



HTM*4130

Current Management Topics Winter 2014



Hi. Welcome to **HTM*4130*01—Current Management Topics**. My name is Trent Tucker and I'll be your professor this term. This course was launched the first time in Winter Term 2012. Ten of the graduates of that course were later hired to be Undergraduate Teaching Assistants (UTAs) for another course I teach—MGMT*1000 (Introduction to Business) in Fall Term. Even if you take this course and don't end up being a UTA, your performance level in giving presentations / doing public speaking and facilitating meetings and discussions will be markedly improved—important skills that you will carry with you into your future business career! I'm excited to be teaching this course again this winter; it is a lot of fun. Here goes...

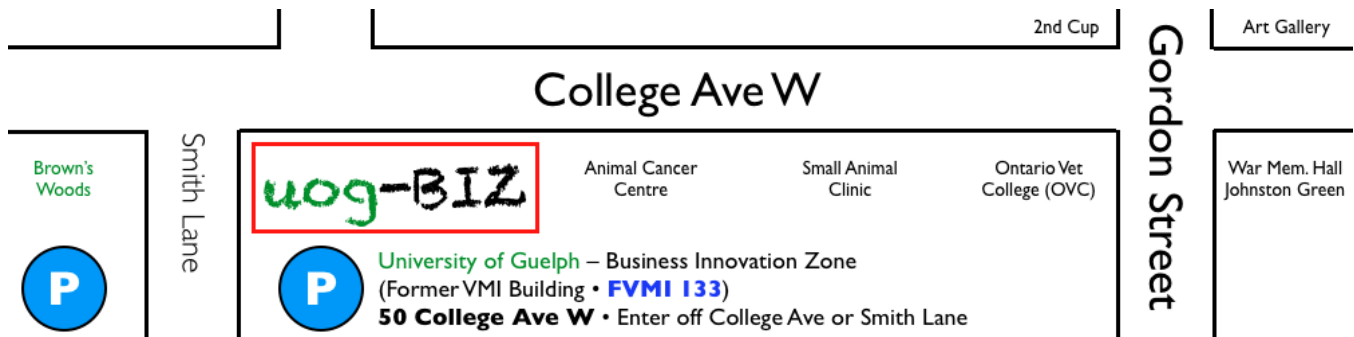
Instructor



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Class Times and Locations

We will meet once a week on Wednesday evenings from 7:00 to 9:50 PM in “The Zone” classroom at uog-BIZ (FVMI 133); see map below. A typical 3-hour class will consist of one hour of a student-lead teaching followed by time to debrief the experience and provide feedback to the student leaders followed by other course-related activities. Since we only have 12 highly interactive classes together, my *expectation* is that everyone attends every class meeting!



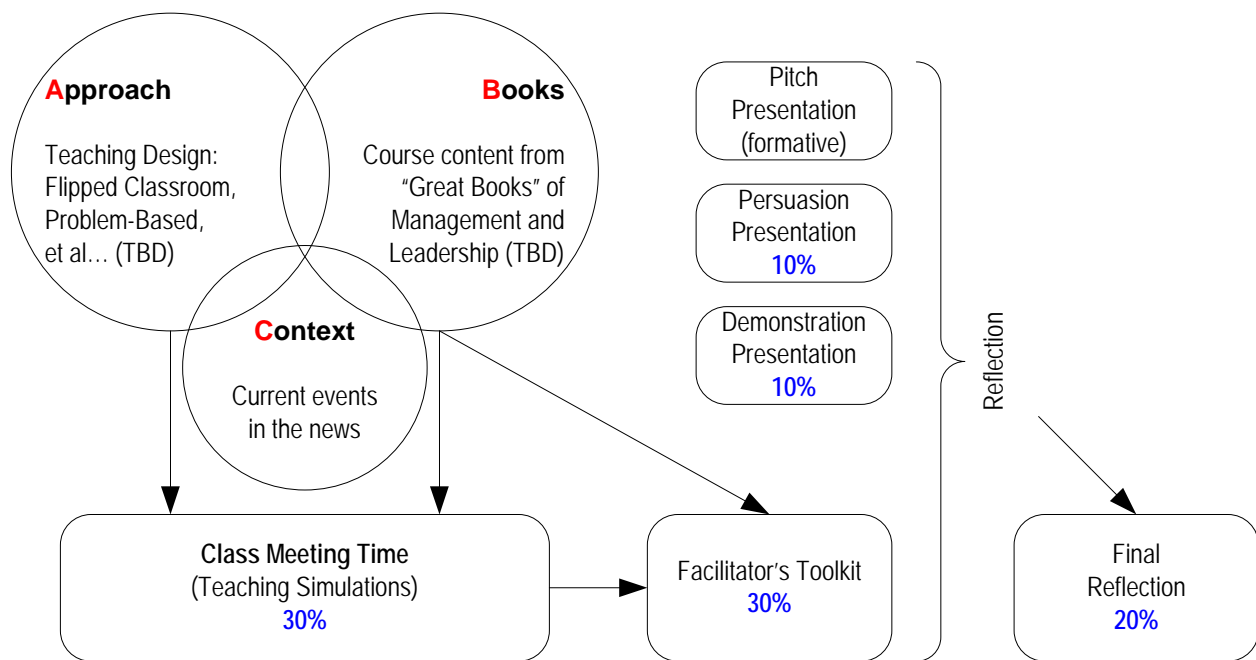
Course Description

Here is the description of this course from the recruitment e-mail sent at the end of last term:

The purpose of the course will be to build your excellence in oral/written communication and meeting/discussion facilitation skills through an intensive seminar experience. The content of the seminars will focus on the “great books” approach to leadership and management thinking, from ancient texts like Sun Tzu’s “The Art of War” through to modern works by Peters, Drucker, Gladwell, and others. By the end of the course, you will have developed an expertise to lead/facilitate discussions, provide critical feedback and evaluate peer work, and consult with others on presentation ‘best practices’.

Course Design

This isn’t going to be a course where I dump the contents of my brain into your brains. This is a course where we (collectively) ask intelligent questions, do relevant research to find answers/solutions, and capture that newly created knowledge for sharing. Here is the design for this course:



The A, B, C’s of the course are: **A**pproach, **B**ooks, and **C**ontext.

1. In the second class, we (collectively) will come up with a list of “Great Books” of management and leadership that we want to read this term. How? You will pitch your book idea in a 2-minute *elevator pitch*-style presentation to the class. This works best with books you have already read and enjoyed and want to share, but a book on your ‘to read’ list is OK too. After the pitches we will decide on the books to read for the term. In the past we’ve had 3 or 4 books (about 1 per month) on the reading list. This varies though depending on book length (e.g., the Steve Jobs biography might count for 2 books whereas Max DePree’s “Leadership is an Art” is a very quick read). See a sample book list at the end of this course outline.

2. A pair or trio of students prepares a 1-hour class based on the material from the “Great Book” using a ‘non-traditional’ teaching approach. By ‘non-traditional’ I mean something other than stand-and-deliver, sage-on-the-stage, same-old / same-old lecture / PowerPoint format. In preparing for delivering the class, **research** is done on the approach. I’ve given some examples that I think we should try this term: the inverted or flipped classroom approach, problem-based learning (PBL), enquiry (or inquiry)-based learning, project-based learning (also PBL; very confusing), and others.
3. Class meeting time. The students who prepped the class will deliver the class. The rest of us will **participate** in the class. This is why it is crucial to keep up with the readings! After the class is delivered, we will debrief it. The students who prepped the class can share their research about the approach. The participants can provide feedback about what was effective and what was not. All of that collective intelligence can be captured and used in the development of the Facilitator’s Toolkit.
4. Everyone in the class can reflect on the events of the day and capture those thoughts in a journal. If you were part of the classroom delivery, reflect upon the development of the approach, the research that was done, the overall process, any group dynamics issues if you were working in a pair, etc. If you were a participant in the class, reflect upon how this teaching approach helped/hindered your learning, was it effective for you, what might you do differently, how could it be applied to other situations, etc. You’ll need those reflections for the final paper. Which brings me to...

Assessment

There are five required deliverables:

Teaching Simulation As mentioned above, pairs or trios of students will be required to prepare and deliver a 1-hour class. The *content* of the class will be from one of the “Great Books” that we (as a class) have chosen. The *teaching approach* to the class will be chosen by the student facilitators. Students should *contextualize* their class with a current business or management problem from the news. Here are a couple of examples:

- Book: *The Leadership Challenge*. Teaching approach: Active learning. Context: RIM shook up its senior management structure by removing its founders and co-CEOs and replacing them with one CEO—a RIM outsider—was this the correct strategy? 🗨️ The expectation is that everyone in the class has completed the reading from the chosen book. The students leading the class set the context about RIM. Perhaps this is done through a short lecture, maybe a collaborative document projected on the screen that pairs of students build on, etc. The student facilitator then sets up an active learning activity like a ‘whole class debate.’ Class members participate in the debate using leadership ideas gleaned from the Great Book, while the student facilitator keeps things running smoothly.
- Book: *The Essential Drucker*. Teaching approach: Enquiry-based learning (EBL). Context: The Greek debt crisis. 🗨️ What would Peter Drucker do if he were in charge of the Eurozone? Again, the expectation is that everyone has completed the required reading. The student facilitators set up the context. Students break out into groups and research the Greek debt crisis on laptops and discuss within their group how they think the writings of Drucker might apply. The larger class reconvenes and individual groups present their research findings.

The weight for the teaching simulation is **30%** of the course. Grades for the simulation will be determined by the instructor with feedback from the other members of the class. For the students leading classes later in the term, you will have more time to prepare and *learn* from the earlier classes, hence the *expectations* for later classes are higher than for earlier classes.

Facilitator's Toolkit It is worth capturing the research and thought that went into the class preparation, hence the next deliverable for this course is a *Facilitator's Toolkit*. It could be a written document, it could be a website or conglomeration of websites, it could be a actual physical toolkit with all of the relevant supplies / activities, etc. for facilitating meetings. Think of this in a business consulting / marketing context—you will need to actually *create* the toolkit because you will be *pitching* your toolkit / services to the others in the class who, as potential clients, will decide if they will purchase it (or not). The weight for this deliverable will also be **30%** of the course. You can create the toolkit with the same group of students you did the teaching simulation with, a different group of 2-3 students, or on your own.

☞ Note: about 1/3 of this grade is for the pitch and the remaining 2/3 are for the actual content of the kit. What do I mean by 'content'? For example, if you were to say "our Facilitator's Toolkit consists of Post-It™ notes, Sharpie™ markers and flip chart paper" you would not get a passing grade. If you had the same items and "an expertly written how-to manual of 20 pages in length for all types of meetings" now we're talkin'! I am purposefully leaving this deliverable open to your imagination—you can use iBooks Author to develop an iPad compatible facilitation guide or come up with a set of cards in the spirit of Roger von Oech's [Creative Whack Pack](#) or develop a series of YouTube videos and tie them all together with a website or whatever you want. You can spent zero dollars (e.g., writing up a PDF document) or invest a little money to create an actual physical toolkit. I encourage you to develop some branding around your Facilitator's Toolkit concept as well!

Reflective Report I expect you to keep a journal of your activity in this course over the term. At the end of the term, compile the journal into a 1,500 word reflective paper highlighting your experience, growth, and learning over the term would be completed. Weight: **20%**. The journal won't be graded but needs to be submitted with the final reflection. Typed or hand-written for the journal is fine; the final paper will be typed up.

Persuasion Presentation This will be a 5-minute presentation to *persuade* people (good practice for the Facilitator's Toolkit presentation). The purpose of this presentation is to sell your idea(s) to the class. It could be a political idea, philosophical beliefs, contrary position, etc. but it must be set within a **business context**. For example, the TD Bank is warning that Canada needs to build increased pipeline capacity to get its oil to market. Perhaps you wish to take a contrary position and persuade your fellow students otherwise. Weight: **10%**. Your presentation will be evaluated by myself and your peers. You can also do your own self-critique and include it in your journal for later inclusion in your reflective paper.

Demonstration Presentation This will be a 5-minute presentation to *demonstrate* something to the class. Take the approach that "This is something about which I know a lot and I'm here today to share it with you." This presentation is designed to be more *kinesthetic* than the persuasion presentation. If you're passionate about baking (say), don't show us a demo video of you kneading bread—show us a live demo! Weight: **10%**. Your presentation will be evaluated by myself and your peers. You can also do your own self-critique and include it in your journal for later inclusion in your reflective paper.

*Note: I trust that by the middle of your third year and your interest in this course that the 'free rider' problem should be nonexistent. The Teaching Simulation and Facilitator's Toolkit will require a great deal of cooperation and coordination—hence the 'divide & conquer' strategy won't work. For this reason, at the first sign of conflict between members of your group, please contact me ASAP so we can work on a resolution strategy!

*Note: at least one of these presentations (teaching simulation, persuasion, demonstration, facilitator's toolkit pitch) should be done 'naked'. By 'naked', I mean done without any PowerPoint slides, etc. See Garr Reynolds [The Naked Presenter: Delivering Powerful Presentations With or Without Slides](#) for ideas.

Learning Objectives

Even though this course has been billed as a 'training' course, it is all about learning new skills, discovering new ideas, and applying them to a classroom situation. Later in your career when you're called upon to lead a meeting or facilitate a strategy session or give a presentation to a client, you can leverage what you've learned here. At the end of this course, you will be able to. . .

1. Apply critical thinking to evaluate mainstream and academic management thought.
2. Be a confident presenter/speaker in front of a group of peers.
3. Create a novel learning environment for the delivery of contemporary management thinking.
4. Design, develop, and deliver a professional facilitation resource.
5. Expertly lead and facilitate a group discussion.

Course Timeline

Jan. 8th First day of classes! Introduction & overview of the course. Icebreakers. Meeting facilitation 101. I will lead a Problem-Based Learning (PBL) class. This should set the expectations for what is required from here on in.

Jan. 15th Planning session. Outcomes: settle on reading list, finalize who is teaching what when.

- Every student preps a 2-minute **Elevator Pitch** to *persuade* the rest of the class to adopt their book. No slides. Minimal props (e.g., the book you're pitching if you have it). See the Harvard Business Review [Elevator Pitch Builder](#) website for ideas.
- With the books chosen, we'll have a high-level discussion of various teaching approaches and allocate class times to students.
- Students obtain the required books (Amazon, Chapters, iPad or Kindle or Kobo editions, library, etc.) as soon as possible after this class meeting.
- Now that you know the teaching approach to use, start researching it! Start writing your reflective journal as well.

Jan. 22nd Student led session #1. Debrief. PowerPoint Karaoke I (to get you thinking on your feet).

Jan. 29th Student led session #2. Debrief. PowerPoint Karaoke II.

Feb. 5th Student led session #3. Debrief. Dealing with distractions.

Feb. 12th Student led session #4. Debrief. Formal business meetings (rules of order). Please dress up—business formal (shirts and ties, etc.)—for this class meeting.

- Pull names to see who is going to do their Persuasion and Demonstration Presentations in which time slots.

Feb. 19th Reading Week ☹ Sadly no classes this week. . .

Feb. 26th Student led session #5. Debrief. Persuasion Presentations I (10%).

Mar. 5th Student led session #6. Debrief. Persuasion Presentations II.

- Friday March 7th is the 40th class day. By this time you will have received grades (10%) for Persuasion Presentations. If you have already done your Teaching Simulation you will know 40% of your grade.

Mar. 12th Student led session #7. Debrief. Demonstration Presentations I (10%).

Mar. 19th Student led session #8. Debrief. Demonstration Presentations II.

Mar. 26th Student led session #9. Debrief.

Apr. 3rd Facilitator's Toolkit pitches for all groups (30%).

- Reflection paper due (20%).

CourseLink

I will set-up a CourseLink site for this course. The Discussion Board would be the primary tool used and I would view it as a “collaborative workspace” set-up vs. a question + answer type forum. I'd like to see it used for sharing ideas, research, papers, thoughts, approaches, etc. You can use the Blog tool for journaling your thoughts throughout the term.

Course Policies

For a small & motivated cohort of students in a course like this I wouldn't expect to see a whole lot of policies—and there aren't. Things to consider:

1. Participation is of paramount importance! If you know in advance that you will miss a class, please e-mail or call me. If an emergency situation arises that causes you to miss a class, please get in touch with me when convenient.
2. Keeping with the participation theme—please ensure you're keeping up on the readings! Its not fair to the students trying to do the teaching simulation to not be prepared!
3. Class starts right on time, so please be there a minute or two early to get settled. If you need to leave before the end of class, please let me know.
4. With a three hour time slot, I'll incorporate a break into the middle of the class. Please use that break time to check text messages, update Facebook, etc. versus doing these distracting things during the teaching simulations or other student's presentations.

Some candidate *Great Books* titles to consider...

Books with a checkmark (✓) were read in previous year's classes (not that they can't be read again)...

- ☞ One place to start is: Jack Covert and Todd Sattersten, *The 100 Best Business Books Of All Time*
- Sun Tzu, *The Art of War*
- Peter F Drucker, *The Essential Drucker: The Best of Sixty Years of Peter Drucker's Essential Writings on Management*

- Charles Fishman, *Walmart Effect*
- W. Chan Kim and Renee Mauborgne, *Blue Ocean Strategy: How To Create Uncontested Market Space And Make The Competition Irrelevant* (✓)
- Peter M. Senge, *The Fifth Discipline: The Art & Practice of The Learning Organization*
- Max DePree, *Leadership is an Art* (✓)
- James M. Kouzes and Barry Z. Posner, *The Leadership Challenge*
- Geoffrey Moore, *Crossing The Chasm: Marketing and Selling Disruptive Products to Mainstream Customers*
- Michael E. Porter, *On Competition*
- Tom Peters, *In Search Of Excellence: Lessons from America's Best-Run Companies*
- Malcolm Gladwell, *The Tipping Point: How Little Things Can Make a Big Difference*
- Malcolm Gladwell, *Outliers: The Story of Success* (✓)
- Stephen R. Covey, *Seven Habits of Highly Effective People* (✓)
- John Maxwell, *Everyone Communicates, Few Connect* (✓)
- Deepak Malhotra, *I Moved Your Cheese* (✓)

... There is no shortage of business/management/leadership books 'out there.' The trick is to separate the wheat from the chaff ☺

Policies and Regulations

All students are expected to abide by the University's academic regulations in the completion of their academic work, as set out in the [undergraduate calendar](#). Some regulations are highlighted below:

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and directs all members of the University community—faculty, staff and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission.

To better understand your responsibilities, read the [Undergraduate Calendar](#). You are also advised to make use of the resources available through the [Learning Commons](#) and to discuss any questions you may have with your course instructor, teaching assistant, Academic Advisor or Academic Counselor.

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

Academic Consideration

Students who find themselves unable to meet course requirements by the deadline or criteria expected because of medical, psychological or compassionate circumstances beyond their control, should review the regulations on [Academic Consideration](#) in the Undergraduate Calendar and discuss their situation with the instructor, Program Counsellor or Academic Advisor as appropriate.

Religious Holidays

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for [religious reasons](#), please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made.

Code of Conduct—The Top Ten

As a student in the College of Management and Economics at the University of Guelph, you are a member of a scholarly community committed to improving the effectiveness of people and organizations, and the societies in which they reside, through groundbreaking and engaging scholarship and pedagogy. We seek to promote a comprehensive, critical and strategic understanding of organizations, including the complex interrelationship between leadership, systems (financial and human) and the broader social and political context. And, we prepare graduates for leadership roles in which organizational objectives, self-awareness, social responsibility and sustainability are primary considerations.

In keeping with this commitment, we expect all of our students (indeed—all members of our community) to act in a professional and respectful manner to fellow students, staff and faculty, as well as to members of the broader university and local community. This expectation is very much in keeping with your preparation for a professional career. **The following conduct is expected of all of our students:**

1. Come to class prepared to learn and actively participate (having completed assigned readings, learning activities etc.).
2. Approach your academic work with integrity (avoid all forms of academic misconduct).
3. Arrive on time and stay for the entire class. If you happen to be late, enter the classroom as quietly as possible. At the end of class, apologize to the faculty member for the interruption. If you have to leave class early, alert the faculty member in advance.
4. If you know in advance that you are going to miss a class, send an email to the faculty member letting him/her know that you will be absent, with a brief explanation.
5. While in class, refrain from using any written material (e.g., newspaper) or technology (e.g., the Internet, computer games, cell phone) that is not relevant to the learning activities of that class. Turn off your cell phone at the start of each class.

6. Listen attentively and respectfully to the points of view of your peers and the faculty member. Don't talk while others have the floor.
7. Raise your hand when you wish to contribute and wait to be called upon. Challenge others appropriately, drawing on reason and research rather than unsubstantiated opinion, anecdote and/or emotion. Keep an open mind and be prepared to have your point of view challenged.
8. When sending emails to faculty, apply principles of business writing; use a professional and respectful style (use a formal salutation, check for spelling and grammatical errors, and avoid slang and colloquial short forms).
9. When making a presentation, wear business dress.
10. Provide thoughtful feedback at the completion of all courses (we are committed to continuous improvement but need your input to help us decide what to focus on).