COURSE DESCRIPTION
In this course you will learn how to learn practical skills to manage people and projects. We will use an active learning approach to consider big questions that have practical consequences. The coursework encourages reflection and practice grounded in theoretical, philosophical, and empirical research. In learning how to manage individuals, teams, and projects, we will consider how accumulative actions help shape our world. Ultimately, the goal is to help you: develop an understanding of what it takes to be a manager; build confidence in your ability to lead others; and gain and develop skills and knowledge that will prepare you to manage and lead well.

COURSE OBJECTIVES
In this course you will:
1. Articulate your strengths and areas for development as a manager.
2. Learn and think critically about managerial concepts, skills, perspectives, and experiences.
3. Translate theories and concepts into practical understanding; and
4. Learn and apply evidenced-based management skills, perspectives, & strategies effectively & ethically (for example: communication, conflict, feedback, project management, teamwork).

Learn to manage and lead effectively, ethically, & sustainably by translating research into practices that build on your strengths.

COURSE STRUCTURE
This class is asynchronous. The course is organized using Canvas modules that correspond with each week in the semester. An orientation module is provided during the first week of the semester. To simplify your schedule, every assignment is due on Wednesday (except the final submission during final exams. Modules will become available each Thursday once the semester begins.

INSTRUCTOR
Brenda L. Berkelaar PhD
she/her/hers
Slack: managinginfoorgs.slack.com
Email: b.berkelaar@austin.utexas.edu
Office Hours: www.calendly.com/MeetDrB

NOTE: I dedicate at least 6 hours each week for office hours, typically by appointment on Tuesday - Thursday afternoons. My preferred form of communication is Slack. I check Slack before email. I usually respond within 1 - 2 business days.
COURSE REQUIREMENTS AND ASSIGNMENTS

This course is designed to be valuable to you now and in the future by helping you prepare you for anticipated and unanticipated management challenges and opportunities. My goal is to work with you to develop your ability to apply course concepts to everyday practice. Detailed instructions & rubrics will be available on Canvas.

- **Reflection, Integration, and Application Exercises | 55%**
  Weekly on Wednesdays | Objectives: 1, 2, 3, 4
  Each week you will be assigned a set of brief pass/fail reflection, integration, & application exercises relevant to the course readings for each week.

- **Get Help. Give Help (AKA Online Discussion) | 20% 25%**
  Weekly: Thursday to on Wednesdays | Objectives: 2, 3, 4
  The purpose of online discussion is to engage with course content and with each other. Ask questions. Answer questions. Engage. Online discussions also provide a space place to improve your informal communication. Postings might include questions, responses, reflections, and applications of course materials; relevant outside material; or feedback. *Storm weeks excluded, see schedule.*
  Expect to post briefly at least 2 - 3 times throughout the week.
  We will be using Slack, one of the dominant tools for workplace chats. Your “Get Help. Give Help” grade is based on: (a) *Consistent and beneficial contributions* to online discussion (pass/fail); (b) *Two self-reflections* on your online communication (letter grade).

- **Individual Self-Development Project | 10%**
  Objectives: 1, 2, 3, 4
  During the semester you will work on an individual project to help build or hone a skill you have identified as an area for development. This assignment will demonstrate your ability to: identify strengths and areas for development; learn and think critically when translating theories and concepts into practical understanding; learn and apply evidenced-based practices. The scope of the project should consider your available resources (e.g., time, money, bandwidth) to allow for a sustainable semester (letter grade).

- **Group “How-To” Project | 15%**
  Objectives 3, 4
  Working as a team, your group will develop a brief 7 - 15 minute “How-To” asynchronous presentation to educate managers, supervisors, & leaders about a particular topic from research. Your goal is to motivate your audience to develop a skill, learn & apply that skill, and then retain what they have learned (letter grade).

About Online Discussions

Online discussions in courses have an (often understandably) bad reputation. They don’t have to be this way.

**Re-imagine online discussion as a place to get help and give help.**

Practice getting advice, giving advice, and working through dilemmas.

Think of online discussion as a conversation (back-and-forth “intellectual texting” or chatting) rather than a monologue regurgitating information to “prove” that you have read the assigned reading.

Instead consider your audience and how to connect with them in digital spaces. I chose Slack because it lets you practice communicating with real-world audiences using one of the dominant workplace tools.

**Seek to understand, to be understood, and to connect.**

Not sure what to do? Ask. I’m happy to help. Plus, if you ask on Slack it also helps your grade and other people in the class will benefit from your curiosity.
COURSE MATERIALS

REQUIRED

- Stable computer & internet connection with backup plan if possible
- Canvas [http://canvas.utexas.edu](http://canvas.utexas.edu)
  Most readings and resources are available on Canvas at no additional cost
- Slack [https://managinginfoorgs.slack.com](https://managinginfoorgs.slack.com)
  No additional cost to use application on web, phone, or computer. You will receive an
  invitation using the email address on record with UT by the first day of class.
- Tulgin, Bruce (2014). The 27 challenges managers face. Step-by-step solution to nearly all your
  formats in English & Spanish]. Some paper copies are also available at the library ($8 - $12
  used; $17 - $24 new digital, print, audio).

If you have any difficulties getting any of these materials for any reason, let me know. I'm happy to help. We’ll find a solution together. Also, if you want recommended resources, I likely have some. Just ask.

GRADING POLICIES

GRADE APPEALS
If you want to appeal a grade, please know within one (1) week so we can get it sorted out. I encourage waiting 48 hours before submitting a grade appeal because this tends to improve people’s decision making and communication especially if emotions are running high. (Plus, it’s more pleasant for all involved). Please submit your appeal in writing with any relevant information. You are responsible for keeping grading comments, submission receipts, and assignments through the end of the semester. If I made a mistake, I’ll fix it.

LATE WORK
Meeting deadlines is an essential part of being an effective manager. So is learning how to negotiate deadlines and manage supervisors. I don’t accept late assignments because it usually just prolongs stress and work for everyone. Instead, I provide students and team with 2 “golden tickets” for this course which provide 24 hours, no penalty, no questions asked extension. More information will be provided.

If you are still having difficulty meeting one or more deadlines, let me know as soon as possible, in advance of the deadline unless you have no means of contacting me. The earlier you let me know the more options we have. To reiterate, if you can’t let me know (no power, internet, water, etc.), we’ll figure it out once we get basics services & needs in place. Plus, being upfront and talking through possible options is good practice for the rest of life as well—because as recent months continue to make have made broadly-visible—things happen.

INCOMPLETES
Incompletes are available for cases of last-minute medical or similar emergency. Documentation may be required. If you’re not sure what to do, please ask. I’m here to help.

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<th>Percentage</th>
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### Course Schedule

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<th>Topic</th>
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<td>**INDIVIDUAL</td>
<td>MANAGE YOURSELF**</td>
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<td>3</td>
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  Submit Reflection 1 for Get Help, Give Help |
□ Jean-François Mazoni (2002). A better way to deliver bad news  
□ Bruce Tulgan (2014). The 27 challenges, Ch. 3-5 | □ Complete Module 11 which includes  
Perspective Taking & Listening exercise  
□ Submit Group Project to Class  
□ Schedule Final Meeting with Dr. B  
□ Chat on Slack to “Get Help. Give Help” |
| 12 | Thurs, Apr 29 | Weds, May 5 | Where do I fit in the system? Organizational Structures | □ Michael Goold & Andrew Campbell (2002). Do you have a well-designed organization?  
□ Bruce Tulgan (2014). The 27 challenges, Ch. 7 | □ Complete Module 12 which includes  
System/Structures exercise  
□ Submit peer feedback for teams  
□ Submit feedback on group projects  
□ Chat on Slack to “Get Help. Give Help” |
□ Jeanne Brett & Leigh Thompson (2016). Negotiation  
□ Summary of Roger Fisher & William Ury’s “Getting to yes: Negotiating agreement without giving in” | □ Complete Module 13 which includes  
Persuasion/Negotiation exercise  
□ Chat on Slack to “Get Help. Give Help”  
□ Submit Group Project to class  
□ Schedule final meeting with Dr. B |
Pick 1 – 2 readings on technostress or workplace bullying  
□ Heri Pirkkalainen; Markus Salo; Monideept Tarafdar & Markus Makkonen (2019). Deliberate or instinctive? Proactive and reactive coping for technostress.  
□ Gloria Mark; Shamsi T. Iqbal; Mary Czerwinski; Paul Johns & Akane Sano (2019). Email duration, batching and self-interruption: Patterns of email use on productivity and stress.  
□ Morten Birkeland Nielsen & Ståle Valvatne Einarsson (2018): What we know, what we do not know, and what we should and could have known about workplace bullying: An overview of the literature and agenda for future research  
□ Megan Paull, Maryam Omani, Peter Standan (2012). When is a bystander not a bystander? A typology of the roles of bystanders in workplace bullying. | □ Complete Module 14 which includes  
Sustainable Work assessment  
□ Chat on Slack to “Get Help. Give Help”  
□ Submit Peer Feedback for Teams  
□ Provide feedback on group projects |
| 15 | Exam week | TBD | Based on final exam date | How can you build on what you’ve learned? | □ Submit Independent Self-Development Project  
LAND ACKNOWLEDGMENT

We would like to acknowledge that we are meeting on Indigenous land. Moreover, we would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.”

To learn more, see:

- Land Acknowledgements from the Committee on Land Acknowledgement, Program in Native American and Indigenous Studies (NAIS), The University of Texas at Austin
- Beyond Territorial Acknowledgements at Âpihtawikosisân.com; and the
- The Indigenous Cultures Institute

POLICIES & SERVICES

ACCOMMODATIONS FOR DOCUMENTED DISABILITIES

Please let us know if you need accommodations and provide a copy of the letter issued by Services for Students with Disabilities. The University of Texas at Austin provides appropriate academic accommodations, upon request, for qualified students with disabilities. Students who require special accommodations are encouraged to report to the Division of Diversity & Community Engagement, Services for Students with Disabilities, (512) 471-6259 http://www.utexas.edu/diversity/ddce/ssa/

HONOR CODE AND ACADEMIC HONESTY

Students are responsible for conducting themselves with honor and integrity. I expect you to follow the University Honor Code: “The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community” (Catalog, 2013-2014). You are expected to be familiar with the University’s Policy on Academic Honesty, found in the catalog. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including possibility of failure in the course and/or dismissal from the University. For more information visit the Student Judicial Services site: http://deanofstudents.utexas.edu/sjs

DROP POLICY

There are limits on when and how often you can drop a course. See University Policies (http://registrar.utexas.edu/docs/catalogs/gi/ut.cat.gi0809.pdf) and contact your advisor to determine options.

UT EMAIL ADDRESS & CANVAS

To avoid missing crucial course or university information, we expect you to check email and Canvas regularly. We recommend once a business day. University policy requires that you keep your official email address up to date. We use Canvas for communication, submitting assignments, and accessing course materials. All course announcements will be made on Canvas.

RELIGIOUS HOLIDAYS

If you will be absent to observe a religious holiday, UT requires you notify your instructor at least 14 days prior to dates you will be absent. If you meet this requirement, I will allow one week to complete the missed work.
BEHAVIORAL CONCERNS & COVID-19 ADVICE LINE (BCAL)
If you have concerns about odd or unusual behavior by someone or have questions about COVID-19 and need support and resources, call the BCCAL at: 512-232-5050 or use the online forms.

TITLE IX REPORTING REQUIREMENTS
“Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported.

If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit http://www.titleix.utexas.edu/, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.”

SHARING OF COURSE MATERIALS IS PROHIBITED
“No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.”

[If you would like to share something from the class with someone else, please ask. We can often find a solution.]

CRAFTING ASSIGNMENTS
In the spirit of job crafting, if you have a different idea for an assignment or want to redesign an assignment in a way that would fulfill the course objectives, let me know. Why? It can encourage engagement, resilience, and thriving. We just need to ensure it is equivalent work towards the same objectives.

WRITING COACHING AND TRAINING
We encourage you to schedule appointments for coaching and feedback from the University Writing Center (http://uwc.utexas.edu/) to build on strengths and address opportunities for improvement. Their services are included as part of your tuition and fees.

NOTE: For complete set of university policies please see: https://policies.utexas.edu/, in particular the Institutional Rules on Student Services and Activities, the University Code of Conduct and the University’s Student Honor Code.