University of Montana

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Fall 9-2015

BMGT 420.01: Leadership and Motivation / Service Learning

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Office Hours: Monday, Wednesday 9:00-11:00am

Required Text: The Leadership Experience, 6th Edition, by Richard L. Daft

           Power Point slides outlining course lecture topics and related course documents will be posted on Moodle.

Pre-requisites: Completion of BMGT 340 (with C- or better)

Course Overview and Learning Objectives:

This course is focused on the study of fundamental concepts, theories, and models of leadership and motivation. Selected topics include: trait and behavioral theories of leadership, charismatic and transformational leadership, power and influence, emotions and justice perceptions in motivation, expectancy and equity theories. In exploring leader effectiveness, several different perspectives will be utilized, including follower, leader, and observer. Motivation will be explored in a number of contexts, specifically personal motivation and motivation of others. This course is going to require students to utilize skills that are necessary for effective leadership including self-awareness, interpersonal skills, presentation skills, organization and time management, and critical thinking.

Primary course objectives.
1. BMGT 420 provides students the opportunity to review and learn new leadership and motivation theories and offers application of these theories in their own experience in the Missoula community. A combination of readings, films, self and group assessments, and in-class exercises will be used to enhance learning and understanding in this area and the "outside world" experience will have each student take on a service learning project.
2. Students develop leadership skills as related to effective management practices and will explore their own development into the person they want to be.

Secondary objectives.
1. BMGT 420 builds self-awareness and develops students' own skills in the main areas through various assignments and experiences.
2. BMGT 420 emphasizes the use of excellent communication skills, in writing, presenting, and interactions with community organizations. Students will speak in front of the class and/or in small groups, complete several writing assignments, and will communicate with community partners.

Participation in class activities and discussions is imperative in this course, so students should plan to attend class each day, be on time, and be prepared.

Learning Outcome Summary.
At the end of this course, students should be able to:
1. Recognize and describe the role of leaders in business and other types of organizations
2. Differentiate between leaders and managers
3. Identify the relevant contingencies which influence leader effectiveness
4. Describe the determinants of leader development
5. Identify and add to his or her own repertory of effective leader behaviors, and to better articulate a personal leadership development agenda
6. Exhibit confidence in oral and written communication skills.

University and School of Business Codes of Conduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The University of Montana Student Conduct Code specifies definitions and adjudication processes for academic misconduct and states, "Students at the University of Montana are expected to practice academic honesty at all times." All students need to be familiar with the Student Conduct Code. It is the student's responsibility to be familiar the Student Conduct Code. Section V.A., available at http://www.umt.edu/vpsa/policies/student_conduct.php

The School of Business Student and Faculty Professional Code of Conduct can be found at:
http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx

Mission Statements and Learning Goals

Mission:

The University of Montana's School of Business Administration enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

Learning Goal 1: SoBA graduates will possess fundamental business knowledge.
Learning Goal 2: SoBA graduates will be able to integrate business knowledge.
Learning Goal 3: SoBA graduates will be effective communicators.
Learning Goal 4: SoBA graduates will possess problem solving skills.
Learning Goal 5: SoBA graduates will have an ethical awareness.
Learning Goal 6: SoBA graduates will be proficient users of technology.
Learning Goal 7: SoBA graduates will understand the global business environment in which they operate.

Students with Learning Disability:

DSS Students with disabilities may request reasonable modifications by contacting me within the first two weeks of class. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you through DSS to provide an appropriate accommodation. For more information, please consult http://www.umt.edu/disability.

Teaching Philosophy:

It is my responsibility to teach; preparing you for your career; whatever it may be. I take my responsibility very seriously as do I take each student seriously. My approach to teaching is based on observation – that is, I share knowledge with you drawing on my experience in the field consistent with the academic principles of the subject being taught. The intent of my teaching style is simple: provide and encourage an environment and atmosphere that inspires learning. The upshot to you of my teaching style is this - if you are not in class, you cannot learn.

Class Conduct:

The classroom is a place for learning the material being taught. Anyone whose behavior distracts me from teaching or students from learning will be asked to leave. This class is designed to be interactive such that we can learn from each other. As such, I require students to attend class sessions prepared to listen, contribute and ask questions. This is particularly important since I write my own exams and derive test/quiz questions from material presented in class lectures, text reading material, videos, case discussion questions, and classroom discussions. I encourage student participation continuously simply by asking thoughtful questions in a manner that students can relate to. I urge students to participate and not worry about being right or wrong – I endeavor to reward the courage it takes to participate, not punish. It is critical that to prepare for the "sink or swim" world of business that each student learns how to speak up and share thoughts, opinions and/or ideas. The classroom is a perfect place to develop a comfort level without being judged. **It is each student's responsibility to make arrangements to get the information from missed classes from another classmate. Do not ask me what you missed or for my lecture notes.**

Please make sure your cell phones are turned off or are in the silent mode. Computers may be used during class **only for the purpose of note taking** – if I see or am informed of anyone using their device for any other purpose that student will lose the ability to utilize their device for the remainder of the semester.

Communications:

There are several ways a student may communicate with me; email is not always the best or preferred way – it should only be used in instances where you want to inform as opposed to ask for special consideration or manage conflict. When using email, **Students need to use their designated university email address**. When possible, I prefer and ask that students visit with me in person if communication is required. Under NO circumstance is it acceptable to call me at home, please only call my office number. I ask this of students not to be difficult, but instead as a way to get students to exercise discipline, develop and nurture people skills and to avoid misunderstanding, miscommunication and passive aggressive behavior in general.

Reading Assignments:

Reading assignments will cover concepts introduced in lecture and will come from a variety of academic and industry sources. My practice is to begin lecturing on a specific topic/concept and then, when appropriate, assign readings. This should allow students to better apply and retain the information that is read.

Quizzes (30%):

Two quizzes, each worth 15%, will be given corresponding to the lectures and readings. Quizzes will be given at the beginning of class. (Length of time will be a function of the number of questions and the level of difficulty of those questions.) Students who are late to a class where a quiz is being given will be allowed to take the quiz, but will need to complete the quiz within the allotted time period. The format of the questions for quizzes will be will be a combination of T/F, multiple choice, fill-in-the-blank and short answer. You may also be asked to illustrate a concept by graphically representing an answer, etc. The degree of difficulty for quiz and exam questions is consistent with a 400-level class and will require a degree of understanding of concepts that allows students to apply concepts, not simply memorize content.

Service Learning Project & Report (15%):

Service Learning is a method of teaching and learning in which students, faculty, and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students' understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

The Service Learning Project involves "live" practice sessions in **leadership and followership**, motivated/directed learning in one area of leadership, journaling/keeping track of what happens in the project, gathering feedback, reflecting on the overall process/project, and building a reflection and leadership development plan. Students should read this portion of the syllabus carefully before deciding what to do for their projects. Ideally, students should make plans early in the semester to complete both leadership and followership components by Spring Break. Students will integrate what they learn from the Service Learning Project into their Leadership Insight Report due by 4/29.

Criteria
Hours Required: Students are expected to log **at least 15 hours** of service at a non-profit organization of their choice here in Missoula. Students may not do something they are currently doing for their job. All projects must be approved by the instructor before beginning. Students must spend <u>at least 10</u> of those hours in a <u>leadership</u> position or actively involved in leading in some way (e.g., leading a project, coaching someone else in development of a skill, etc.). Students must spend the remaining portion of their hours **(at least 5 hours)** in a <u>followership</u> position or actively involved in following in some way (e.g., helping someone else complete his/her project, serving without leading, etc.). Students may work with each other and are encouraged to help each other out in completing both of the components of this project (i.e., one student leads and the other follows, along with others, during certain aspects of the service). Plans for these hours will be turned in with the set-up paperwork.

Students are required to keep track (provide an audit trail) of the time associated with service learning. Each student is required to submit in a final report their service learning set-up paperwork along with their journal.

Service Learning & Leadership Self-Insight and Development Plan (30%):

Using the "Leaders Self-Insight" exercises in the text, students are required to conduct an analysis of self. The exercises enable students to learn about their own leadership orientation, style, beliefs, skills, etc. The results of these exercises will be combined with the experience from the Service Learning Project to create a Leadership Assessment and Development Plan. This is a detailed, introspective plan that will require a great deal of self-discipline in order to present a project that is of high quality to me and of high value to you. An outline for this report/plan will be provided via Moodle and one entire class day will be spent going over it.

Final Exam (25%):

There will be one comprehensive, cumulative exam held during finals week covering the material covered, including lectures, readings and quizzes. The exam will be a combination of T/F, multiple choice, fill-in-the-blank and short answer. Typically, I will concentrate on particular concepts, terms, theories, etc. and will ask several types of questions on the same concept to ensure that students have a comprehensive understanding of the material. You may also be asked to illustrate a concept by graphically representing an answer, etc. The degree of difficulty for the exam is consistent with a 400-level class and will require a degree of understanding of concepts that allows students to apply concepts, not simply memorize content. The date for the exam is indicated on the schedule provided.

Grading and Scale:

Quizzes (2):	30% (15% each)
Service Learning Project:	15%
Service Learning/Leadership Report (1):	30%
Final Exam (1):	25%

Grading scale:	93-100 = A
	90-92 = A-
	87-89 = B+
	83-86 = B
	80-82 = B-
	77-79 = C+
	73-76 = C
	70-72 = C-
	60-69 = D
	59 and below = F

Each student will receive the grade they earn. Students are responsible to keep track of their own grade. Grades for each component as well as a running total of the student's cumulative grade can be viewed via Moodle. Please bear in mind that I am not in the habit of allowing individual students to earn extra credit as a means by which to offset poor performance on the required graded elements. I may have optional extra credit questions on exams that any/all students may earn, but individual students will not be offered extra credit to compensate for poor performance at any point, including after final grades are submitted.

Fall 2015 Class Schedule:

Wednesday, September 2:	Service Learning Project Overview
Monday, September 7:	No class (Labor Day Holiday)
Monday, September 21:	Last day for Service Learning approval paperwork
Wednesday, October 7:	Quiz 1
Monday, November 9:	Quiz 2
Wednesday, November 11:	No class (Veterans Day)
Wednesday, November 25:	No class (Thanksgiving Break)
Monday, December 7:	Leadership & Service Learning Report Due
Thursday, December 17 (8:00-10:00am)	Final Exam