



# MGT 248

**MANAGING AND LEADING PEOPLE**



## **COURSE DESCRIPTION**

Introduces students to the management functions of planning, organizing, leading, and controlling. Topics include teamwork, ethics, motivation, and others with an emphasis on the application of conceptual tools to analyze and address managerial issues.

## **CO - REQUISITES**

MGT 247 and SOM 354

Professor Lynne Vincent

Office: WSOM 541

Office hours: TU 11:00-12:00, W 1:00-2:30  
and by appointment

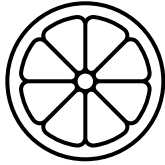
Phone: (607) 279-7523

E-mail: [Lvincen@syr.edu](mailto:Lvincen@syr.edu)

## **CLASS MEETING TIMES :**

Section 4: TuTh 12:30PM - 1:50PM

Section 7: TuTh 9:30AM - 10:50AM



# COURSE SUMMARY



## REQUIRED MATERIALS

Fundamentals of Management (11<sup>th</sup> edition) by Robbins, Coulter, and DeCenzo with MyManagementLab access

Coursepack to be purchased through Harvard Business Publishing. **The coursepack is specific to your section. Take care to purchase and access the appropriate coursepack for your section.**

\$1 in cash for a class activity

Other readings as assigned



## LEARNING OBJECTIVES

- 1) Learn the foundations of effective decision-making for individuals and teams in organizations
- 2) Learn how to structure organizations effectively to manage human resources, innovation, and change
- 3) Learn how to lead individuals and teams while being an effective communicator
- 4) Learn how to manage, measure, and reward employee performance



## SHARED COMPETENCIES

MGT 248 is connected to two university shared competencies: Ethics, Integrity, and Commitment to Diversity and Inclusion (EICDI) and Critical and Creative Thinking (CCT). During this course, you will learn about different ethical perspectives, consider your own ethical perspective, and apply different perspectives to organizational events and processes. These discussions and activities will help you identify, analyze, evaluate, and respond to ethically charged organizational events. We will discuss the organizational dynamics of power, equity, diversity, identity and culture affect our own organizational experiences and the organization as a whole. You will learn how individual's different approaches to work due to their race, gender, ethnicity, functional background, socio-economic status, neurological processes, identities, and other factors affect organizational processes and outcomes.

Throughout the course, you will critically analyze different organizational events and processes, collect and synthesize data related to those events, and generate solutions to organizational challenges.



## ASSIGNMENTS AND EXAMS

- 3 Exams
- MyManagementLab Assignments
- Blackboard Assignments



## PARTICIPATION

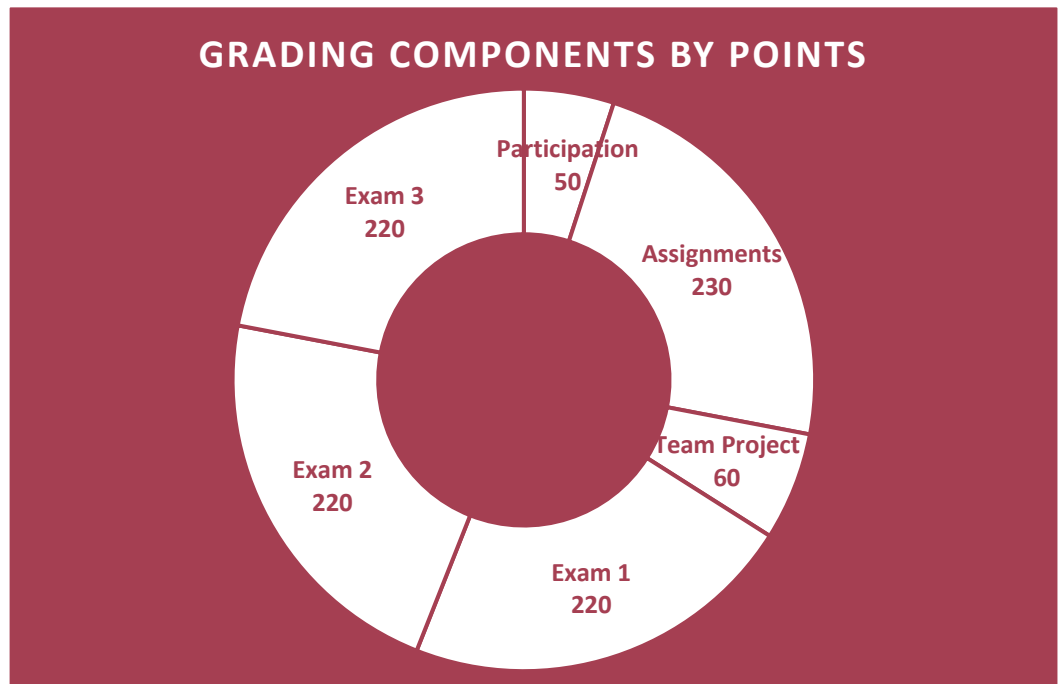
- Participation and attendance



## TEAM PROJECT

- In teams of 5-7, you will interview 2 people from different organizations. You will draw connections and comparisons across their responses related to MGT 248 concepts.

# GRADING COMPONENTS



## GRADING TABLE

<i>Grade</i>	<i>Points</i>
A	930
A-	900
B+	870
B	830
B-	800
C+	770
C	730
C-	700
D	650
F	<649

## GRADING POLICY

The faculty at the Whitman School developed a uniform grading policy for the undergraduate program. The policy has three goals: (1) to ensure that grading is fair and consistent across courses, (2) to encourage students to take their coursework seriously, and (3) to ensure faculty deliver a challenging academic experience.

The policy is as follows: For all undergraduate courses taken at the Whitman School with 25 or more students enrolled, the mean grade shall be no higher than 3.3 and the maximum percentage of A/A- is 33%.

Multiple sections taught by the same professor will be aggregated together to calculate the mean grade and percentage of A/A- awarded. Deviations to the above policy may occur depending on individual class performance.



# COURSE REQUIREMENTS AND EXPECTATIONS

<i>Assignment</i>	<i>Description</i>	<i>Learning Objective Addressed</i>	<i>Shared Competency Addresses</i>	<i>Value of Final Grade</i>
<i>Participation</i>	This component addresses your engagement and contributions in class.	1, 2, 3, 4		50
<i>Exam 1</i>	This component evaluates your mastery and application of chapters 2, 3, 4, and 8	1, 2, 3, 4	CCT, EICDI	220
<i>Exam 2</i>	This component evaluates your mastery and application of chapters 6, 9, 10, and 11	1, 2, 3, 4	CCT, EICDI	220
<i>Exam 3</i>	This component evaluates your mastery and application of chapters 12, 13, 14, and 15	1, 2, 3, 4	CCT, EICDI	220
<i>Team Project</i>	This project assesses your ability to critically analyze current events and apply course concepts to those events. You must present the current event and your analysis of the event to the class using written, graphical, and verbal communication.	1, 2, 3, 4	CCT	60
<i>MyLab: Chap. 2 Warm up</i>	This component assesses your understanding of Chapter 2.	1, 3	CCT	10
<i>MyLab: Chap. 4 Warm up</i>	This component assesses your understanding of Chapter 4.	1, 3, 4	CCT	10
<i>MyLab: Chap. 8 Warm up</i>	This component assesses your understanding of Chapter 8.	1, 2, 4	CCT	8
<i>Response to How the Pandemic Changed Talent Management Podcast Assignment</i>	This component helps you analyze how the workplace reacted to a massive external change and how that change will reshape the workplace from here on.	1, 2, 4	CCT, EICDI	15
<i>MyLab: Chap. 6 Warm up</i>	This component assesses your understanding of Chapter 6.	2, 3, 4	CCT	10
<i>What is your Expected Pay</i>	This component asks you to prepare an answer to a common and challenging interview question by considering the factors associated with compensation.	3, 4	CCT	20
<i>Personality Inventory online</i>	This component will provide you personalized information regarding your personality, which helps you	1, 3		20

	understand your behaviors and how you interact with others.			
<i>MyLab: Chap. 9 Warm up</i>	This component assesses your understanding of Chapter 9.	1, 2, 3, 4	CCT	12
<i>MyLab: Chap. 10 Warm up</i>	This component assesses your understanding of Chapter 10.	1, 3, 4	CCT	8
<i>Heed the Market Response</i>	This component requires you to analyze your experiences during the Heed the Market Response.	1, 2	CCT, EICDI	25
<i>Responses to WorkLife with Adam Grant: Your Hidden Personality</i>	This component assesses your understanding of how this podcast applies to the organizations. It provides you insight into how organizations use personality assessments to improve employee and organizational performance. The assessment asks you to consider your opinions on the uses of personality assessments and the validity of those uses in organizations.	1, 3, 4	CCT	10
<i>MyLab: Chap. 11 Warm up</i>	This component assesses your understanding of Chapter 11.	1, 3, 4	CCT	12
<i>MyLab: Chap. 12 Warm up</i>	This component assesses your understanding of Chapter 12.	2, 3, 4	CCT	8
<i>Reflection on Personality Inventory results</i>	This component requires you to evaluate your personality inventory results and consider what your results suggest about your personality and how that affects your personality. This assessment allows you to apply your analytical skills to communicate how your inventory results may affect your future organizational experiences.	1, 3	CCT	10
<i>MyLab: Chap. 13 Warm up</i>	This component assesses your understanding of Chapter 13.	3, 4	CCT	10
<i>Speaker Questions</i>	This component asks you to prepare for a conversation with a guest speaker by integrating course concepts with your organizational interests to generate a series of questions that you would like to ask the speaker. You will use your analytical and writing skills to develop a set of questions that will help you communicate with the guest speaker.	2, 3, 4	CCT	10
<i>Strike in Space Discussion Questions</i>	This component helps you prepare for our discussion of the Strike in Space case. This component asks you to consider how you would communicate effectively with and lead a team.	3, 4	CCT, EICDI	8
<i>Responses to To Get Ahead, You Need Both Ambition and Humility</i>	This component assesses your understanding of how this podcast applies to the organizations. It provides you insight into how and when leaders can use ambition and humility as leadership tools. The assignment requires you to connect the concepts to your own experiences and communicate those connections effectively.	2, 3, 4	CCT	12
<i>Strike in Space Response Questions</i>	This component requires you to evaluate your understanding of the team dynamics in Strike in Space, how course concepts relate to the situation, and how you can manage and communicate with employees effectively during conflict.	3, 4	CCT, EICDI	12





## ADVICE AND ASSISTANCE

Students are responsible for contacting the instructor when having trouble understanding the material or requirements for the course. I am available for meetings and may be reached by telephone or email. I truly love working with students and love discussing these topics. The material that we discuss will be helpful to you no matter which career/s you choose. I want to help you understand this material and how to apply it. I am more than happy to help.



## RESPECT AND INCLUSION

I ask that all students work with me to create a welcoming environment of all forms of diversity. My goal as your instructor is to create learning environments that are useable, equitable, inclusive, and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please meet with me or email me to discuss additional strategies beyond accommodations that may be helpful to your success.



## PARTICIPATION AND ATTENDANCE

For this course, participation is **required** and is worth 50 points toward your final grade. As part of Orange SUccess, I will document attendance. If there are concerns regarding your attendance, I will report them in order to help you receive any support that you need.

Attendance will be taken for each class. You are allowed 3 unexcused absences. Additional excused absences are allowed. Extenuating circumstances always will be considered. These include but are not limited to an academic or career opportunity, an illness, exposure to someone who is sick, or a family or personal emergency. Absences through religious observances will also be excused as long as you have signaled it to me and registered on Myslice (see religious observance policy).

For each **unexcused** absence beyond your allowed 3, you will lose 10 points from your attendance score.

I expect that you will prioritize your health and safety as well as the health and safety of other people. If you do not feel well, you should not attend class. Your absence will be excused. Just notify me via email that you will not be attending class. You do not need to disclose any health information to me. Don't know what to write in the email? Try this:

Subject: MGT 248- Not attending class- (place date of missed class/classes here)

Dear Professor Vincent,

I will not be attending class (place date/date range here). I will review the readings, lecture slides, and a classmate's notes. I will let you know if I have any questions and make an appointment to review the material.

Sincerely/Best regards/(your preferred sign-off),

(Your Name)

Modify that template and send it.

I also will consider participation as part of attendance. Participation means meaningfully contributing to class discussion, answering or asking questions during class, providing applied examples of concepts, and participating in class activities. A meaningful contribution is an idea or comment that forwards the conversation and makes our discussion more engaging. Noting your agreement with someone else does not count as participation. If you do not feel comfortable speaking in front of the class, you are welcome to email me with comments or questions. If you find example of organizations using concepts related to the class, you can send them to me as well.



## ASSIGNMENTS

During the course, you have the opportunity to complete assignments that will add to your final course grade. **Some assignments are completed on MyLab while others are completed on Blackboard.** These assignments vary in point values. If you choose to not complete the assignments, you will not earn those points toward your final class grade. Assignments are designed to expose you to organizational behavior and human resource management topics and how they impact daily organizational life.

**Assignments are due at 9:00 AM (EST) the day that they are listed on the syllabus.** For example, on 1/30 under assignments, a Chapter 4 Warm-up in MyLab is listed. You should complete this assignment in MyLab by 9:00 AM on 1/30. If you complete the assignment after that time, your score will be reduced by 50%. In other words, 9:01 AM is too late. 8:59 AM is good.



## TEAM PROJECT

**Goal:** You will investigate how course concepts affect people's organizational experiences by analyzing a current organizational event as reported in the news. Using a news report or article, you will explain the event (i.e. what is going on) and explain the event or reactions to the event using MGT 248 course concepts. **The event must have occurred in the last 12 months. Teams cannot choose the same event. Your team will sign up to cover a specific event. Once that event has been selected by another team, you cannot use it.** You will present your analysis to the class during a class session.

This assignment is designed to (a) provide you with an opportunity to apply management concepts to analyze an organization of your choice, (b) give you practice working in a team, (c) give you practice communicating in writing and verbally, and (d) applying course concepts to critically analyze organizational experiences and situations. This project will help develop your analytical thinking and your communication competency through the written, oral, and graphical description of your original analysis of organization events.

**Teams:** You will select your own team, so consider your choices carefully. This project is worth a significant portion of your grade and requires a significant amount of coordination and collaboration. This is critical given how much collaboration will occur online.

Team members will jointly conduct the project. The team project deliverable is a class presentation that will be evaluated by me and your peers.



### ***The project assignment***

As a team, you will select an organizational event from the news that interests you (e.g. CEO change, organizational apology for a misconduct or scandal, new selection process, a strike or unionization effort at the company, how the company is using a new technology, a merger or acquisition, a new work arrangement [e.g. hybrid or dissolution of hybrid]). If you have questions about which events would be appropriate, please let me know.

Specifically, you should do the following:

- a. **Select an organizational event that interests your team.** Different teams cannot analyze the same event. There will be a sign-up sheet for events. If another team has already selected your event, you will need to find a new event.
- b. **Collect data on that event.** Look for newspaper articles, news broadcasts, organizational communications, or other sources of data. You can and should use multiple sources of data and be critical of them.
- c. **Analyze the event given your collected data using course concepts.** Given the information you have gathered about the organizational event and your analysis, draw some conclusions about the event you are studying. Draw on the management literature relevant to your event to help you analyze it. Using course concepts, how can we understand what is happening in the organization? If it is relevant, you can use course concepts to predict potential future outcomes. Your analysis should be clear, logical, and based on what you've learned from the class.

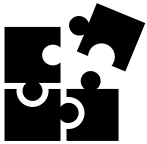
Be sure to use MGT 248 concepts in this section explicitly. Use your sources clearly. For instance, if you are using a news article, use direct quotations or other information to support your analysis.

At the end of the semester, teams will present their projects to the class. The presentation should explain the event (what is the key information that we need to know) and your analysis of that event using course concepts. A visual presentation (e.g. slide show) is not required but **highly recommended**. The presentation should be around 10 minutes long. Not all team members must present. After the presentation, team members will respond to questions from the class.

**The presentation is worth 60 points.**

**You will be evaluated on your explanation of the event (15 points), your use of course concepts to explain the event (25 points), and your presentation quality, which will be assessed by me and your peers (20 points).**

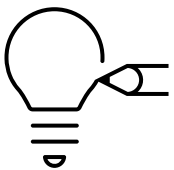
This project should focus on management concepts and a management-related issue. You explicitly should use concepts from MGT 248. Do not analyze the organizational event based on a finance, strategy, marketing, supply chain, accounting, or any other perspective. Your analysis should focus on organizational behavior and human resources concepts.



**Note on teamwork.** It is important to cooperate with your team while completing this assignment. Free riding is unacceptable. You individually will be asked to submit a team evaluation form when the assignment is completed. On this form, you independently will evaluate your own and your fellow team members' work on the project. Your responses will be **confidential**. Your team members will not see your responses. I will review these forms when determining your individual grade on the team project.

Team members will generally receive the same grade even though some might have worked harder than others.

**However, I will modify grades based on free riding.** You will not receive your team's grade if you do not contribute to the team. It is up to you as a team to try to manage your work so that everyone contributes effectively and to sort out any issues that may arise. Nevertheless, there might be exceptions where one team member receives a lower grade than the others because they did not pull their weight. I would rather know that such problems are occurring while they are happening. So, you should be sure to bring your concerns about your team to my attention well before your team's final presentation.



## EXAMS

You will have three exams. Two will be administered during class time, and one will be conducted during the university specified final examination period. The exams will consist of short answer items and multiple-choice items. The best way to study for the exams is to read the readings carefully, work through the practice questions that will be posted on Blackboard, take notes during lectures, participate in class, and answer the discussion questions at the end of each chapter. Grades will be posted on Blackboard. You can make an appointment with me to review the exam. Due to instances of cheating and to preserve the integrity of the exam, **you will not be allowed to keep the graded exam.**



## UNIVERSITY ATTENDANCE POLICY (INCLUDING ABSENCE NOTIFICATION)

Attendance in classes is expected in all courses at Syracuse University. Students are expected to arrive on campus in time to attend the first meeting of all classes for which they are registered. Students who do not attend classes starting with the first scheduled meeting may be academically withdrawn as not making progress toward degree by failure to attend. Instructors set course-specific policies for absences from scheduled class meetings in their syllabi. It is a federal requirement that students who do not attend or cease to attend a class to be reported at the time of determination by the faculty. Faculty should use "ESPR" and "MSPR" in Orange Success to alert the Office of the Registrar and the Office of Financial Aid. A grade of NA is posted to any student for whom the Never Attended flag is raised in

Orange SUESS. More information regarding Orange SUESS can be found at <http://orangesuccess.syr.edu/getting-started-2/>.



## BLACKBOARD LEARNING MANAGEMENT SYSTEM

This class uses Blackboard. You need to use it.

Syracuse University recognizes the importance of teaching and the use of appropriate teaching materials to successful student learning. The Blackboard Learning Management System is a key instructional technology tool that enables Syracuse University instructors to engage in transformative teaching and learning, both for face-to-face and online courses. All faculty, staff and students at Syracuse University can access Blackboard using their University NetID. Course access is granted through an integrated data feed with the MySlice student information system. This integration automatically generates course sites and enrollments for all officially recognized courses each semester. Student access to Blackboard class page is activated when the instructor makes the course “available”.

Information Technology Services ensures the optimal performance of the Blackboard system by overseeing system access, account creations, system operations, user training and technical support. Additional information about Blackboard is available on [Answers Blackboard](#); alternatively, you can contact Information Technology Services by sending email to [help@syr.edu](mailto:help@syr.edu) or by calling 315.443.2677.

## ACCESSIBILITY AND DISABILITY-RELATED ACCOMMODATIONS:

I want you to learn and understand this material. If I am doing something that is stopping you from learning, please let me know. I want to fix it.

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to meet with me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process.

If you would like to discuss disability-accommodations or register with CDR, please visit their website at <https://disabilityresources.syr.edu>. Please call (315) 443-4498 or email [disabilityresources@syr.edu](mailto:disabilityresources@syr.edu) for more detailed information.

CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact CDR as soon as possible to begin this process.

## DISCRIMINATION OR HARASSMENT

Federal and state law, and University policy prohibit discrimination and harassment based on sex or gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If a student has been harassed or assaulted, they can obtain confidential counseling support, 24-hours a day, 7 days a week, from the Sexual and Relationship Violence Response Team at the Counseling Center (315-443-8000, Barnes Center at The Arch, 150 Sims Drive, Syracuse, New York 13244). Incidents of sexual violence or harassment can be reported non-confidentially to the University’s Title IX Officer (Sheila Johnson Willis, 315-443-0211, [titleix@syr.edu](mailto:titleix@syr.edu), 005 Steele Hall). Reports to law enforcement can be made to the University’s Department of Public Safety (315-443-2224, 005 Sims Hall), the Syracuse

Police Department (511 South State Street, Syracuse, New York, 911 in case of emergency or 315-435-3016 to speak with the Abused Persons Unit), or the State Police (844-845-7269). I will seek to keep information you share with me private to the greatest extent possible, but as a professor I have mandatory reporting responsibilities to share information regarding sexual misconduct, harassment, and crimes I learn about with the University's Title IX Officer to help make our campus a safer place for all.

## FAITH TRADITION OBSERVANCES

[Syracuse University's Religious Observances Policy](#) recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their traditions. Under the policy, students should have an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors no later than the end of the second week of classes for regular session classes and by the submission deadline for flexibility formatted classes. Student deadlines are posted in MySlice under Student Services/Enrollment/My Religious Observances/Add a Notification.

## PRONOUNS/NAMES

I want to call you by your name as you want me to pronounce it. Correct me if I am wrong. Your identity is too important for me to not put the effort in. I want to address you as the way that you identify yourself.

Syracuse University encourages, but does not require, community members to share the pronouns they use for themselves. In My Slice "My Profile," all students may choose from a list of pronouns or designate "no pronouns" if they prefer only the use of their names. Students may also share a preferred name there. For information on designating personal pronouns and preferred names, go to [answers.syr.edu/PronounFAQ](https://answers.syr.edu/PronounFAQ) or [answers.syr.edu/PreferredNameFAQ](https://answers.syr.edu/PreferredNameFAQ).



## EMAIL POLICY

CHECK YOUR EMAIL! I send messages through email often.

Syracuse University has established email as a primary vehicle for official communication with students, faculty, and staff. Emergency notifications, educational dialog, research, and general business correspondence are all consistently enhanced in institutions of higher learning where email policies exist and are supported by procedures, practice, and culture.

An official email address is established and assigned by Information Technology Services (ITS) for each registered student, as well as for all active faculty and staff members. All University communications sent via email will be sent to this address. Faculty and staff members must use the officially established University email address to communicate with students registered in their classes. Keep in mind that student records sent to a non-syr.edu email address may create a FERPA violation (See the complete policy at [Syracuse University Email Policy](#)).

Think about a character from a television show or movie who you think is a good manager or good leader (those two things are not always the same thing). Send me an email with a picture of that person and why you think that person is a good leader or manager (briefly) with the subject line "[Insert character's name]'s School of Management."

## THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) sets forth requirements regarding the privacy of student records. FERPA governs both the access to and release of those records, known as education records, and the information they contain. Under FERPA, faculty have a legal responsibility to protect the confidentiality of student records. For additional information about FERPA and Syracuse University's FERPA policy, see [Compliance with the Family Education Rights and Privacy Act](#) or contact the Office of the Registrar (315.443.3535).

# POLICY ON FACULTY USE OF STUDENT ACADEMIC WORK

Students create amazing work. Every semester I am incredibly lucky that I get to see and hear about your ideas. I like to use your work as examples. I intend to use academic work that you complete this semester in subsequent semesters for educational purposes. Before using your work for that purpose, I will either get your written permission or render the work anonymous by removing identifying material.

## TUTORING

Syracuse University offers free tutoring services via the Whitman Learning Center (room 234) for any required Whitman undergraduate course and CLASS (in Bird Library, lower level) for free group tutoring sessions for select large undergraduate courses. More information can be found [here](#).

There is also a paid option for one-on-one sessions via the [Syracuse Tutor Matching Services website](#). These sessions are conducted by SU students acting as independent contractors, and Whitman offers one \$100 voucher per semester for students who do not have other tutoring availability, such as for upper-level electives or graduate level classes. Students can receive these vouchers via their academic advisors.

## COUNSELING AND SUPPORT SERVICES

24-Hour Crisis Services Syracuse University students experiencing a mental health crisis, seeking support for sexual assault or relationship violence, or needing medical consultation can receive free confidential services 24 hours a day, seven days a week by calling 315.443.8000.



## ACADEMIC INTEGRITY POLICY

Cheating is not cool. It is not fair to you, me, or your colleagues. Don't do it.

If you find yourself justifying the behavior, reconsider your ethics perspective and examine if you are using moral disengagement techniques. Moral disengagement is when you remove the negative connotation regarding a behavior. We have all done it. "I am not stealing! I am just borrowing it!"

"Other people were doing it!" "They told me to do it!" "It doesn't hurt anyone really." That is moral disengagement. You are trying to get rid of the moral qualms and concerns you have so that you feel less icky about engaging in a behavior. Face your behaviors, their intentions, and their consequences honestly.

All work submitted must be your own work. You must write and edit your own essays and assignments. You cannot ask other people, systems, services, or programs (e.g. ChatGPT AI Chatbot) to complete your work for you.

Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. You can read what students need to know here: <https://class.syr.edu/academic-integrity/policy/>

The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.

The Violation and Sanction Classification Rubric establishes recommended guidelines for the determination of grade penalties by faculty and instructors, while also giving them discretion to select the grade penalty they believe most suitable, including course failure, regardless of violation level. **Any established violation in this course may result in course failure** regardless of violation level.

*All academic integrity expectations that apply to in-person quizzes and exams also apply to online quizzes and exams. In this course, all work submitted for quizzes and exams must be yours alone. Discussing quiz or exam questions with anyone during the quiz or exam period violates academic integrity expectations for this course.*

*Using websites that charge fees or require uploading of course material (e.g., Chegg, Course Hero) to obtain exam solutions or assignments completed by others and present the work as your own violates academic integrity expectations in this course.*

## AI POLICY

To help you learn to manage and lead in organizations, please keep in mind that managers need to be aware of the evolving landscape of technology, particularly the use of Artificial Intelligence (AI). In this class you are expected to manage your own work by making ethical decisions about the tools you will be using to complete your work.

Assignments and Exams: Each assignment and exam in MGT 248 is designed to help you achieve specific learning objectives. These tasks are structured to encourage you to engage deeply with the course material, apply conceptual tools to real-world scenarios, and develop practical management skills. Given the nature of these learning objectives, the use of AI tools, including ChatGPT, is prohibited in completing assignments and exams for this course. However, it can be used as a study tool in preparation for exams. The generation of content, analysis, or any form of assistance in answering questions for any assignments or exams is not allowed to ensure that the work you submit is authentically yours and reflects your personal understanding and interpretation of the course material. You are encouraged to use your textbook, articles, posted class slides, and any notes you take in class to help you complete a class assignment. However, you may use other online tools like ChatGPT to help you study for your exams. This policy is in place to maintain academic integrity and to provide a fair and equal learning experience for all students.

Defining AI Tools: For the purposes of this course, 'AI tools' are defined as any software or application that uses natural language processing (NLP), machine learning (ML), or other forms of artificial intelligence to generate, alter, or suggest content. This includes tools like ChatGPT, internet search engines that utilize ChatGPT, as well as advanced features in writing assistance tools such as Grammarly's new 'Grammarly Go' feature. While basic grammar and spelling checks are permissible and encouraged, any form of AI-driven content creation or modification is prohibited for this course.

Approach your learning experience in this course with honesty, curiosity, and a willingness to challenge yourself. If you have any questions about what constitutes appropriate tool use, please do not hesitate to contact me.

## T U R N I T I N

Plagiarism is not cool. I want to hear your thoughts and ideas. All work must be your own original work. If you turn in other people's ideas and work or use A.I. to write your assignments, you will not get credit for it. Don't do that. A.I. may not be used to write or edit your assignments. **Any established violation in this course may result in course failure** regardless of violation level.

This class may use the plagiarism detection and prevention system Turnitin. You will have the option to submit your writing assignments to Turnitin to check that all sources you use have been properly acknowledged and cited before you submit the writing assignments to me. I will also submit all writing assignments you write for this class to Turnitin, which compares submitted documents against documents on the Internet and against student writing assignments submitted to Turnitin at Syracuse University and at other colleges and universities. I will take your knowledge of the subject matter of this course and your writing level and style into account in interpreting the originality report. Keep in mind that all writing assignments

you submit for this class will become part of the Turnitin.com reference database solely for the purpose of detecting plagiarism of such writing assignments.

## **ELECTRONIC DEVICE POLICY**

In order to maintain a conducive learning environment and promote focused academic engagement, the following electronic device policy is established for this class. This policy aims to strike a balance between leveraging technology for educational purposes and minimizing distractions.

### Policy Guidelines:

#### Cell Phones:

- Cell phones should be set to silent mode or vibrate during class time.
- Phone calls should be limited to emergencies only and taken outside the classroom to minimize disruption.
- Texting and other non-academic use of cell phones are not allowed during class.

#### Laptops and Tablets:

- Laptops and tablets may be used for class-related activities only (note-taking, research, etc.).
- Streaming videos, gaming, or engaging in any non-academic online activities are not permitted.
- Close and put away laptops or tablets when not in use to minimize distractions.

#### Camera Usage:

- The use of built-in or external cameras for recording or taking pictures during class is not allowed without explicit permission from the instructor.

## **USE OF CLASS MATERIALS AND RECORDINGS**

Original class materials (handouts, assignments, tests, etc.) and recordings of class sessions are the intellectual property of the course instructor. You may download these materials for your use in this class. However, you may not provide these materials to other parties (e.g., web sites, social media, other students) without permission. Doing so is a violation of intellectual property law and of the student code of conduct.



	Topic	Read	Complete	Notes
T 1/16	Course Preview	Chap. 1 (scan chapter for general concepts)		
TH 1/18	The Management Environment	Chap. 2		
T 1/23	The Management Environment	AMA- Snow White	MyLab: Chap. 2 Warm up (10 pts)	
TH 1/25	Important Managerial Issues	Chap. 3: 3.3-3.4	Review the ethical perspectives discussed in textbook. Figure out which one aligns with your current ethical perspective most often.	
T 1/30	Making Decisions	Chap. 4	MyLab: Chap. 4 Warm up (10 pts)	
TH 2/1	Making Decisions	Speed Ventures		
T 2/6	Organizational Structure and Design	Chap. 8 How Apple Is Organized for Innovation	MyLab: Chap. 8 Warm up (8 pts)	
TH 2/8	Exam 1	Exam 1	Exam 1	Covers Chap. 2, 3 (3.3 and 3.4), 4, and 8.
T 2/13	Managing Change and Innovation	Chap. 6	MyLab: Chap. 6 Warm up (10 pts)	
TH 2/15	Managing Change and Innovation		Deadline to select a team or email Professor Vincent to request a team	
T 2/20	Managing Human Resources and Diversity	Chap. 9	MyLab: Chap. 9 Warm up (12 pts)	
TH 2/22	Managing Human Resources and Diversity		Responses to How the Pandemic Changed Talent Management Podcast Assignment (15 points)	
T 2/27	Managing Human Resources and Diversity	How Diversity Makes Us Smarter	What is your Expected Pay (20 pts) Complete Personality Inventory online (20 pts) (link to Qualtrics survey on Blackboard)	Bring your laptop
TH 2/29	Managing Work Groups and Work Teams	Chap. 10	Conduct Heed the Market During Class MyLab: Chap. 10 Warm up (8 pts)	

T 3/5	Managing Work Groups and Work Teams		Heed the Market Response (25 Points)	
TH 3/7	Understanding Individual Behavior	Chap. 11	MyLab: Chap. 11 Warm up (12 pts)	
T 3/19	Understanding Individual Behavior		Responses to WorkLife with Adam Grant: Your Hidden Personality (10 pts)	
TH 3/21	Exam 2	Exam 2		Covers Chap. 6, 9, 10, and 11.
T 3/26	Motivating and Rewarding Employees	Chap. 12	Reflection on Personality Inventory results (14 pts) MyLab: Chap. 12 Warm up (8 pts)	
TH 3/28	Motivating and Rewarding Employees			
T 4/2	Leadership and Trust	Chap. 13	MyLab: Chap. 13 Warm up (10 pts)	
TH 4/4	Leadership and Trust		Speaker Questions (10 points) Responses to "To Get Ahead, You Need Both Ambition and Humility (12 points)	
T 4/9	Leadership and Trust	Strike in Space Case	Strike in Space Discussion Questions (8 pts)	
TH 4/11	Leadership and Trust: Guest Speaker			
T 4/16	Managing Organizational and Interpersonal Communication and Foundations of Control	Chap. 14 Chap. 15	Strike in Space Response Questions (12 pts)	
TH 4/18				
T 4/23	Team presentations			
TH 4/25	Team presentations			