San Jose State University
School: College of Business
Department: School of Management
Title: Developing and Managing People
Course Number: 49892, BUS 210 Section 01, MPDM
Fall 2015

Instructor: Mike Hill Ph.D.
Telephone: 408-221-9021
Email: mike.hill@sjsu.edu
Office hours: 5:00 – 6:00 pm just before class on Thursday evenings or by appt.
Classroom: 2933 Bunker Hill Road Suite 120 Santa Clara, CA.
Class Days/Times: Thursdays 8/20 thru 10/22, 6:00 – 10:00pm

Course Description:
Based on the philosophy that increased self-awareness and effective self-management leads to more effective management of others, BUS210 uses experiential learning to integrate organizational behavior theoretical frameworks, models, and activities to promote effectiveness and continuous improvement. We will review managerial ways of thinking, deciding, and acting with respect to environmental forces and situational contingencies.

Prerequisite: Graduate standing
Units: 3

Course Overview:
Successful management requires knowledge about human behavior and organizational processes. This course provides you with an overview of the challenges that arise for managers in organizational settings and introduces the key concepts and theories needed by successful managers and leaders. Despite their satisfactory technical skills, people’s careers are often plateaued by their inability to work effectively with others and the lack of interpersonal and leadership skills needed to make a difference. BUS210 presents the same content and training found in executive development programs (only cheaper). The course seeks to help you understand human behavior in the workplace. My goal is to help you develop the organizational and people skills you need to manage yourself and others effectively and to create effective organizations. We will cover practical skills that you can begin to apply immediately at work and home.

Course Objectives:
• To increase your self-awareness
• To help you become more skilled at reading cues and analyzing behavior in organizations using theories and concepts
• To help you learn what actions are appropriate and effective for different situations
• To help you acquire a larger repertoire of management behaviors or skills to use with individuals and teams
• To teach you to think like a management expert and leader
Text:

Course Format:
The most effective method for teaching interpersonal and managerial skills is experiential learning. This means that we will turn the classroom into a laboratory and create conditions for understanding concepts through experience as well as readings. We will use role-plays, exercises, teamwork, and simulations so that you can pull out your own learning points from these experiences. This type of course requires students to take responsibility for their own learning. In order for an experiential course to be successful, students must do all the reading and homework preparation and participate actively in the classroom. Therefore, attendance is mandatory because what goes on in class is not a repeat of the readings but the heart of the course. You are an important ingredient in the class community we will form. If you have an emergency and cannot attend class, please call me beforehand so we can make special arrangements if need be.

Please do not underestimate the importance of participation in this course. It is an important part of your final grade, not to mention that it gives you an opportunity to practice your communication skills. You have to learn to speak up sometime; you may as well do it here among friends. If you find it difficult to participate in class, please come see me in the beginning of the course so we have time to remedy the situation. Class contributions may consist of:

- Comments on readings
- Statement of a problem or issue related to the readings
- Observations of how readings, etc. apply to specific situations
- Application of readings to one’s personal experience or circumstance
- Questions about the readings
- Making connections between various readings
- Active participation in simulations and exercises

One of the most important skills in today’s business world is the ability to work effectively in groups. To give you more practice, you will usually work with the same learning group in class and will receive feedback from this group on your performance in the course.

<table>
<thead>
<tr>
<th>Grading System and Deadlines:</th>
<th>Points</th>
<th>Your Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class contributions (preparation, homework &amp; participation)</td>
<td>10</td>
<td></td>
<td>Throughout the course</td>
</tr>
<tr>
<td>Teaching Others assignment</td>
<td>10</td>
<td></td>
<td>Date to be assigned</td>
</tr>
<tr>
<td>Professional Development Plan</td>
<td>10</td>
<td></td>
<td>9/3</td>
</tr>
<tr>
<td>PAA (Personal Application Assignment)</td>
<td>15</td>
<td></td>
<td>9/24 and 10/1</td>
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<tr>
<td>Team Project Report &amp; Presentation</td>
<td>15</td>
<td></td>
<td>9/17, 10/8 &amp; 10/15</td>
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<tr>
<td>Individual report</td>
<td>10</td>
<td></td>
<td>10/15</td>
</tr>
<tr>
<td>Exam #1</td>
<td>15</td>
<td></td>
<td>9/17</td>
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<tr>
<td>Exam #2</td>
<td>15</td>
<td></td>
<td>10/22</td>
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## Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading and homework to be done prior to class</th>
</tr>
</thead>
</table>
| 1     | 8/20 Setting the Global Stage  
The Psychological Contract & Commitment  
Theories of Managing People | Preface, Introduction plus Chapters 1, 2         |
| 2     | 8/27 Individual & Organizational Learning  
Group Dynamics and Teamwork  
**Team project kickoff**          | Chapters 3 & 10                                  |
| 3     | 9/3 Decoding Human Behavior  
Individual and Organizational Motivation | Chapters 4 & 5  
**Professional Development Plan due**           |
| 4     | 9/10 Ethics and Values  
Personal Growth & Stress  
Interpersonal communication          | Chapters 6, 7, & 8                               |
| 5     | 9/17 Perception & Attribution  
Problem Solving  
**Exam #1**                      | Chapters 9 & 11  
**Team progress report #1**            |
| 6     | 9/24 Managing Creativity  
Managing Diversity  
Conflict & Negotiation          | Chapters 12, 13, & 14  
**Submit PAA for peer review**        |
| 7     | 10/1 Leadership  
Organization Culture          | Chapters 15 & 16  
**Final PAA**                                 |
| 8     | 10/8 Decision Making  
Power & Influence          | Chapters 17 & 18  
**Team progress report #2**            |
| 9     | 10/15 Empowerment & Coaching  
Performance Management  
**Team Presentation**               | Chapters 19 & 20  
**Individual papers due for team project**  
**Updated professional development plan due** |
| 10    | 10/22 Organization Design  
Managing Change  
**Exam #2**  
**Final exam – optional if first exam was missed**  
**Course evaluation reminder**        | Chapters 21 & 22  
**Team peer evaluation due**  
**Extra credit (optional) due**         |

### Classroom Protocol:

**a. Class period:** Please come to class on time and do not leave without the instructor’s permission. Professional courtesy is expected. Only one person has the floor (speaks) at a time.

**b. Class participation (10 pts):** Each student is expected to be an active participant in each class session who takes part in the exercises and makes meaningful comments on both the readings and the experiences. I value quality over quantity. I am looking for evidence of good critical thinking on your part. Examples are getting to the point of the article, asking thought provoking questions, synthesizing information, summarizing learning points from an activity, sharing what you learned and will attempt to apply. Another aspect is how well you help your learning group accomplish the tasks and exercises assigned.
c. Assignments: All required written assignments are due the first five minutes of the class period. Do not submit assignments by email unless requested by the instructor. Assignments cannot be late unless the instructor has given permission for special exceptions.

Specific Assignments:
1. Teaching Others (10 points)
This assignment is designed to learn what it takes to teach others and what kind of preparation and planning is needed to effectively meet your learning objectives. You will be paired up with another person to teach one topic in the course. You will read about the assigned topic and assigned articles. You will prepare a “lesson plan” and content which includes your learning objective(s), key content or themes, practical lessons you have derived and any activities or exercises needed. You will have 30 minutes to teach your topic. Bring copies for the class.

2. Professional development plan (10 points)
This assignment is designed to assist you in developing your personal effectiveness and business skills. It has two parts. Towards the beginning of the semester you will be asked to identify your greatest strengths and opportunities for development. The professor will give you a format for this. You will pick a focus area and identify a behavior(s) you want to add, remove or change. During the semester you will take actions and work on this development plan. At the end of the semester you will report on progress using the same format/worksheet the professor gave you at the beginning. You will not be graded on your progress but your plan and actions taken during the semester. For example, you may want to improve your speaking or listening skills. You would then take opportunities in class, at work or other places to practice these skills. One thing that can help clarify the improvement needed is seeking feedback from others. The professor can also give you some ideas how to develop the desired skills.

3. Team project on management expertise (15 points)
More information will be distributed in class, however you will be forming a small group/team to research a management topic and decide which members will write a paper on one aspect of the topic. Each member writes their own paper and turns it in on the assigned date.

The purpose of the project is to gain an understanding of the fundamentals of group functioning and dynamics and the role of communication and feedback for participating in and managing teams in the future. In addition, you will gain a deeper understanding of a management topic of interest to you.

Responsibilities and deliverables:

a. Progress report #1 (5pts) - 3 page, double spaced summary of:
   - The topic your group will be studying described in sufficient detail. State why this particular behavior issue is of relevance to management and why this is important to your group (2 pages approx.)
   - Describe how your team is currently working. Reflect on what your group has learned about effective team functioning from this project to date. This should include what is working well and what could be improved during the remainder of the project (1 page).

b. Progress report #2 (5pts) – 3 page, double spaced summary of:
   - Write a brief description of your planned methodology. Include how you are researching this topic and what types of references you are using (books, articles, interviews, etc.) Also describe what sub-topic each person on your team will write their paper on (2 pages).
Again reflect on what you have now learned about your team effectiveness. Include what is working well and what still needs improvement since your last progress report (1 page).

c. **Team presentation** at session #9 (5pts) – 20 minute presentation with 15 minutes of Q&A
   This typically works well if each member of the team plays a part in the presentation. A brief overview of the topic followed by a couple PowerPoint slides for each person describing they key points they learned regarding their sub-topic. Other creative ways to present have included videos, skits and demonstrations.

d. **Individual report** (10pts) – Write a five to six page paper on a sub-topic of the team project. Using the APA format double spaced, describe your topic, your research method and describe your key learnings in depth using references. Include a bibliography at the end (this doesn't count as a page)

4. **Personal Application Assignment (PAA)** (15 points)
   The PAA is a five to six page paper in which the students take a personal experience and analyze it using the framework of the learning cycle. More information will be provided in class and posted on Canvas

5. **Exams** (30 points)
   The exams (2 at 15 points each) will consist of objective questions, short answers, and recognition of concepts and theories. The first exam is based on topics from the start of class and the second exam is based on topics after the first exam to the end of the course.

6. **Extra Credit Opportunity** (3 points possible)

   **Leadership interview and personal plan**
   The goal of this assignment is to provide you the opportunity to listen to an accomplished leader discuss his or her views on leadership and consolidate, think through and apply the material of BUS 210 to your future. Be sure to choose an excellent leader with a reputation as an effective leader to maximize your learning. Schedule a 20-30 minute meeting with this leader (not SJSU faculty) and ask some or all of the following questions. Ask for a business card and attach to your write up. Thank that person for their time spent with you.

   Possible questions:
   1. What is the scope of your responsibilities?
   2. Can you tell me about an effective leadership experience you had. Be prepared to ask follow-up question about this experience.
   3. What factors made this a success story?
   4. What is the most challenging part of being a leader?
   5. How do you make important decisions?
   6. Do you have any suggestions about how to use power at work?
   7. What advice would you give to someone who wants to become an effective leader?

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**Peer evaluation** – At the end of the semester, students will turn in an evaluation form that assesses both class preparation and in-class contributions for every member of their learning group, including themselves.
University, College, or Department Policy Information:

a) Academic integrity statement (from Office of Judicial Affairs):
“Your own commitment to learning, as evidenced by your enrollment at San José State University and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty is required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at http://www2.sjsu.edu/senate/S04-12.pdf

b) Campus policy in compliance with the Americans with Disabilities Act:
“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.”

c) College of Business Policies and Procedures:

Please check the url at http://www.cob.sjsu.edu/cob/5_STUDENT%20SERVICES/cobpolicy.htm

To ensure that every student, current and future, who takes courses in the Boccardo Business Center, has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, the College of Business at San José State has established the following policies. For courses at the Bunker Hill site policies will be clarified on the first day of class.

Eating:
Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

Cell Phones:
Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

Computer Use:
In the classroom, faculty allows students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).

Academic Honesty:
Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information.
They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

Mission:
The College of Business is the institution of opportunity, providing innovative business education and applied research for the Silicon Valley region.

Grading information:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tr>
<td>94% and above</td>
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<tr>
<td>93% - 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89% - 87%</td>
<td>B+</td>
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<td>86% - 84%</td>
<td>B</td>
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<td>63% - 60%</td>
<td>D-</td>
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<tr>
<td>below 60%</td>
<td>F</td>
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APPENDIX:

- In addition to my specifically posted office hours prior to class, I am available by arrangement.
- You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at http://www2.sjsu.edu/senate/S04-12.pdf
- Expectations about classroom behavior; see Academic Senate Policy S90-5 on Student Rights and Responsibilities.
- As appropriate to your particular class, a definition of plagiarism, such as that found on Judicial Affairs website at http://www2.sjsu.edu/senate/plagiarismpolicies.htm
- “If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU’s Academic Integrity policy S04-12 requires approval by instructors.”
- The name and contact information for the librarian liaison.
- Evacuation plan for the classroom – discussed during first meeting.