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BMGT 420.01: Leadership and Motivation / Service Learning

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BMGT 420: Leadership & Motivation /Service Learning
Spring 2016; Section 01
Three credits, Traditional Grading option only
Course Pre-requisites: lower core; BMGT 340 (C-)
Course Co-requisite: none; open to business students

Course and Instructor Information

Instructor: Dr. Bambi Douma; GBB 322
Office Hours: Monday 2:00-3:00PM; Tuesday/Thursday 11:00AM-12:00PM; Other
        times by appointment   **Exceptions will be posted in a Moodle Announcement**
Preferred Method of Contact: Dr. Douma's Email (bambi.douma@business.umt.edu)
Telephone: (406) 243-6148
Class Location: GBB L14, Tuesday/Thursday 8:10-9:30AM
Class Web Page: UMOnline Moodle (http://umonline.umt.edu) BMGT 340, Section 01.

Program Mission Statement and Assurance of Learning

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.

Course Description and Objectives

Catalog Course Description: Offered autumn and spring. Prereq., junior standing in Business and BMGT 340. 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 variety 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 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.

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.

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.

Required Materials

Text

 The Leadership Experience, 6th Edition, by Richard Daft.

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 Available at UM Bookstore. Either version 1 or 2 will work; no apps will be allowed

Articles/Chapters assigned on Moodle

 Periodically, additional materials will be made available on Moodle.

Book/Library Access

 Be able to access books (e.g., popular leadership books) and article resources (e.g., the Wall Street Journal, Business Week, Forbes, Fortune, Business 2.0, Economist, Inc., etc.) either online or in print. As a UM student, you will have access to the UM Library Web Page (www.lib.umt.edu) and these materials.

Grading

Grades will be assigned using the plus/minus (+/-) system. Grades will be both competitive (i.e., relative to the work of your classmates) and criterion-related.

  A 93% and above

  A – 90% to 92%

  B + 87% to 89%

  B 83% to 86%

B –	80% to 82%
C +	77% to 79%
C	73% to 76%
C –	70% to 72%
D +	67% to 69%
D	63% to 66%
D -	60% to 62%
F	Below 60%

Requirements
1. Engagement and Contribution worth 30%, covering Learning Outcomes 1-6
2. Service Learning Project and Report worth 15%, covering Learning Outcomes 1, 2, 3, 4, & 6
3. Service Learning and Leadership Self-Insight and Development Plan worth 30%, covering Learning Outcomes 3, 4, 5, & 6
4. Final Exam worth 25%, covering Learning Outcomes 1-6

Engagement and Contribution – 30%
Students are expected to attend class and participate in the class activities, including the online activities (e.g., discussion forums, etc.). The instructor supplements the information in the readings, rather than going through the same information; it is important that students are prepared. In some instances class activities might consist of discussing an article or material. Other activities might include watching a video, completing reading quizzes, self-assessments, virtual role-playing, group exercises, discussions, and expressing ideas about certain questions raised by the instructor and/or classmates.

There is sometimes a physical component to these exercises. If there is a documented reason that the student cannot participate in the exercises, the student will complete the leadership exercise as an observer.

Criteria
Providing relevant examples; integrating material covered in the reading, outside readings, or in class; arguing (respectfully and with justification) a point made by a classmate to clarify and move the discussion forward; and actively participating in class exercises are all examples of quality contributions.

Standards
Contribution/participation points (maximum of five points each day) are given in most classes. If there are not many opportunities for contribution, all points will be based on attendance (participation in the class). Reading the paper, studying for other exams or classes, texting, Facebooking or IMing during class, and other passive involvement in class will result in decreased contribution and participation points. Expectations for contribution/participation in the Moodle activities is determined by each activity.

Quality in-class contributions (see first paragraph for examples) earn a 5, active participation and lower quality contributions earn a 4, active participation with no contributions earns a 3, passive participation with no contributions earns a 2, sleeping or exhibiting other behaviors that detract from the learning environment earns a 1, and being absent earns a 0 (unless approved by instructor prior to class). The instructor will inform the class through Moodle and email prior to class if she will be absent; the same is expected from the students. Full Moodle participation in an activity will earn a 5, partial participation will earn 1-4 depending on extent of participation, and no participation in the activity will earn a 0 (unless approved by instructor).

Short quizzes designed to check preparation for the class may be given periodically. If a contribution grade is given for that class session, then the daily grade will be an average of contribution and the quiz. It is possible for a student to actively contribute, earning full points for contribution, and also earn a 0 on the quiz. The daily grade for that student would be a 2.5 (which is the same as a 50%). There will be no make-up quizzes. If the student is absent on a quiz day, the daily grade earned will be 0 (unless absence has been approved by instructor).

Service Learning Project and 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 that is due later.

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 (get instructor approval for outside Missoula). Students may not use something they are currently doing for their job. All projects must be approved by the instructor before beginning. Students must spend at least 10 of those hours in a leadership 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 five hours) in a followership 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 and additional exercises provided by the instructor, 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 create a high quality and high value plan.

Criteria
An outline for this report/plan will be provided via Moodle and we will go over requirements in class.

Final Exam – 25%
There will be one comprehensive, cumulative exam held during the scheduled time during finals week covering the material from the course, including lectures, readings, quizzes, exercises, etc.

Students must take the exam on the regularly scheduled day and time unless they have an excused absence and have discussed and rescheduled with the instructor ahead of time. Excused absences normally include (1) University-approved absences, (2) documented health emergencies, (3) civil service such as military duty and jury duty, and (4) other emergencies deemed appropriate by the instructor. In all cases, the instructor must be notified prior to the exam unless the emergency makes such notification infeasible. During the exam, students may use books or notes. However, the exam is timed, so students are encouraged to know the material without having to look answers up in the books/readings.

Extra Credit
There are not many opportunities for extra credit offered in this class. Opportunities, if any, will be identified by the instructor.

Class Policies
Students are expected to engage in the activities, read the required material, and ask questions when clarification is needed. Because class discussions are an integral part of this course, students should plan to engage fully in discussions and be willing to

talk about ideas and experiences. Students can expect the instructor to be available during the office hour times indicated and available by email (at reasonable times) to answer questions, to provide timely feedback, and to use class time for Leadership & Motivation material.

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." (Section V.A., available at http://www.umt.edu/vpsa/policies/student_conduct.php). All students need to be familiar with the Student Conduct Code. It is the student's responsibility to be familiar the Student Conduct Code. In addition, please read and become familiar with the School of Business Administration's Code of Professional Conduct (http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx)

Plagiarism and cheating are strictly forbidden. If you do not understand what constitutes plagiarism or cheating, please email the instructor for clarification.

E-mail: Faculty members may only correspond with students regarding academic issues if both parties use official UM e-mail addresses. This means that students need to either use a umconnect address or a umontana.edu address for email correspondence with professors. Please make sure you are using that email address (checking it frequently, etc.) - you will receive emails from me there.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. "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 that office as soon as possible for an evaluation.

Course Calendar is available on Moodle.