review|20140107

SIGNATURE|MKT210|Steven J Skinner|EMBA 601 NEW College Review|20131125

EMBA 601
Managing People

Professor:
Office:
Office Hours:
Phone:
E-mail:

Course Description

Welcome to Managing People (EMBA 601). The central question addressed in this core course is how to how to manage and motivate individuals and teams for high performance in today's organizations. The underlying fundamental and powerful concepts include (i) organizations as open systems, (ii) individual behavior, (iii) group and social processes, and (iv) control and leadership.

In this five-session module we will highlight social-psychological theories, principles, and processes affecting individual, team, and organizational performance, and discuss strategies for effectively improving that performance. This course addresses one of the most important challenges facing contemporary business -- how to manage and motivate people in today's organizations.

- ✓ **There is NO formula**! To really appreciate the art of motivation and leadership you may have to adopt a different perspective from the one you have used in most of your previous business courses. You cannot simply plug numbers into a formula and expect things to run like clockwork, because there is NO formula!
- ✓ **There is no ONE right answer**. When you are dealing with people and human systems, there are usually several right answers. There is no panacea. There is NO universal salve that you can apply to each and every case to improve performance and productivity.
- ✓ **There are NO quick fixes**! Leading a high-performing system requires hard work, discipline, integrity, self-esteem, and a fair measure of personal courage. There are no shortcuts.
- ✓ **Nobody can motivate someone else . . . or can they?** You may be able to force someone to do something, but is that really motivation? What is motivation and how can a manager create the conditions in which the desired behavior occurs?

There is not very much that the typical manager can do . . . or is there? Given the reality of large, complex organizations, there is relatively little that the average manager or supervisor can really do to enhance motivation, relative, that is, to the limitations placed on a manager by standard operating procedures, fiscal restraint, collective bargaining agreements, corporate culture, and so on. But while one individual may not be able to overcome all of the limitations in the system, he or she can make a significant, positive impact on the immediate work environment.

Required Texts
1. Kinicki, Angelo, & Fugate, Mel, *Organizational Behavior: Key Concepts, Skills, & Best Practices* (5th Edition), McGraw Hill, 2011, ISBN: 978-0078137204
2. Sutton, Robert, *Good Bosses, Bad Bosses*, Business Plus, Hachette Book Group, 2010 ISBN: 978-0446556071

Required Articles
The following *Harvard Business Review (HBR)* articles can be accessed free through the UofL Minerva (Library) website. Instructions for accessing these articles will be placed under "Course Documents" on the class Blackboard site. In addition, I've gone ahead and downloaded the first two articles that you will need to read and have placed these on the course Blackboard site.
1. Hargadon, A., and Sutton, R., Building an Innovation Factory, *Harvard Business Review*, May/June 2000.
2. Amabile, T., and Karamer, K., Inner Work Life, *Harvard Business Review*, May, 2007.
3. Molinsky, A., Davenport, T., Iyer, B., and Davidson, C., Three Skills Every 21st-Century Manager Needs, *Harvard Business Review,* January/February 2012.

Learning Outcomes
At the end of this course, students will be able to:
1. Demonstrate knowledge of organizations as open systems,
2. Demonstrate knowledge of the major determinants of individual behavior in organization settings,
3. Demonstrate knowledge of group and social processes in organizations,
4. Synthesize scholarly writing on organizational behavior for a practitioner audience, and
5. Apply organizational behavior principles in the context of a real world management case.

Grading Scale
A	90%-100%
B	80%-89.99%
C	70%-79.99%
E	<70%

Grading Scheme	**Grading component**	**Grading percentage**
	Management memo	25%
	Midterm exam	35%
	Good Boss, Bad Boss application memo (substitutes as Final exam)	40%
	Total	100%

Schedule
Time   Date   Topic

- Introduction to course: Discuss syllabus, assignments, expectations, and answer your questions regarding assignments and grading.
- OB News Story
- Read and prepare to discuss:
  - Hargadon, A., and Sutton, R., Building an Innovation Factory, *Harvard Business Review*, May/June 2000.
  - Amabile, T., and Karamer, K., Inner Work Life, *Harvard Business Review*, May, 2007.
- Submit and discuss management memo based on these two articles

- OB News Story
- Read and prepare to discuss Chapters 1, 2, and 3 in OB text. Submit your written question for each of those chapters.
  - Needed: People-Centered Managers and Workplaces
  - Organizational Culture, Socialization, and Mentoring
  - Developing Global Managers
- Return graded management memo

- OB News Story
- Read and prepare to discuss Chapters 4, 5, 6, and 7 in OB text. Submit your written questions for the two chapters dealing with motivation.
  - Understanding Social Perception and Managing Diversity
  - Appreciating Individual Differences
  - Motivation I
  - Motivation II
- Discuss Midterm take home exam

- Submit Midterm exam
- Discuss Midterm exam
- OB News Story
- Read and prepare to discuss Chapters 9, 10, and 11 in OB text. Submit your written question for each of those chapters.
  - Effective Groups and Teams
  - Making Decisions
  - Managing Conflict and Negotiating
- Read and prepare to discuss:
- Discuss *Good Boss, Bad Boss*
- Discuss *Good Boss, Bad Boss* application memo

- Final OB News Story

- Submit *Good Boss, Bad Boss* application memo
- Read and prepare to discuss Chapters, 12, 13, and 14 in OB text. Submit your written question for each of the three chapters.
  - Communicating in the Internet Age
  - Influence, Power, and Politics
  - Leadership
- Read and prepare to discuss:
  - Molinsky, A., Davenport, T., Iyer, B., and Davidson, C., Three Skills Every 21st-Century Manager Needs, *Harvard Business Review,* January/February 2012.
- Return graded Midterm exam
- Course Concludes: "It's Possible"

Additional Work Details
Management Memo
Assume the following scenario:

You are a manager of a department composed of bright, energetic, and motivated people. They look to you for guidance, leadership, and insight. Because you understand their need for that guidance you periodically send out memos describing articles you have read. When you write and forward these memos you are fulfilling the multiple roles of coach, and mentor, roles crucial for your success and their success.

Write a short memo, addressed to your team, based on a synthesis of the first two *HBR* articles that are assigned (Hargadon and Sutton, *Building an Innovation Factory*; and Amabile and Karamer,, *Inner Work Life*). Your memo should provide that guidance and insight, thus fulfilling your roles as coach and mentor. Your memo should answer four questions:

1) What is the thesis (major point/purpose) of each article?
2) What do the articles have in common (i.e. synthesis)?
3) Why is that synthesis important for the members of your team?
4) What are you specifically proposing…i.e., what do you want your team members to do? In answering this question go beyond simply stating, "please read the articles."

The majority of each memo (80%) should be devoted to answering Questions 3 and 4; only 20% should summarize. In other words, what specifically are you asking your team to do so that they perform more effectively and efficiently? Answer these questions by extracting the essence of each article and combining them into your call for action.

Don't try to impress your team with the fact that you have read two *HBR* articles. Rather, use the memo as an opportunity to coach, mentor, and lead. Communicate to express, not impress.

If you do not currently work for or with a management team, address your memo to the

members of your MBA team.

Format

400-500 words in length (approximately 1.5-2 pages)
Written in paragraphs, not bullet points
Text: 12 point font, double spaced
If you quote directly from an article place quotation marks appropriately
Because you are writing the memo within the scenario of a manager communicating with his/her team, you may use the first person (I, me, mine) and second person pronouns (you, your) in the memo. Submitted as hard copy. Electronic submissions are only acceptable if you will be out of town, or if you sick.

Grading Criteria

"Clean": void of grammatical/composition errors
Clearly written. A written communication rubric, found on the Blackboard website, will be used as a template for assessing the clarity/correctness of your memo.
Answers the four questions posed above
Reflects the relative weight assigned to each question
Conforms to the maximum word length
Represents a synthesis of both articles.
Due xxx, at our first session. Ten (10) points deducted for each day the memo is late.

Check Your Writing
Before you submit the management memo, ask someone with writing proficiency to proof read your writing. Don't lose points because of "silly" errors (i.e., punctuation, spelling, grammar). I want to enjoy what you've written, not proof read what you've written.

Midterm Exam
Take home examination. Content and requirements will be discussed in class. The due date is on the course calendar. Ten (10) points deducted for each day exam is late. The clarity/correctness of your writing will be assessed using the same communication rubric applied to your management memo.

Good Boss, Bad Boss **Application Memo**
This assignment substitutes as a final exam. Write a memo based on *Good Boss, Bad Boss*. Use your current or previous boss as a case study. You may also use a boss from a sports team, religious organization, or other organization in which you were a member or volunteer.

Answer these questions:

1. Given the qualities that make the best bosses provided by Sutton, is the boss in your

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story on the road to being a good boss? Why or why not?
2. Which of the qualities best describe your boss (either positively or negatively).
3. What OB principles/strategies drawn from the *HBR* articles or Kinicki and Fugate will most help the star of your story on the journey toward becoming a great boss?
4. Present an intervention strategy to help guide the star of your story through changes necessary to become a great boss.
5. What specifically are you asking the reader to do, as a result of reading your story? What is your call for action?

Note: Approximately 40% of memo (i.e. approximately 700 words) should be devoted to answering questions 3, 4, and 5.

Format
Length: 1750 words, 12 point font, double spaced. Approximately 7 pages, excluding any appendices.
Written as a Memo addressed to: Robert I. Sutton, Ph.D., Professor of Management Science and Engineering, Stanford University
Integrates *HBR* articles and relevant theories/concepts from Kinnicki and Fugate
Cite all direct quotations.

Tip: Check out this website before you write your memo: http://bobsutton.typepad.com/
The website contains a collection of short audio and video clips of Bob Sutton addressing the major points of his perspective toward management.

Grading Criteria
"Clean": void of grammatical/composition errors
Clearly written: The communication rubric applied to your memo and take home exam will also be applied to the *Good Boss, Bad Boss* memo.
Answers the 5 questions posed above
Conforms to the maximum word length
Persuasive and professional in tone and format
Due xxx. Ten (10) points deducted for each day the memo is late.
Submitted as hard copy. Electronic submissions are only acceptable if you will be out of town or if you are sick.

Check Your Writing
Before you submit the application memo, ask someone with writing proficiency to proof read your writing. Don't lose points because of "silly" errors (i.e., punctuation, spelling, grammar). I want to enjoy what you've written, not proof read what you've written.

Finally
Although it is not required, some students actually turn the assignment into reality –they send the *Good Boss, Bad Boss* memo to Bob Sutton.

OB News Story
Each session will include an OB news story that I select …an OB related event reported either that day or that week. These stories are used to dramatize the importance, relevance, and transcendent implications of what you are studying in this course and why you are studying it.

Chapter Written Questions
Some chapters require that you pose a written question related to that specific chapter. Your question should be one that" troubled you" or "got you thinking" as you read the chapter. It should go beyond requesting simple clarification (e.g., Please explain Fig 3.2). Rather, it should demonstrate a sincere attempt to obtain a deeper understanding of a concept or theory, or one that will help you apply those concepts and theories to you personally (e.g., How should I increase my effectiveness as a face to face communicator in an age of smart phones, iPads, emails, social networks blogs, and 24/7 "data dumps"?). Print out two copies of your questions: a) one to be submitted to me and, b) one to be presented to your group during in-class group discussions. Groups will discuss the questions submitted by their respective members and select one to be discussed and answered in the larger class session. Failure to submit written questions will result in 2 points deducted for each question not submitted.

Helpful Websites
The following list of Websites is provided as a resource for further expanding your knowledge/application of OB principles. You may choose to access these sites during this course and you likely will access them for your future career.

http://www.shrm.org (Society for Human Resource Management)
www.astd.org (American Society for Training and Development)
http://www.workforce.com/ (Workforce trends and issues)
http://learning.mit.edu/ (Sloan School of Management, MIT)
http://www.ceoexpress.com (Portal listing hundreds of Management/Leadership/OB links)
http://www.franklincovey.com/missionbuilder/ (How to Build a Mission Statement)
http://www.executiveplanet.com/ (Portal for International Business Etiquette)
http://www.rileyguide.com/execpay.html (Survey on Executive Compensation)
http://www.geert-hofstede.com (Cross Cultural Management/OB)
http://www.cyborlink.com (another portal on International OB)
http://bobsutton.typepad.com/ (The website based on Sutton's book, *Good Boss, Bad Boss*)

Course Policies

Submission of Assignments
Explicit instructions will be given when each assignment is handed out.

Attendance Policy
Given the nature of this program, it is hard to imagine that anyone would ever miss class except for a very good reason.

Makeup Policy
Makeup quizzes and exams will only be given if there is an excused absence. If it is possible, you must notify me before the quiz/exam date.

Excused Absences
Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where

students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.