HTM*4130
Current Management Topics
W15 [0.50]

General Course Information

Instructor: Dr. Trent Tucker

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Office Location   FVMI 130
Office Hours   Mon | Wed 1:00 to 2:00 PM (or by appointment)
Department/School   School of Hospitality, Food, and Tourism Management

TAs   N/A

Email   …
Office Location   …
Office Hours   …

Class Schedule: Wednesday evenings, 7:00 PM to 9:50 PM in MCKN 312

Pre-requisites: None.

Co-requisites: None.

Course Description

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 Learning Outcomes

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.

Indicative Content

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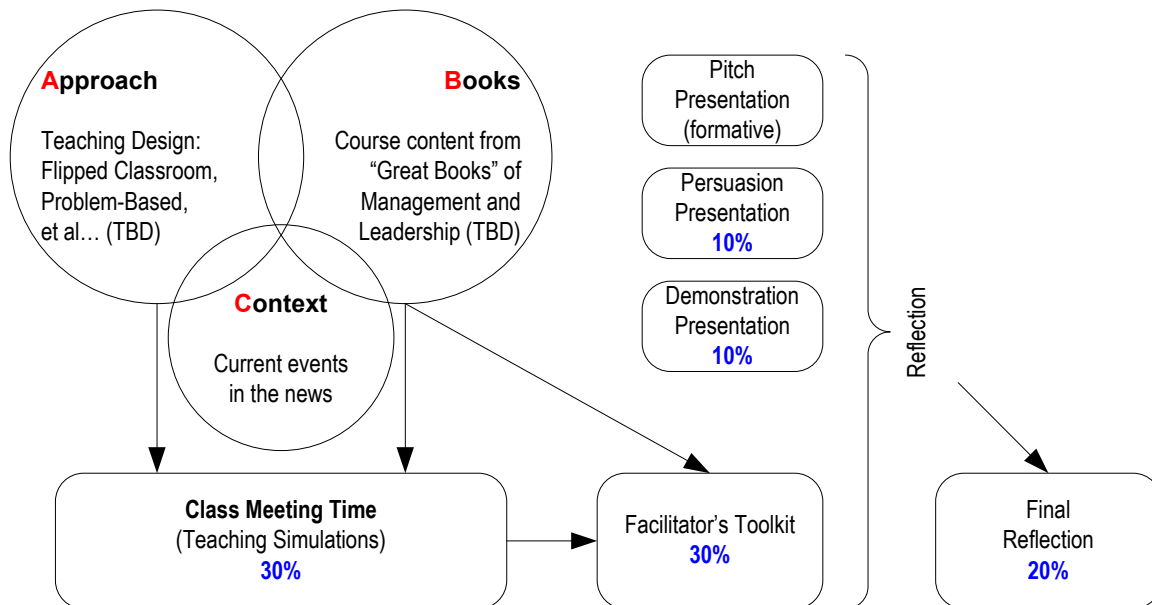
The A, B, C's of the course are: **A**pproach, **B**ooks, and **C**ontext.

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), gameification of learning, 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…

Course 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 <mark>30%</mark> 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 <mark>30%</mark> 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 entries into a 1,500 word reflective paper highlighting your experience, growth, and learning over the term would be completed. Weight: <mark>20%</mark>. The journal entries won't be graded but need to be submitted weekly into a DropBox at CourseLink.

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 1: 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 2: 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.

Teaching and Learning Practices *(as appropriate)*

Lectures	As mentioned before — there is no "lecture" *per se*, we will meet as a class—students will lead the first half of the class meeting, and we will do other presentation related activities in the second half. Since we only have 12 highly interactive classes together, my **expectation** is that **everyone** attends **every** class meeting!
Labs	N/A
Seminars	N/A
Workshops	N/A
Site/Field Trip	In the past we have done a field trip to an Ignite! Waterloo event. Depending on the timing of related events (Ignite! Waterloo, Ignite! Guelph, TEDx, etc.) we may include a field trip into the itinerary.

Course Resources

Required Texts:

We will pick the books for this course in the second week

Recommended Texts:

None.

Lab Manual:

N/A

Other Resources:

We will use CourseLink (http://courselink.uoguelph.ca/) for general course management stuff (DropBox for

paper / journal submissions, discussion board, team management, etc).

Field Trips:

None at this stage.

Additional Costs:

None.

Course Policies

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.

Grading Policies

ALL written work—team-based or individual—is due in the correct DropBox at CourseLink before the deadline time indicated on the DropBox. The CourseLink DropBox timestamp will be the sole arbitrator to determine whether an assignment is late or not. Submit early to avoid late penalties. PDF is the only acceptable format. Penalties are stiff — 50% for late -or- 50% for wrong format. All documents will be subject to Turnitin.com plagiarism detection. You have access to the "Originality Reports"; use that information to help you improve your citations and references.

Course Policy on Group Work:

As mentioned above, as soon as your team has any issues, please let me know!

Course Policy regarding use of electronic devices and recording of lectures

We don't use computers a lot in this class (save for presentation software), but if a student or team wants you to bring in your machine (e.g., for an Excel tutorial as part of a demonstration presentation say), then in order to fully participate — do so. No need to record any of the classes.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration: http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of 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.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08...

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services (SAS) as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: http://www.uoguelph.ca/csd/

Course Evaluation Information

Please refer to the Course and Instructor Evaluation Website: https://courseeval.uoguelph.ca/

Drop date

The last date to drop one-semester courses, without academic penalty, is Friday, March 6. For regulations and procedures for Dropping Courses, see the Academic Calendar:

http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08

Additional Course Information

See detailed course schedule below…

Jan. 7th • 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. 14th • 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. 21st • Improvisation session with Prof. Andrea Buchholz. Debrief. PowerPoint Karaoke I (to get you thinking on your feet).

Jan. 28th • Student led session #1. Debrief. PowerPoint Karaoke II.

Feb. 4th • Student led session #2. Debrief. Dealing with distractions.

Feb. 11th • Student led session #3. 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. 18th • **Reading Week**; Sadly no classes this week ☹

Feb. 25th • Student led session #4. Debrief. Persuasion Presentations I (10%).
Mar. 4th • Student led session #5. Debrief. Persuasion Presentations II.
> • Friday March 6th 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. 11th • Student led session #6. Debrief. Demonstration Presentations I (10%).

Mar. 18th • Student led session #7. Debrief. Demonstration Presentations II.

Mar. 25th • Student led session #8. Debrief.

Apr. 1st • Facilitator's Toolkit pitches for all groups (30%).
> • Reflection paper due April 8th (20%). There is no final exam in this course.

Books for Consideration…

Here are 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* (√)
• Simon Sinek, *Start With Why* (√)

• Ronald M. Shapiro and Jeff Barker: *Perfecting Your Pitch: How to Succeed in Business and in Life by Finding Words That Work* (√)
• Jim Collins, *Good To Great: Why Some Companies Make the Leap… And Others Don't* (√)
• Daniel Pink, *Drive: The Surprising Truth About What Motivates Us* (√)

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