UCLA Extension

380808: Management Theory, Policy, and Process

MGMT-X 190

Summer 2021   Section 1   4 Credits   07/29/2021 to 09/02/2021   Modified 07/26/2021

🕐 Meeting Times

Tuesdays, Thursdays 9:00 a.m.-12:00 p.m.

🖥 Description

This course presents the theory and application of managerial functions; the processes of planning, organizing, leading, and controlling in a wide variety of organizational settings; and how the management of people and resources can accomplish organizational goals. Systems theory, contingency approaches, and socio-technical systems are used to explain managerial problem solving and decision making in organizational contexts and a global environment. Other topics include motivation and participation, leadership and communication, management information systems, human resources management, management of technology, managerial ethics, and other contemporary management issues. Transferable for UC credit.

◎ Objectives

Participants will:

- Explain the roles and functions of management
- Increase their self-awareness
- Apply theories to practice
- Perform their role as a manager more effectively and confidently
- See multiple points of view

📊 Outcomes

By the end of this Course, successful participants will be able to...

- Focus on performance: continuously improve performance on their assignments
- Network with colleagues, share and learn from each other
- Challenge their current thinking and beliefs
- Question - just because someone puts something in front of you or tells you to do something, learn to ask questions (respectfully)
- Think and act on your feet - managing doesn't come with a textbook
- Engage the instructors
- Complete assignments on-time
- Have fun learning

📘 Materials

Required Texts and Materials

No required text. Articles listed in Canvas

Baron's Business Review, Management

Author: Patrick J. Montana, Ph.D., and Bruce H. Charnov, Ph.D., J.D.

Publisher: 5th

Optional

✔ Evaluation

We don't have a required textbook. Therefore, as always, you will be responsible for designated "required" readings and un-graded tasks.

Your performance on these tasks will impact your success on quizzes and the graded assignments.

Please note all lectures will be recorded in case you need to review them or missed anything.

Graded assignments need to be submitted by due date or lose 1 point per day late. Papers submitted before the due date will receive both feedback and an opportunity to improve performance and receive a higher grade. These early assignments may be written up to 2 more times. Each assignment will be provided feedback. Quizzes may be taken only once.

Breakdown

Grade Percentage	Letter Grade	Pass/Fail
90-100%	A-/A/A+	Pass
80-89%	B-/B/B+	Pass
67-79%	C-/C/C+	Pass
50-66%	D	Fail
>50%	F	Fail

Criteria

Type	Weight	Topic	Notes
Quizzes (3)	15%	Purpose: Demonstrate and reinforce learning	5 Questions are asked; each correct answer is worth 1 point. Covers any class content, presentations or readings. Scored in class.

Type	Weight	Topic	Notes
Goal Achievement	20%	Purpose: Focus on meeting your learning needs by setting and achieving SMART goals.	By Class 3, submit goals for the class The goals will be written about the knowledge, skills, behavior, or performance you want to achieve or improve at work, community or home. You will learn how to write them in class 2. Your goal is due class 3. You will receive feedback until you believe it meets the correct criteria. The goals should be achieved by Class 10, which enables the final goal paper to be completed by class 11. 5 Points awarded for SMART Goal that meets Goal Evaluation Criteria. By the day of the last class, you will email a typed report. The report will answer 3 questions: 1) GOAL: What was/were the goal(s)? This repeats what you initially wrote. 2) RESULTS & METHOD: RESULTS: What were the results? To what extent did you achieve your goal? Show the data you collected. Show any templates or logs you used. METHODS: What did you do to achieve the goal? Tell the actions you took. 3) LEARNING: What did you learn from working on this specific goal and from goal setting in general. Were the goal and measures appropriate? What would you have changed or not? Will you use goals in the future? The score for the goal paper is 15 points: rewarded for a thoughtful response, and the improvements you would make in your specific goal and goal setting in general.
Small Group Management Roles Paper	10%	Purpose: Role of the Manager	**Select one of the case studies. See file for Management Role Case Studies.** 1. Form virtual teams. 2. Review the Scoring Guidelines. 3. The team selects *one case study* for the team to work on together. 4. Read the articles about team roles. Select *one article* to use. 5. Read the case study and Identify the manager's roles. What does the manager/team leader need to know to work remotely? 2 points 6. List the roles not identified in the case study. 2 points 7. identify the roles that need improvement (can be strengths) 2 points 8. Evaluate how you performed as a virtual team: what worked, what needed improvement? How would you have improved your team? - 4 points Your paper will be emailed by Session 4. The score for the Small Group Roles Assignment is 10 points. All the students on the team will receive the same score.

Type	Weight	Topic	Notes
Case Study	30%	Purpose: Demonstrate specific skills learned	Group Simulation. You are a member of a team. Your team will be a project team, a department within a company or a consulting firm. Your team decides. Your team will prepare and present a proposal to an executive (tell us the position) that applies skills learned in class and readings. The proposal and the presentation is for improving the organization. Each class information will be presented and readings provided in Canvas to give you information needed for your team to prepare your paper. You decide on the length of the paper. The presentation should be about 20 min with all team members having a part. Using the criteria identified (Scoring Guidelines) and lessons learned in class, including SWOT and real time scenarios, each group will present their proposal about how to improve the organization class 10. Your group will also submit a paper describing what it did, why, and cite the rationale for your actions. This is an in-depth report and will require both out-of-class and in-class time. You will have the Scoring Guidelines to follow. Class 9: by the day of Class 9, email draft to Harriet or Steve. One of us will provide feedback based on the Scoring Guidelines. Class 10: Present your proposal orally: feedback provided by instructor and class Class 11: by the day of class 11: email final paper The Simulation based on the Scoring Guidelines is 30 points. All team members get the same score.
Individual Case Study	20%	Solution Paper	All too often managers are told to fix something without a thorough understanding of the situation or its relation to the company. Each student will choose a scenario from a list. Identify if what is being requested is what needs to be solved. What tools will you use to determine the root cause of the issue. set a goal, determine the best way to address it and ideally solve it, and prepare an implementation plan? Identify the resources you will use as well as approaches, methods and tools. Show all your data. Explain what you learned from the assignment and why this assignment is relevant to managers. You will write and email your paper by class 7. The solution assignment/individual case study is 20 points.
Attendance	5%		5 pts - Attend 9-11 sessions 4 pts - Attend 8 sessions 3 pts - Attend 7 sessions 0 pts - Attend fewer than 7 sessions

✳ Course Policies

Expectations

Participants are expected to:

- Actively participate in class discussions
- Complete all readings and homework as assigned
- Be on time
- Communicate respectfully to instructors and fellow classmates
- Use professional level English in presentations and written assignments

Feedback on Assignments

Goals, Goal Achievement and Case Study papers are provided feedback when submitted on or before the due date. Papers may be rewritten to demonstrate improved performance and may receive more points.

Due Dates & Late Work

Due dates are provided for each assignment. Late work will receive feedback but will not have the opportunity to be rewritten. All papers must be received by 8:00am pst/pdt of the day following the last session to be considered for points. Papers received after that date and time will be considered late.

Prerequisites

Required Conditions for Taking This Course

- Work experience: worked in family business, at university or college, corporation or other business, NGOs or non-profits or any charity
- Minimal English reading, speaking and writing skills. Excellent if first language is different than English.
- Worked with other people: worked on team projects, worked on committees or task forces, participated on or coached sports teams, or produced and delivered presentations in a group or acted on stage or theater/dance/singing group
- The purpose is to achieve more success if they have some of the experiences to relate to, and that those experiences do not have to come in a business setting.

🏛 Institutional Policies

Student Conduct

Students are subject to disciplinary action for several types of misconduct or attempted misconduct, including but not limited to dishonesty, such as cheating, multiple submission, plagiarism, or knowingly furnishing false information to the University; or theft or misuse of the intellectual property of others or violation of others' copyrights. Students are encouraged to familiarize themselves with policy provisions which proscribe these and other forms of misconduct at:
https://www.uclaextension.edu/pages/str/studentConduct.jsp (https://www.uclaextension.edu/pages/str/studentConduct.jsp)

Services for Students with Disabilities

In accordance with the Americans with Disabilities Act of 1990, UCLA Extension provides appropriate accommodations and support services to qualified applicants and students with disabilities. These include, but are not limited to, auxiliary aids/services such as sign language interpreters, assistive listening devices for hearing-impaired individuals, extended time for and proctoring of exams, and registration assistance. Accommodations and types of support services vary and are specifically designed to meet the disability-related needs of each student based on current, verifiable medical documentation. Arrangements for auxiliary aids/services are available only through UCLA Extension's Service for Students with Disabilities Office at (310) 825-7851 or by email at access@uclaextension.edu. For complete information see:
https://www.uclaextension.edu/pages/str/studentswithDisabilities.jsp
(https://www.uclaextension.edu/pages/str/studentswithDisabilities.jsp)

Incompletes

Your instructor may post the interim grade *Incomplete/I* if at the end of the class your overall work is of passing quality but a portion could not be submitted for understandable reasons (e.g. illness). It is your responsibility to petition your instructor for permission to submit work late and to provide an explanation, and it is his or her sole decision whether to accept the explanation. If permitted, the *Incomplete/ I* grade will be posted and a time frame defined for you to submit the missing work, ranging from one to twelve weeks. *Incomplete/I* grades that remain unchanged after twelve weeks will lapse to *F*, *NP* or *U*. Receiving an *I* grade entitles you to submit only the missing work your instructor has agreed to accept late, and does not allow other work to be retaken or oblige UCLA Extension to provide continuing access to course materials via Canvas. The *Incomplete/I* grade is not an option for courses that do not bear credit, such as 700, 800, or 900-level courses. For complete information, see:
https://www.uclaextension.edu/pages/str/grading.jsp (https://www.uclaextension.edu/pages/str/grading.jsp)

All Grades are Final

No change of grade may be made by anyone other than the instructor, and then, only to correct clerical errors. No term grade except Incomplete may be revised by re-examination. The correction of a clerical error may be authorized only by the instructor of record communicating directly with personnel of Student and Alumni Services.

Sexual Harassment

The University of California is committed to creating and maintaining a community where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates our policy.

All Extension students and instructors who believe they have been sexually harassed are encouraged to contact the Department of Student and Alumni Services for complaint resolution: UCLA Extension, 1145 Gayley Ave., Los Angeles, CA 90024; Voice/TTY: (310) 825-7031. View the University's full Policy on Sexual Harassment and Sexual Violence at http://policy.ucop.edu/doc/4000385/SHSV (http://policy.ucop.edu/doc/4000385/SHSV).

⬛ Additional Items

Protecting Privacy and Data During Live Instruction

Live meeting sessions for this class, when applicable, are being conducted over Zoom. As the host, the instructor may be recording live sessions. Only the host has the ability to record meetings, no recording by other means is permitted. Recorded sessions will be posted in the Videos area of this class unless otherwise notified. Due to privacy, recordings are not available for download and are only accessible via Canvas for the duration of the class. If you have privacy concerns and do not wish to appear in the recording, do not turn on your video and/or audio. If you also prefer to use a pseudonym instead of your name, please let the instructor know what name you will be using so that the instructor knows who you are during the session. To rename yourself during a Zoom meeting, click on Participants, click on your name, click on More, click on Rename. If you would like to ask a question, you may do so privately through the Zoom chat by addressing your chat question to the instructor only (and not to ""everyone""). Additionally, chat may be used and moderated for live questions, and saving of chats is enabled. If you have questions or concerns about this, please contact the instructor via Canvas Inbox.

Pursuant to the terms of the agreement between Zoom and UCLA Extension, the data is used solely for this purpose and Zoom is prohibited from re-disclosing this information. UCLA Extension also does not use the data for any other purpose. Recordings will be deleted when no longer necessary. However, recordings may become part of an administrative disciplinary record if misconduct occurs during a video conference.

Course and Instructor Evaluation

UCLA Extension values your feedback on course and instructor evaluations. We ask all students to take a few minutes to complete an end-of-course evaluation survey. Updates to the course and instruction are influenced by your feedback. Understanding your student experience is essential to ensure continuing excellence in the online classroom and is appreciated by your instructor and the UCLA Extension academic leadership.

Your participation in a survey is voluntary, and your responses are confidential. After instructors submit grades, they will be given an evaluation report, but this report will not contain your name.

About Your Online Course Materials

Please note the following about online course components at UCLA Extension:

- Students must have basic computer skills, including the use of word processing software, email, and the ability to use internet browsers, such as Safari, Firefox, or Chrome.
- Students are responsible for meeting the technical requirements of Canvas and familiarizing themselves with the Canvas Learning Management System.
  - What are the basic computer specifications for Canvas? - https://community.canvaslms.com/docs/DOC-10721 (https://community.canvaslms.com/docs/DOC-10721)
  - Which browsers does Canvas support? - https://community.canvaslms.com/docs/DOC-10720 (https://community.canvaslms.com/docs/DOC-10720)
- Students are responsible for keeping a copy of all assignments and work submitted, and to be aware of all assignments, due

dates, and course guidelines.

- Students are encouraged to keep and/or download a local copy of their assignment files, as **access to the online environment of a specific course is limited to 30 days after the final course date**, as listed in the course catalog.

  To download all your assignment submissions in Canvas, please refer to the online support guide. (https://community.canvaslms.com/docs/DOC-10606) for more information or contact Canvas Support via the help menu within Canvas.

UCLA Extension Canvas and Learning Support

For immediate 24/7 Canvas technical support, including holidays, click on **Help** (located on the menu to the left) where you can call or chat live with a Canvas Support representative.

UCLA Extension Instructional Design and Learning Support
The UCLA Extension Learning Support staff assists both students and instructors with Canvas-related technical support, as well as general and administrative questions.

Learning Support staff is available Monday through Friday, from 8 AM to 5 PM (Pacific Time), except holidays:

- Email: support@unexonline.zendesk.com
- Website: http://support.uclaextension.edu (http://support.uclaextension.edu/)

Campus Safety Escorts

For students taking classes held on the UCLA campus and in and around Westwood Village, the UCLA Police Department provides a free walking escort service every day of the year from dusk until 1 a.m. Community Service Officers (CSOs) are available to walk students, faculty, staff members and visitors to and from anywhere on campus, in Westwood Village, and in the village apartments. CSOs are uniformed students who have received special training and are employed by the UCLA Police Department. To obtain an escort, please call (310) 794-9255 and allow 15 to 20 minutes for your escort to arrive. For complete information, see: https://www.ucpd.ucla.edu/services/community-service-officers-csos/evening-escorts (https://www.ucpd.ucla.edu/services/community-service-officers-csos/evening-escorts)

📅 Schedule

When	Module Title	Notes
1	Understanding Myself as a Manager	1. Explain your role as a manager 2. Set expectations 3. Write your own job description as a manager 4. Present your role as a manager 5. Identify what managers need to know to manage remotely
2	Planning / Setting goals	1. Define planning 2. Think strategically 3. Set direction for your organization: SWOT Analysis, vision, mission, values, strategies, goals and plans 4. Set goals 1. Identify purpose(s) for goals 2. Explain parts of a goal 3. Prepare goal for class
3	Performance, Performance Improvement; Accountability	1. Define performance 2. Explain the 5Ps 3. Explain performance management cycle 4. Define accountability 5. Explain how to achieve accountability

When	Module Title	Notes
4	Performance Improvement: Systems Thinking and Problem Solving	- Define decision making - Explain decision making as a process - Describe decision-making tools (multivoting, weighted voting, etc) - Identify factors related to decision-making (regulations, certainty/uncertainty, risk) - Explain how to involve others: Tell, Sell, Consult, Join model - Explain Responsibility Assignment Matrix for determining roles for decision-making
5	Improving Decision Making: Applying Analytical thinking	1. Explain decision making process 2. Identify who to involve in making a decision: tell, sell, consult, join 3. Recognize methods and tools for making decisions 4. Identify barriers to decision making and solutions
6	Managing Day to Day: Assigning Work, Communications Group, 1-1, Conflict Resolution, and Influence	1. Explain communication process 2. Communicate instructions for performing a task; set expectations, assign work using: tell, show, do, feedback, repeat 3. Apply active listening 4. Communicate performance feedback 5. Identify barriers to communication and solutions 6. Explain steps for conflict resolution and provide an example of resolving a conflict 7. Implement clearing conversations 8. Discover unconscious bias and identify approaches to resolving 9. Influence others to do tasks, be involved, follow through, etc.
7	Innovation, Change, Project Management, Teams	1. Explain project management process and its relationship to performance improvement 2. Define project 3. List possible projects in your organization 4. Identify barriers to project success and how to resolve them 5. Explain relationship of change to project management 6. Explain steps for making a change 7. Apply change management 8. Explain the role of teams in performance improvement 9. Identify barriers to change and solutions (apply Force Field Analysis) 10. Define time management 11. Explain methods and tips for managing time 12. Explain reasons for change and projects
8	Managing Talent; Staffing/ Recruiting	1. Define talent management 2. Value talent management 3. Relate talent management to performance management, engagement and motivation 4. Explain workforce planning 5. Conduct hiring interviews, explain onboarding 6. Apply succession planning in your organization
9	Creating Engagement; Applying Motivation, Leadership	1. Explain engagement 2. List methods for achieving engagement 3. Explain theories of motivation and their application at work 4. Apply rewards & recognition 5. Identify and explain leadership and management 6. Identify your leadership style 7. Define competency 8. Explain emotional intelligence 9. Determine methods for assessing competencies 10. Identify your own leader/manager competencies

When	Module Title	Notes

10	Simulation Case Study Presentation	1. Using the evaluation sheet, Identify the areas that met or exceeded expectations
		   ◦ Identify areas needing improvement
		   ◦ Give feedback to the presenting group verbally and on the evaluation sheet.

11	Developing Career Development; Creating Social Responsibility	1. Produce your career development plan 2. Identify management resources 3. Explain approach to developing staff's careers 4. Value developing staff and yourself 5. Explain social responsibility 6. Create ethical code