



Professor: Kris Muir, Ed.D.

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Class Time: Cohort A: Mon, Tue, Wed, Thur | 11:00 am - 12:35 pm (Stayer 123 B)  
 Cohort B: Mon, Tue, Wed, Thur | 1:00 pm - 2:35 pm (Stayer 123 B)  
 Dates: June 21 until July 29

TAs: Sabrina Curran, [scurran2@nd.edu](mailto:scurran2@nd.edu)

Office Hours: Mondays, 3pm – 4pm, or email me for 1:1 chat at your convenience

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## OVERVIEW

You were likely born in an organization. Right now you are being taught in an organization. One day you will work in an organization. You will rely on organizations to obtain basic necessities, to participate in activities, and for many facets of life. Organizations emerge because individuals can't or don't want to accomplish their goals alone. Therefore, an organization is most often defined as a collective oriented toward a common goal. Management involves formulating that goal and then helping people achieve it.

Management is a social science discipline. Like any other discipline, it is predicated on collecting and analyzing data using advanced statistical techniques. On some occasions we'll get a fairly nuanced look at how studies are conducted. On other occasions, we'll review a wide array of studies in a short period of time.

## LEARNING OBJECTIVES

At the completion of this course, successful students should be able to:

- Identify and describe the various attitudes and behaviors of individuals and groups in organizations.
- Describe and differentiate which employee, group, and organizational mechanisms increase job performance and organizational commitment, while reducing withdrawal behaviors.
- Explain how organizations can gain a competitive advantage through individuals.
- Understand and predict human behavior in organizations by recognizing effective and ineffective work environments.

## MATERIALS

There is no textbook for this course. The readings are all in an online course pack or business library's online reserve (linked to Canvas). I sought readings that will help you learn the course concepts while also being engaging and fun to read. Many of the readings are from recent books. It is important that you have completed the assigned readings thoroughly before class on the day shown in the schedule at the end of the syllabus. Please note that for Harvard Business Review articles in the library reserve, you cannot simply click the article title (please follow the instructions listed online).

## COURSE POLICIES

### ***Attendance, Engagement, and Professionalism:***

To understand the material, it's critical that you attend classes. Some questions on the exams will cover material that is not contained in the assigned readings, and some questions will require you to draw on your experience with the exercises that we'll do in class. The class is taught in such a way that it is not possible to "catch up" from a missed class via the readings.

Since the root of "attendance" is "attend," you must be present not only physically but mentally as well such that you're paying attention and engaged. I understand that everyone has a different comfort level with participation. Thus, engagement takes many forms: answering my questions, asking questions, engaging deeply in class exercises, listening to your peers as they participate, and simply being attentive. Please note that from time to time, I elicit participation (even if your hand is not raised), so it is important that you are fully prepared for each class. I do not view this as a cold call or test, but rather, it is to give everyone a chance to speak up.

Professionalism is also expected. This includes arriving on time for class, being prepared, and adhering to the electronics policy. You are responsible for information sent to you via email and posted throughout the semester on Canvas.

### ***Quiz and Final Exam Conflicts:***

Make-up quizzes and exams are not allowed without an officially excused absence through Notre Dame.. Please contact me as soon as possible (or have a friend or family member contact me) in the event of a medical or family emergency. Barring a documented emergency, missing the quiz/exam will result in a grade of zero.

### ***Academic Integrity:***

Please familiarize yourself with the updated *Academic Code of Honor* and uphold your commitment to academic integrity, which is consistent with our collective mission. All assignments are to be completed individually, except for the group project. Discussing exam questions or sharing exam information with other students (past, present, and future) is strictly prohibited.

Be sure to cite all sources in your assignments. Plagiarism, even when committed inadvertently, is not tolerated and will be penalized per university policy. For additional information about plagiarism, please reference <https://www.plagiarism.org/article/what-is-plagiarism>.

Please do not discuss information with students in later sections prior to their class time that would detract from the learning experience, such as cases and in-class activities.

***Special Accommodations:***

I believe everyone has the right to take the course without undue hardship deriving from conditions such as physical or learning disabilities. Any student who has a documented disability and is registered with Disability Services should speak with me as soon as possible regarding accommodations. Students who are not registered should contact the Office of Disability Services (<http://sarabeidisabilityservices.nd.edu/>).

It is the policy and practice of The University of Notre Dame to provide reasonable accommodations for students with properly documented disabilities. Students who have questions about Sara Bea Disability Services or who have, or think they may have, a disability are invited to contact Sara Bea Disability Services for a confidential discussion in the Sara Bea Center for Students with Disabilities or by phone at 574-631-7157. Because the University's Academic Accommodations Processes generally require students to request accommodations well in advance of the dates when they are needed, students who believe they may need an accommodation for this course are encouraged to contact Sara Bea Disability Services at their earliest opportunity. Additional information about Sara Bea Disability Services and the process for requesting accommodations can be found at [sarabeidisabilityservices.nd.edu](http://sarabeidisabilityservices.nd.edu)

***Late Assignments:***

As in the business world, work must be received on time in order to receive full credit. If you are late on an assignment, your grade on that assignment will be reduced by 25%, and 25% for each additional day it is late. You are always welcome to hand in an assignment before its due date if you know that you will be busy as the due date approaches.

***Curve:***

Mendoza observes a grading policy such that the grade point average (GPA) for each class as a whole must be no lower than 3.30 and no higher than 3.60 for graduate classes. I am required to abide by the policy. Because of the curve, extra credit is not offered. The course is designed to be challenging.

***Changes to Syllabus:***

This course syllabus is a general plan for the course; deviations by the instructor may be necessary. I will always communicate changes.

## **CONTACTING ME**

My email address is [kmuir2@nd.edu](mailto:kmuir2@nd.edu). Please expect 24 hours on business days (M-F) for a response. This means that if you email me at 2pm on Friday, you may not receive a response until 2pm on the following Monday. Keep this in mind as assignments and exams approach. Please include your class time (i.e., 1:35pm or 3:20pm) when you email me or the TAs.

## GRADING

The following components will be used to determine your final course grade:

Deliverable	Weight
Professionalism and participation	10%
Daily Journal (based on pre-work readings)	10%
Short Paper #1: Sculpt Your Network	7.5%
Short Paper #2: Team Diagnosis	7.5%
Quiz #1	10%
Quiz #2	10%
Group Presentation	15%
Final Exam	30%
	100%

***Professionalism and Participation:***

As noted above in the “Course Policies” section, regular class attendance is expected. You will lose points for lack of engagement/professionalism and **more than two unexcused absences**, as I understand that unforeseen situations happen.

For excused absences planned in advance, the student must provide notification prior to the planned absence; for unplanned absences resulting from injury or illness, the student must provide the professor appropriate verification from a health services provider no later than two business days after the period of absence concludes.

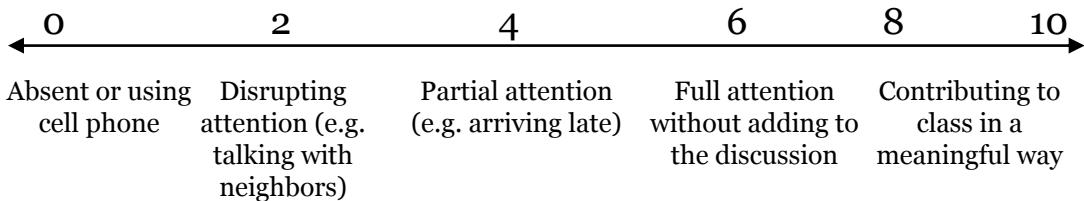
If you miss a class, regardless of the reason, you are responsible for any assignments due that day and the material covered in class. If you miss a class, you can contact a peer from either section for any notes or materials that we covered in class.

**Note on Zoom:** All students in the MSM program are expected to **attend courses in-person**. The use of Zoom for dual delivery is only used when explicitly requested for legitimate purposes. Speak with me if you have any questions about whether or not Zoom is an appropriate option for you.

What constitutes good participation? The following list should help:

1. Making evidence-based comments and recommendations.
2. Distinguishing between data, opinions, and guesswork.
3. Demonstrating an understanding of the reading or case.
4. Building on the comments of others.
5. Being a good listener and respecting your peers’ opinions.
6. Asking thoughtful questions.

Participation grades are not assigned randomly, nor are they based on one or two memorable class sessions; rather, they reflect your cumulative semester-long track record of preparing for class and adding to discussions. Daily scores range from 0 to 10, and the following rubric should give you an idea of how the scores are approximately determined:



Thus, showing up on time and paying attention in class gets you to a 7.5 out of 10 – to move up from there, you should get involved and contribute something meaningful to the day’s discussion.

### ***Quizzes and Exams:***

The in-class Quizzes (first 30 minutes of class) will test your knowledge of topics covered up to and including the date prior to each Quiz. The final exam will be cumulative. For both quizzes and exams, you will be tested on your knowledge and application of material covered in class (through lectures, discussion, activities, etc.) and the assigned readings / exercises. Just because something is not covered in class does not mean it will not be on the quiz/exam.

### ***Daily Journal:***

Before each class, you will submit a daily journal to showcase insights you gained from the readings/videos. There are three parts to the journal (one central question, two important points, one main thing you would like to understand). These entries should be posted on Canvas.

### ***Short Papers:***

Each paper should be 1.5-2 pages, single spaced. Please use 12-point Times New Roman font with 1" margins around. Please submit these on Canvas under “Assignments.”

- Paper #1: Sculpt Your Network
- Paper #2: Team Diagnosis

***Group Project:***

The team project entails (1) identifying a particularly good, bad, or ugly action (or set of actions) taken by an organization or its members in the last year or so (2017-early 2020), and (2) analyzing that action using management theories and concepts from our course. A “good” action is one that has positive implications for employees or stakeholders such as customers, suppliers, or society at large. A “bad” action is one that has negative implications for employees or stakeholders. An “ugly” action is one that is intentional, systematic, and morally reprehensible.

Your team will give a 7-8 minute presentation in class and submit a 1-2 page “executive summary” (single spaced, 12-point Times New Roman font, with 1” margins around). The team project is designed to (a) provide you with an opportunity to apply management theories and concepts to a contemporary issue in a real organizational setting of your choice, (b) offer you practice working in a team, and (c) offer you an opportunity to stand up and deliver a formal presentation in front of a group in a safe and supportive classroom environment.

To receive a high grade for your work on this project, your team must select appropriate management concepts to analyze the organizational action of choice, demonstrate your understanding of the theoretical concepts, and show how they apply to the organization’s action. Importantly, all course concepts should be first defined in your own words, then illustrated showing examples. Independent inquiry is also encouraged.

Further, an excellent presentation is likely to be one for which the team uses management theories and concepts not just accurately and appropriately, but also creatively and critically. In addition to being evaluated on their content, the team presentations will also be evaluated on their professional quality (e.g., clarity, organization, delivery).

Your presentation should include the following components:

- a brief overview of the organization, the action, and the context in which it took place
- a brief explanation of whether the action was good, bad, ugly, or a combination
- an analysis of the action using appropriate and relevant management concepts
- some discussion of the effects or consequences of the action for those who are employed by the organization or other relevant stakeholder groups

You may use whatever media you prefer to make your presentation (PowerPoint, overheads, chalkboard, music, skits, etc.), as long as it clearly conveys the point of your project and does not detract from the information. You must cite all sources.

Your group will receive one grade for the project. However, if multiple members of a group feel that particular individuals deserve higher or lower grades, I will consider the possibility of

assigning individual grades to that group. It is up to you as team members to try to manage your work so that everyone contributes effectively and to sort out any issues that may arise. I would rather know that such problems are occurring while they are happening, instead of only afterwards. Thus, be sure to contact me regarding major concerns about your team early.

Timeline:

- July 6 by 11:55pm: Group project plan due
  - Have one member of the group email me a few sentences about which organization and good/bad/ugly action(s) you will analyze. In this email, please include a copy of or link to the news source (i.e., article). Please also include the name of all team members in this email.
  - This deadline was chosen because we will have covered an array of topics by this time that can be applied to the project. However, only one group will be permitted to analyze a particular organization/action, so your group may need to change its plan if there are duplicates. You are welcome to email me before the deadline to solidify the organization/action for your group.
- July 20 by 11:55pm: If your group has a preferred presentation date, please email me. Note that I may not be able to grant all requests, in which case your presentation date will be assigned. Please include the name of all team members in this email. As noted previously, unexcused absences are not allowed on your team's presentation date. However, in the event that someone from the team is absent when scheduled to present, the other group members are still expected to present that day.
- July 25 by 11:55pm: Slides and executive summary due via email, *regardless of which day you present*. Please include the name of all team members in this email.
- July 26 & 27: In-class presentations

***Grading Scale***

	<b><i>Grade</i></b>	<b><i>Description</i></b>
A	93.00 and above	Truly Exceptional
A-	90.00 - 92.99	Outstanding
B+	87.00 - 89.99	Very Good
B	83.00 - 86.99	Good
B-	80.00 - 82.99	More than Acceptable
C+	77.00 - 79.99	Acceptable: Meets All Basic Standards
C	73.00 - 76.99	Acceptable: Meets Most Basic Standards
C-	70.00 - 72.99	Acceptable: Meets Some Basic Standards
D	60.00 - 69.99	Minimally Passing
F	59.99 and below	Failing

All grades will be calculated and communicated through Canvas.

## SCHEDULE

Date	Pre-Class Assignments	Live Class
Week 1 6/21 Mon	<ul style="list-style-type: none"> <li>• Reading: Syllabus</li> </ul>	Intro to Management
Week 1 6/22 Tue	<ul style="list-style-type: none"> <li>• Reading: “Leading in Times of Trauma”</li> <li>• Complete Daily Journal on Canvas</li> </ul>	Intro to Management
Week 1 6/23 Wed	<ul style="list-style-type: none"> <li>• Reading: Porter, “The Five Competitive Forces That Shape Strategy”</li> <li>• Complete Daily Journal on Canvas</li> </ul>	Strategy
Week 1 6/24 Thur	<ul style="list-style-type: none"> <li>• Reading: Porter, “Competing Across Locations”</li> <li>• Complete Daily Journal on Canvas</li> </ul>	Strategy
Week 2 6/28 Mon	<ul style="list-style-type: none"> <li>• Reading: Kotter, “Why Transformational Efforts Fail”</li> <li>• Complete Daily Journal on Canvas</li> </ul>	Leading Change
Week 2 6/29 Tue	<ul style="list-style-type: none"> <li>• Reading: Heath and Heath “Three Surprises About Change”</li> <li>• Reading: Nir Eyal “Reimagine Your Temperament”</li> <li>• Complete Daily Journal on Canvas</li> </ul>	Leading Change
Week 2 6/30 Wed	<ul style="list-style-type: none"> <li>• Reading 1: Cross and Parker ”The Hidden Power of Social Networks”</li> <li>• Complete Network worksheet for class</li> <li>• Complete Daily Journal on Canvas</li> </ul>	Networks
Week 2 7/1 Thur	<ul style="list-style-type: none"> <li>• Reading 2: “How To Build Your Network”</li> <li>• Complete Daily Journal on Canvas</li> </ul>	Networks
Week 3 7/5 Mon	<ul style="list-style-type: none"> <li>• Reading: “The Three Levels of Culture”</li> <li>• Complete Daily Journal on Canvas</li> <li>• Prepare for Quiz</li> </ul>	<b>Quiz #1</b> Org Culture
Week 3 7/6 Tue	<ul style="list-style-type: none"> <li>• Reading: “Balancing Inquiry and Advocacy”</li> <li>• Complete Daily Journal on Canvas</li> <li>• Group Project Plan Due by 11:55pm via email to me and TA</li> </ul>	Managing Teams I
Week 3 7/7 Wed	<ul style="list-style-type: none"> <li>• Reading: “Trip Wires in Designing and Leading Work Groups”</li> <li>• Complete Daily Journal on Canvas</li> <li>• <b>Paper due Wednesday 7/7 at 11:55pm: Sculpt Your Network</b></li> </ul>	Managing Teams II

Week 3 7/8 Thur	<ul style="list-style-type: none"> <li>• Reading: "Team Effectiveness" by Baldwin et al.</li> <li>• Complete Daily Journal on Canvas</li> </ul>	Decision Making I
Week 4 7/12 Mon	<ul style="list-style-type: none"> <li>• Reading: "Originals (Rethinking Groupthink)"</li> <li>• Watch: "Paradox of Choice" by Schwartz <a href="#">link</a></li> <li>• Complete Daily Journal on Canvas</li> </ul>	Decision Making II
Week 4 7/13 Tue	<ul style="list-style-type: none"> <li>• Reading: "Motivating Others"</li> <li>• Reading: "Made to Stick (chapter)"</li> <li>• Complete Daily Journal on Canvas</li> <li>• Prepare for Quiz</li> </ul>	<b>Quiz #2</b>  Motivation I (Rewards/Goals)
Week 4 7/14 Wed	<ul style="list-style-type: none"> <li>• Reading: "Give and Take (chapter)"</li> <li>• Reading "Mindset (chapter)"</li> <li>• Complete Daily Journal on Canvas</li> </ul>	Motivation II (Mindset)
Week 4 7/15 Thur	<ul style="list-style-type: none"> <li>• Reading: "Me, Myself, and Us"</li> <li>• Reading: "Emotions and Reasoning at Work"</li> <li>• Complete "Big Five" personality test on Canvas</li> <li>• Complete Daily Journal on Canvas</li> </ul>	Personality and Emotional Intelligence
Week 5 7/19 Mon	<ul style="list-style-type: none"> <li>• Reading: "Nudge (chapter)"</li> <li>• Reading: "Harnessing the Science of Persuasion"</li> <li>• Complete Daily Journal on Canvas</li> </ul>	Interpersonal Influence
Week 5 7/20 Tue	<ul style="list-style-type: none"> <li>• Reading: "Originals (Recognizing Original Ideas)"</li> <li>• Reading: "Rent the Runway" HBR case (\$5)</li> <li>• Complete Daily Journal on Canvas</li> </ul>	Innovation and Creativity
Week 5 7/21 Wed	<ul style="list-style-type: none"> <li>• Reading: "Solitude and Leadership"</li> <li>• Complete Daily Journal on Canvas</li> <li>• <b>Paper due Wednesday 7/21 at 11:55pm: Team Diagnosis</b></li> </ul>	Leadership
Week 5 7/22 Thur	<ul style="list-style-type: none"> <li>• Reading: "Managing Yourself: Turn the Job You Have into the Job You Want"</li> <li>• Complete Daily Journal on Canvas</li> </ul>	Wrap-Up and Reflection
Week 6 7/26 Mon	<ul style="list-style-type: none"> <li>• Email slides and executive summary before class</li> <li>• No Readings</li> </ul>	<b>Group Presentations</b>
Week 6 7/27 Tues	<ul style="list-style-type: none"> <li>• No Readings</li> </ul>	<b>Group Presentations</b>
Week 6 7/28 Wed	<ul style="list-style-type: none"> <li>• Prepare for Final Exam</li> </ul>	<b>Final Exam</b>

Week 6 7/29 Thursday	• Breathe	No class
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