Fall 9-1-2022

BMGT 420.01: Leadership & Motivation/Service Learning

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Office Hours: Monday, Wednesday 11:00am – 12:20pm

Required eText: The Leadership Experience, 7th Edition, by Richard L. Daft

                        Note: Access via class Moodle page – "MindTap Access"

Pre-requisites: Completion of BMGT 340/341 (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.

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.
3. BMGT 420 builds self-awareness and develops students' own skills in the main areas through various assignments and experiences.
4. BMGT 420 emphasizes the use of excellent written communication skills.

University and College 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/student-affairs/dean-of-students/default.php*

The College of Business Student and Faculty Professional Code of Conduct can be found at: http://www.business.umt.edu/ethics/professional-conduct-code.php.

Mission Statements and Assurance of Learning

The College of Business at the University of Montana creates transformative, integrated, and student-centric learning experiences, propelling our students to make immediate and sustained impact on business and society. We nurture our students' innate work ethic to develop confident problem solvers and ethical decision makers. We pursue thought leadership and collectively create opportunities for a better life for our students, faculty, and staff.

COB Core Values:
- Students first: We educate the whole person
- Experiential learning: We create experiences that matter
- Thought leadership: WE create rigorous and relevant knowledge
- Stewardship: We value people, planet and profit

Learning Goals: As part of our assessment process and assurance-of-learning standards, the COB has adopted the following learning goals for our undergraduate students:

Learning Goal 1: COB graduates will possess fundamental business knowledge in the core disciplines of Accounting, Finance, Management Information Systems, Management and Marketing.
Learning Goal 2: COB graduates will be able to integrate business knowledge.
Learning Goal 3: COB graduates will be effective communicators.
Learning Goal 4: COB graduates will possess problem-solving skills.

Students with Learning Disability:

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 among students with disabilities, instructors, and the Office for Disability Equity (ODE). "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 ODE, please contact DSS in Lommasson 154. I will work with you through ODE to provide an appropriate accommodation. Visit umt.edu/disability for more information.

Inclusive Access Program

BMGT420 is included in the bookstore's Inclusive Access Program. This program grants you access to your required course materials by the first day of class at the discounted rate the bookstore has negotiated on your behalf. Your student account has already been charged this discounted rate. If for any reason you decide to purchase your materials elsewhere you can opt-out of this program by the add/drop deadline and will receive a refund to your student account. If you have any trouble accessing your course materials please feel free to visit RedShelf Solve. To opt-out of Inclusive Access: You will have until Sept. 12, 2022 to complete this process and you will be responsible for getting access to the materials elsewhere.
- Click the RedShelf link in Moodle
- Click View Course Materials
- Scroll down to the grey opt-out button and follow the prompts

Teaching Philosophy:

It is my responsibility to teach; preparing you for your career; whatever it may be. I take my responsibility to teach and a student's interest in learning very 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 academic theory and 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.   Keep in mind, I will always show up prepared to teach, but students will have to require themselves to learn. Memorizing is the lowest form of learning.

Classroom Requirements & Conduct:

The classroom is a place for learning the material being taught. Anyone whose behavior that is distracting from teaching or students from learning will be engaged directly. 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 questions from material presented in class lectures, text reading material, case discussion questions, and classroom discussions. So, if you are not in class you have no context within which to apply the material missed. I will 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. Please make sure your cell phones are not a source of distraction. Be aware that I know where your attention is directed by where your eyes are focused. **MIND YOUR DRISHTI!**

The teaching modality for this class is face-to-face (F2F). Please be aware that the modality cannot be changed unless instructed by the University and the Dean. In other words, I cannot choose to teach in a different modality (e.g., remotely or online) to accommodate my own or any student's circumstances.   Accordingly, I will teach content in the F2F environment only; classes will **NOT** be recorded. It is each student's responsibility to take notes – if a student misses a class, they need to get the notes any other missed content from another student in the class, not me.

Face masks are not required to be worn when in the classroom. Instructions and guidance regarding testing positive and/or exposure can be found at: https://www.umt.edu/coronavirus/monitoring.php?

Communications:

There are several ways a student may communicate with me; given the current condition email is likely the best even though it is not preferred (by me). **Students MUST use their designated university email address**. When possible, I prefer and ask that students visit with me verbally either in person or via Zoom if communication is required. 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.

Lectures and Reading Assignments:

My practice is to introduce and lecture on content in class. Corresponding reading from the text is assigned after I have lectured on the topics. Once I assign reading, my expectation is that the reading will be completed in time for the next class. It is each student's responsibility to take notes – if a student misses a class, they need to get

the notes from class from another student, not me. I highly recommend students take notes from the assigned readings and then merge lecture and reading content. Trying to understand, learn and retain information from reading by relying on osmosis is **not** an effective strategy. Once I assign reading, I will inform the class the day/date by which I expect the reading to be completed and will entertain questions from the reading. Please be advised that it is not possible to pass the class by simply relying on my lectures. As indicated in the exam section below, questions will be derived from both lecture notes and assigned reading.

Graded Elements

Attendance: (10%)

Attendance is critical to any student performing "well" in my class. I expect students to show up, even if it is late. Starting on September 12, 2022, I will randomly select 5 class days throughout the semester, I will account for everyone present. If a student is going to miss any class, regardless of the reason, the student must send me an email, prior to the start of the class in order to receive attendance credit. To be clear, if you email me after the start of the class in which you are registered, you will receive a "0" for that attendance day. If you know ahead of time that you will be missing a class, you can send me an email well in advance of that day to ensure you do not miss attendance credit if I end up taking attendance on that day. Not showing up to class has two negative implications: 1) it threatens a student's ability to perform well, and 2) it negatively reflects on you with me.

Leader's Self-Assessments Exercises (10%):

Included as a separate document in the folder titled "Leadership Report Stuff" is a page that outlines, by chapter, 20 separate exercises that are to be completed via MindTap and the corresponding availability/due dates for each group. Each assessment requires students to answer a series of questions that will help identify leadership/followership attitude and aptitude. Students will also be required to evaluate their answers quantitatively and qualitatively (in written note form). A copy of each assessment's interpretation page along with your written comments/notes regarding the results are required to be turned as an appendix to your leadership report (including the draft report).

For each exercise completed by the due date you will earn .05% of the 10% total. Assessments are accessed and completed via MindTap where students will: a) Answer the questions, interpret the results (which is done automatically for you when you click on "interpretation"; and b) once answers are interpreted, students are required to indicate whether the result is a strength or weakness in terms of effective leadership and provide notes about your own observations (e.g., The result of this assessment represents a strength for me. I was surprised to learn that I thought myself to possess more verbal intelligence, but from the exercise I am clearly more logical-mathematical.)

Please note the due dates for each of the assessments by section. Assessments will be made available after class starting on September 7. You can start/complete the assessments assigned for the current group immediately, without having to wait for the material to be covered in class. However, once you complete each assessment, you cannot go back and change your answers and as such the interpretation of your answers. Also, once the due date has passed, you will no longer be able to gain access to any of the assessments missed in order to receive credit for them.

Service Learning Project (10%: 5% for approval of project by Feb. 12 & 5% for completion of 15 hours):

Service Learning is a method of teaching and learning in which students, faculty, and community partner's 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/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 mid-November. Students will integrate what they learn from the Service Learning Project into their Leadership Report.

Criteria

Hours Required: Students are expected to log **at least 15 hours** of service **at a non-profit organization** of their choice in the Missoula area. Students must spend the majority 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 may not:
> 1) do something they are currently doing for their job or
> 2) participate in a project where all or a majority of the hours are completed in a brief number of engagements. **The service must be performed over the course of the semester.**

All projects must be approved by the instructor no later than Sept. 21 in order to receive 5% towards total grade. Students self-select the organization to provide service to and in what leadership capacity. Each student needs to submit the service learning set-up paperwork, with their supervisor's signature to the instructor for approval. This document is available in the Service Learning folder on the class Moodle page. Students are required to keep track (provide an audit trail) of the time associated with each service learning engagement. It is recommended that in addition to hours that each student make notes (journal) about their experiences, specifically reflecting on what is learned as it relates to leadership capabilities. This notebook/journal will be useful when it comes to prepare the leadership report.

Final Leadership Report (25%):

Using the Self-Assessments questionnaires from the text and the service learning leadership experience, students are required to conduct an analysis of self. The exercises and experience enable students to learn about their own leadership orientation, style, beliefs, skills, etc. 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 is available in the "Leadership Stuff" folder on Moodle. I will dedicate one entire class day on Monday, January 31 to go over the report and the requirements in detail. The final report and appendices are due by 11:59pm on Sunday, April 17. The report and appendices will need to be uploaded as 1 Word document to Moodle.

Leadership Report Draft – Section I A&B with appendices (15%) – no later than 11:59pm Sunday, Feb. 27

Students are required to prepare and submit a rough draft of section I (Leadership Self-Assessment) A (Introduction) & B (My Leadership Orientation) and present this draft along with the appendices that support the first group of self-assessments (Group A). This rough draft must be uploaded to the assignment folder no later than 11:59pm on Sunday, Feb. 27. Failure to turn in this rough draft (or on-time) will result in a "zero" for 15% of the total grade for the class.

Exams (30%):

There will be two Moodle administered exams during the course of the semester, each worth 15% of the total grade. I write my own exam questions which are drawn from material included on the recorded lectures and the assigned reading. The questions are a combination of T/F, multiple choice, short answer, and fill-in-the-blank. 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.

I do not allow students to take exams or quizzes at any time other than the time indicated on the schedule, unless the student is involved in an official University activity on that day. The student must provide to me, in advance and in writing, confirmation of the student's involvement, the specific activity and the dates of the activities from the coach/coordinator. The dates for the exams are indicated on the schedule provided below. Please plan your other activities accordingly. If any student is caught cheating, that student will receive a "zero" for the quiz and I will make a record of the incident by emailing the Department Chair, Dr. Isho Tama-Sweet, copying the student in question.

Grading and Scale/Weight:

Attendance:	10%
Completion of Self-Assessment Exercises by due dates	10%
Service Learning:	
Project Approval	05%
Completion of 15 service hours	05%
Draft Leadership Report - Section I A&B (from outline)	15%
Leadership Report:	25%
Exams (2):	30% (15% each)
	100%

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 will not, under ANY circumstances, provide individual students the

opportunity to earn extra credit or "second chances" as a means by which to offset poor performance on the required graded elements. **No student will be granted an opportunity to compensate for poor performance at any point, including after final grades are submitted**.

Fall 2022 Class Schedule:

Monday, Sept. 05:	Labor Day – No Class
Wednesday, Sept 07:	Overview of Service Learning & Leadership Report
Sunday, Sept. 11 (11:59pm)	**Group A** assessments to be competed via MindTap
Wednesday, Sept. 21	Last Day for Service Learning Paperwork
Sunday, Sept. 25 (11:59pm)	Draft Leadership Report w/appendices due
Sunday, October 2 (11:59pm)	**Group B** assessments to be competed via MindTap
Monday, October 10	Exam 1 (Chapters 1-4)
Sunday, October 16 (11:59pm)	**Group C** assessments to be competed via MindTap
Sunday, October 30 (11:59pm)	**Group D** assessments to be competed via MindTap
Sunday, November 20 (11:59pm)	Final Leadership Report
Wednesday, December 7	Exam 2 (Chapters 5,6,8 and 10)