Course Description:
This course explores key leadership and management issues as they apply to technical enterprises. Many technical professionals are called to lead technical organizations within firms, or more general organizations within technical firms. Key topics include the use of managing businesses through the use of teams, leading technical organizations, and practicing change management. The course includes current readings from the engineering and technology management literature.

Course Learning Objectives:

- Apply the use of leadership as it applies to technical organizations and firms.
- Identify and understand different leadership styles and attributes, and how they are used in leading the modern technical organizations.
- Understand the function of teams in technical functions, and how develop high performance work systems.
- Understand the requirements of accelerating change and change agents, and how to manage an organization and overcome the natural human resistance to change.

Required Course Textbook and Material:


2. Student i>Clicker response unit. “Clickers” are required; we will be using the i>Clicker brand (basic model). These are available at the UB bookstore, on Amazon.com, and other locations. **Your personal clicker must be brought to every class.** Your class participation grade is based primarily on your clicker use. A picture of the basic model is available on the slides for the first class. The bookstore usually has clickers that have been previously used by UB students (they will probably need new batteries).
**Supplemental articles, newspapers, etc.**
Additional readings from technical journals (such as Engineering Management Journal) will be provided and must be downloaded from the course website on Canvas.

**The UB book distribution system is for you to order the books on line at**
http://www.bridgeportbookstore.com or at the UB Bookstore on the main campus.

**Course Requirements:**
1. **Class Attendance, Participation, Punctuality and Cheating:** Attendance at each class session is expected. Class lectures complement, but do not duplicate, textbook information. Together the students and instructor will be creating a learning organization. Students are expected to be on time for class and attendance will be tracked. A significant portion of your learning will accrue through the constructive and respectful exchange of each other’s ideas (including mine!) and search for alternative solutions. You must be actively engaged in class discussions to improve your thinking and communication skills.

2. **Cheating is absolutely unacceptable in any form.** If I catch you cheating, I will warn you once, with a zero grade for an assignment. The second offense will result in an “F” for the course. Cheating means using the work of others as your own. Copying homework (including allowing others to copy yours), using papers from the Internet, any talking or looking around during exams and allowing others to look at your exam papers are examples of cheating.

It is the student's responsibility to familiarize himself or herself with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB http://www.bridgeport.edu/pages/2623.asp or the appropriate graduate program handbook.

As a UB policy, it is expected that each student that attends one hour of classroom instruction will require a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester.

2. **Preparation, Deadlines and Late Policy:** Homework and other assignments are due on the due date, not later. **Late assignments will receive half credit.**

3. **Homework:** Each written assignment should be typed; case studies are one to two pages long. Students will also read and summarize journal articles; these may be treated like a case study. Use of professional English is required.

4. **Case Analysis** – All students are required to read and submit written cases and articles. Students must be prepared to discuss all cases in class. Each case study will require you to:
   - Identify key issues, problems or opportunities
     - Summarize the facts and describe alternative solutions
     - Make recommendations for a concrete plan of action (what you would do with a clear rationale showing why you prefer the recommended plan of action)
   - Answer the questions associated with the case (if applicable)
   - Discuss Lessons Learned
5. **Group (Team) Project and Presentation:** During the first weeks, teams will be formed. Each team will be responsible for conducting research on a topic that is relevant to the course. The team will prepare and present their research in PowerPoint slide format with appropriate references. A team report will also be turned in at the conclusion of the course.

All of the presentations must include **at least two or more real company examples.** Suggested team term project topics include:

- Managing Accelerating Change in Technical Organizations Ex. Innovation
- Creating and Sustaining Global, Virtual, and Traditional Teams (including enabling team technologies)
- Compare Programs to Develop and Sustain World Class Leaders in technical organizations, such as GE & Gore
- Developing and Deploying an Enterprise Wide System such as SAP
- Develop and Deploying a Company Wide Program for Continuous Improvement (such as Six Sigma)
- Challenges to developing technical teams in the virtual world
- High Performance Work Systems in technical enterprises
- other topics with the approval of the instructor

**No Group project or Individual Paper can be on a similar subject to one previously done by another student or others. NO RECYCLING!!!**

Each team should include components of the change and innovation including identifying **people** (leadership, change agents, executive sponsors), **processes** (tools, techniques and work flows), **technologies** and any **industry frameworks, standards and guidelines** that can be used and cited to help guide the project.


7. **Other Group Projects**

At the discretion of the instructor, in-class group projects may be assigned on specific topics relevant to the course. The group would be assigned a topic to analyze debate and report on in class.

8. **Course Grading:**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>10 %</td>
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<tr>
<td>Team Project and other team work</td>
<td>30 %</td>
</tr>
<tr>
<td>Case Study Homework Assignments</td>
<td>30 %</td>
</tr>
<tr>
<td>Mid-Term exam</td>
<td>30 %</td>
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<td><strong>100%</strong></td>
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</table>
Grades will be posted in Canvas, but will not necessarily contain the above weighting. Final grades will be based on this weighting.

If at any time during the semester you have a concern for your grade progress, please feel free to see me. My perception of fair grading is a building process as I observe your performance of the above factors and perceive your accomplishments of the course objectives.

**Criteria for the Evaluation of an Assignment**

<table>
<thead>
<tr>
<th>Grade Criteria</th>
<th>C Poor</th>
<th>B Adequate</th>
<th>A Exemplary</th>
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<tbody>
<tr>
<td>Content</td>
<td>It was unclear as to how the content related to the field being considered.</td>
<td>The content was sometimes relevant, but was undeveloped, inaccurate, unclear or confusing at times.</td>
<td>The content was clear and useful. The writer gave specific answers relevant to the topic.</td>
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<td>Organization</td>
<td>The presentation was poorly organized. It was hard to follow the sequence of ideas.</td>
<td>The writer’s organization needed some improvement or attention</td>
<td>The writer’s organization was clear and logically sequenced. The writer clearly answered the questions.</td>
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<tr>
<td>Critical Analysis</td>
<td>The writer did little more than restate facts and other people’s (authors’) opinions.</td>
<td>The writer was able to reflect on the topic. More development and /or analysis needed.</td>
<td>The writer was thought provoking and showed strong insight in applying class materials to the cased or topic.</td>
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<tr>
<td>Spelling and Grammar</td>
<td>The paper was poorly written – making it difficult to determine the writers points. Numerous grammatical and spelling errors were present. The text did not follow rules for technical writing.</td>
<td>Although most of the paper was well written, more than a few grammar, spelling, and/or technical errors were present.</td>
<td>Spelling and grammar rules were followed. Technical writing rules were followed.</td>
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# Course Assignments:

<table>
<thead>
<tr>
<th>Session #</th>
<th>Topic</th>
<th>Read &amp; Do</th>
<th>Due today</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8/24/2015</td>
<td><strong>Course Introduction / The Technical Enterprise</strong></td>
<td>Get a textbook</td>
<td></td>
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<tr>
<td>2 8/31</td>
<td><strong>Leadership:</strong> The Nature and Importance of Leadership &amp; Leadership Traits, Motives and Characteristics</td>
<td>Read DuBrin Chapters 1, 2; Do: Leadership “Self-Assessment Quiz 1-1” (p. 11)</td>
<td>Homework: Summarize “Leadership Skills Development for Engineers” by Farr and Brazil (Engineering Management Journal)</td>
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<td>9/7 Labor Day, no class</td>
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<td>3 9/14</td>
<td><strong>Leadership:</strong> Charismatic and Transformational Leaders &amp; Their Behaviors, Attitudes and Styles</td>
<td>Read DuBrin Chapters 3, 4; Read “Tim Puts His Charisma Online” for discussion board, p. 102 Do Quiz 4-2 (p. 128); turn in Do Quiz 4-3 (p. 132); turn in</td>
<td>Homework: Case – Elon Musk, Business Leader and Superhero (p. 29)</td>
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<tr>
<td>4 9/21</td>
<td><strong>Leadership:</strong> Situation Leadership, Ethics and Social Responsibility;</td>
<td>Read DuBrin Chapters 5, 6; For discussion: Leader in Action – Big Eddie (on Canvas); Leadership Self-Assessment Quiz 6-1 – The Leader Integrity Scale (on Canvas) Turn in your results For discussion: Keep the Mastermind (on Canvas)</td>
<td>Homework: Summarize “Can We Lead and Follow?” by Dixon (Engineering Management Journal)</td>
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<tr>
<td>5 9/28</td>
<td><strong>Leadership:</strong> Motivation, Coaching, Communications and Conflict Resolution Skills;</td>
<td>Read DuBrin Chapters 10, 12; For discussion: Leader in Action – Doug Conant of Campbell Soup (on Canvas)</td>
<td>Homework: Case – Justin Salisbury Tries a Little Recognition (on Canvas)</td>
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<tr>
<td>6 10/5</td>
<td><strong>Leadership:</strong> Strategic Leadership, Leadership Development, Succession and Diversity;</td>
<td>Read DuBrin Chapters 13, 14, 15; For discussion: Leadership Case B Foiled again in France? (on Canvas) Leadership Self-Assessment Quiz 15-1, (on Canvas); turn in</td>
<td>Homework: Summarize “Evolution of Leadership Development at General Electric” by Waters. (Engineering Management Journal)</td>
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<tr>
<td>Session #</td>
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<td>7 10/12</td>
<td>Midterm Exam</td>
<td>Read DuBrin Chapter 9; Do: Leadership Self-Assessment Quiz 9-1 (p. 286)</td>
<td><strong>Homework:</strong> Case Study (Goetsch, pp. 60-63)</td>
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<tr>
<td>8 10/19</td>
<td>Teams</td>
<td>Read DuBrin Chapter 9; Do: Leadership Self-Assessment Quiz 9-1 (p. 286)</td>
<td><strong>Homework:</strong> Case Study (Goetsch, pp. 60-63)</td>
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<tr>
<td>9 10/26</td>
<td>Teams</td>
<td>Read Goetsch Chapters 1 through 5</td>
<td><strong>Homework:</strong> Case Study (Goetsch, pp. 81-82)</td>
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<td>10 11/2</td>
<td>Teams</td>
<td>Read Goetsch Chapters 6 through 10</td>
<td><strong>Homework:</strong> Case Study 10 (Goetsch, pp. 169-171)</td>
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<td>12 11/16</td>
<td>Managing Technical Change</td>
<td>The “Death Valley” of Change (on Canvas)</td>
<td><strong>Homework:</strong> Case Study, “Motivation and Stakeholder Acceptance …” (on Canvas)</td>
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<tr>
<td>13 11/23</td>
<td>Managing Technical Change</td>
<td>“Change Management: The Role of Internal Communication and Employee Development” (on Canvas)</td>
<td><strong>Homework:</strong> Case Study, “How to Encourage a Few Disrupters” (DuBrin, p. 375).</td>
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<tr>
<td>14 11/30</td>
<td>Team Project Presentations Term Papers due</td>
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