ANALYSIS OF BUSINESS ISSUES
Spring 2016

COURSE NUMBER: BADM 2003 W

TIME AND LOCATION: Monday 3:45-5:00 PM Duques 250

PROFESSOR: Robert Gaarder, PhD
Department of Management
2201 G Street, NW; Funger 315

Email: rgaarder@gwu.edu
Office Hours: By appointment

COURSE DESCRIPTION:

Designed for sophomore to senior business students, this course explores key leadership and management concepts in business. There are two halves to this course -- the exploration of leadership and business concepts in the large group, and the writing lab. Core to this course is developing the ability to communicate effectively through writing. In the writing lab, students will be required to produce a variety of documents ranging from a memo to a thorough analysis of leadership strengths and weaknesses.

WRITING LAB LEADERS AND LABS:

<table>
<thead>
<tr>
<th>Section/Room</th>
<th>Day and Time</th>
<th>Leader</th>
<th>E-mail</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>77680 Duques 356</td>
<td>Wed, 3:45-5:00</td>
<td>Krisztina Fabo</td>
<td><a href="mailto:krisztinafabo@gwu.edu">krisztinafabo@gwu.edu</a></td>
<td>Wed 12:45 to 2:00</td>
</tr>
<tr>
<td>77681 Duques 357</td>
<td>Wed 2:20-3:35</td>
<td>Krisztina Fabo</td>
<td><a href="mailto:krisztinafabo@gwu.edu">krisztinafabo@gwu.edu</a></td>
<td>Wed 12:45 to 2:00</td>
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READINGS & MATERIALS:

Please complete the assigned readings or exercises for each section PRIOR to the lecture (see outline below).

Students must purchase the following items:

- There are no required texts.
- There will be a required Harvard Business Publishing Course https://cb.hbsp.harvard.edu/cbmp/access/43527997 Packet: . This packet includes a booklet, “Developing Written Communication Skills (Roebuck).” Cost for the packet is $31.60 for the digital version. Some additional articles may be provided online.
There will also a lab fee for students for self-assessment instruments that will assist us in the exploration of communication and leadership styles.

**Recommended readings:**

**LEARNING OBJECTIVES:**

Specific elements of business communications:
  a) Articulating analysis and arguments
  b) Synthesizing ideas
  c) Giving and responding to feedback
  d) Writing concise, informative and persuasive documents in a variety of forms and to a variety of audiences

In concert with the values of the George Washington School of Business, this course will highlight the following themes within the context of current business issues:

- Integrity – demanding transparency, accountability, and ethical behavior
- Leadership – encouraging problem solving, commitment, and entrepreneurship
- Scholarship – emphasizing discovery, learning, and innovation
- Service – responding to the needs of students, academic professions, and the community
- Relationships – fostering communication, collaboration, and collegiality

A student who successfully completes this course will have demonstrated the ability to:
  a) Develop systemic thinking or the ability to apply several business frameworks for analyzing and discussing issues
  b) Distinguish problems from symptoms
  c) Determine the appropriate form and tone for communication in various business settings
  d) Use general business terms appropriately
  e) Use qualitative and quantitative data from appropriate business information resources to generate insight
  f) Communicate information effectively and efficiently using conventions of writing in the discipline*
  g) Construct effective arguments given a set of facts*
  h) Understand the different ways to communicate with a variety of audiences and stakeholders*
  i) Give and receive objective, constructive feedback to and from peers and superiors; rethink & revise*

*Specifically mentioned by GWU’s Director of Writing*
COURSE COMMUNICATION:
Check the course Blackboard site for weekly updates on the class. Discussion questions and lecture slides for each week may be posted.

EVALUATION & GRADING:
Timely completion of assignments and active participation in class activities are a must.

1. **Class participation** (group discussion): 20%
   A few guidelines for getting the most out of class participation include: Come to class prepared -- Have assignments and readings completed prior to class -- Participate actively, but don’t dominate. Share special interests or experience related to class topic.

2. **Paper 1**, 4-6 pages: 15%

3. **Paper 2**, 6-8 pages: 20%

4. **Paper 3** (Final), 4-6 pages: 15%

5. **Writing Lab** grade: 30%
   (20% per Lab Leader):
   Four “Short Assignments” of approximately 500 words each (5 % each), as responses to supplemental readings. Assignments will be submitted to your Lab Leader in hard copy at the beginning of class. Due dates are shown on the calendar.
   (10% per Lab Leader): Participation -- Preparation, reading, discussion, attendance, promptness, and peer review.

Grade distribution:
Grading of papers will be on a bell curve with 83 to 86 being the mean or average class score. The professor reserves the right to adjust this scale at any time.

Grading scale:
Final grades will be based on the scale below. The professor reserves the right to adjust this scale based on the final scores in the class.

100 – 94 points A
93 – 90 A-
89 – 87 B +
86 – 83 B
82 – 80 B –
79 – 77 C +
76 – 73 C
72 – 70 C-
69 – 67 D +
66 – 63 D
62 – 60 D – Less than 60 points: please see Professor.
If you want additional feedback on any of your papers, or if your question regards writing, please make an appointment to see your Writing Lab Leader. For questions regarding business concepts, contact Professor Gaarder. We are happy to work with you.

OVERVIEW OF ASSIGNMENTS:
Please turn in all papers in your Writing lab the week the papers are due.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Audience</th>
<th>Description</th>
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<tbody>
<tr>
<td>Letter to Dan Snyder</td>
<td>Owner of a company</td>
<td>Write a short letter (300 words or less) addressed to Dan Snyder justifying your position to keep or change the Redskins’ team name.</td>
</tr>
<tr>
<td>Systemic Thinking in Your Life</td>
<td>You</td>
<td>Identify an issue in your personal or professional life. Describe the symptoms and possible root causes of the problem. Draw a diagram with boxes and arrows to describe it. Finally, write how you will address the problem.</td>
</tr>
<tr>
<td>Publish or Not? Meccan Madness (Freeman) HBP packer</td>
<td>Board of Directors</td>
<td>Write a 500 word position paper arguing for publishing or not.</td>
</tr>
<tr>
<td>Email to team and manager</td>
<td>Your manager and team</td>
<td>Your manager describes a problem at work and asks for your input via email.</td>
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Paper

1. What Motivates Millennials?
   Professor
   See description below

2. Analysis of a Leader
   Magazine editor
   See description below

3. An Ethical Dilemma
   Organization task force
   See description below

Paper 1 (4 to 6 pages, 15%):
What Motivates Millennials? As the Millennial generation (defined as those born between 1982 and 2000) enters the workforce, a lot has been written about what motivates them. Are Millennials motivated primarily by the same elements that motivated the generations before them --Baby Boomers (1946-1964) and Generation X (1964-1982)? Or are they significantly different? In this paper I want you to compare what motivates Millennials to classic motivational theories by Herzberg and Maslow. Include current research to support your conclusion.
Paper 2 (6 to 8 pages, 20%):
Analysis of a Leader. Think of a current leader in an organization that interests you, i.e. private business, government, or non-profit.

- Using the Relationship Awareness Theory (SDI) and Goleman’s article on “Leadership That Gets Results,” do a thorough analysis of the leadership style of the chosen leader. Use specific examples to make your case. Note: Additional theories on leadership style may be used to supplement your analysis.
- Describe the impact of the leader’s style on the organization culture of the organization being led.
- Describe how the leadership style has at times been a liability and what (if anything) the leader did to compensate for this liability.

Paper 3 (4 to 6 pages, 15%):
An Ethical Dilemma. Find an interesting ethical dilemma that individuals and/or organizations face today. A ‘dilemma’ by definition implies that the choice is not obvious, but rather is difficult and complicated. Sources may be the Wall St Journal, Business Week, Fortune, etc. Another resource for researching this is the St. James Ethics Center—on the web. Your paper should include the following:

- A synthesis of the dilemma
- Exploration of the pros and cons of the choices in the dilemma
- Possible creative solutions that might address the interests of all parties involved. The paper should include multiple references (see guidelines above). Turn in (2) hard copies of your summary on the due date, and post the synthesis and bibliography on the discussion board under the topic.

Writing criteria:
- All papers will be double spaced.
- All papers should include research from sources not covered in class.
  - These sources should include the following: a peer-reviewed journal article, a book, a periodical and/or newspaper article, and an electronic source (such as a video clip or an e-book).
  - You have access to all of GW’s library databases through Gelman, including useful sources such as online newspaper access (lexis-nexus), and Business Source Premiere.
- Compile these sources in a bibliography format using APA style.

Class Participation Grading:
Participation will be based on your contributions to case discussion during the combined classes. Readings for each class are given below and discussion questions may be provided in advance for some classes. You may even elect to prepare for class with a partner or a group. Participation will be recorded each day and a mid-term grade will be reported to help you calibrate your contributions. Please keep in mind that we are looking for quality over quantity.
In other words, comments that change how we think about the case will be rewarded more than comments that merely regurgitate previous comments or case facts. Participation will be awarded on a scale of 0-3 for each combined class as follows:

- 0 = Absent from class
- 1 = Present, but did not comment
- 2 = Made a solid contribution to the discussion
- 3 = Provided a unique insight that significantly contributed to the discussion, flipped a previous assumption on its head, or elevated the trajectory of the conversation.

Note: The bell curve does not apply to participation. If you average a ‘2,’ you will receive an ‘A’ for participation. At the mid-point of the semester, we will provide you with feedback on how you are doing.

Attendance:
Class attendance for both the group discussion and the writing lab is mandatory. However, we will excuse absences for appropriate extenuating circumstances. It will be to your advantage to notify Professor Gaarder and/or your Lab Leader of absences ahead of class.

Tardy Policy:
If you are late to class (after the professor has begun), points will be deducted from your participation score for the day:
- In group discussion, 2 points will be deducted from your participation score. No negative points will be awarded. In other words, the most you can receive for the day is a 1 and the least a 0.
- In writing lab, you will marked as late on the attendance sheet. You will also receive a late on any homework that is due, which will be .25 off your final score. Two late arrivals will equal an absence. If you are more than 15 minutes late to class, you will be considered absent.

Electronics Policy:
Laptops, tablets, phones, and other electronic device will not be permitted during the combined class or writing lab (unless your Lab Leader specifies otherwise), as they distract from the classroom discussion. Please take notes on paper and transfer to electronic copies at a later time. We understand that you like to read the daily case off your computer; however, we also have found that this is not necessary if the discussion questions are completed ahead of time.

Turning in Assignments:
All weekly assignments, unless otherwise specified, will be due at the beginning of lab the week of the assignment. Please bring a hard copy. Longer paper assignments will also be submitted via Blackboard.
Late Assignments:
- Short Writing Assignments and Peer Reviews: Must be submitted on time. Late responses will not be accepted.
- Drafts: Late and/or incomplete drafts will result in a deduction of up to 5 points from the final paper grade.
- Papers: The first day late will result in a 5 point deduction from the final paper grade. Each subsequent day late will result in an additional 5 point deduction up to 3 days. Papers more than 3 days late will not be accepted.
- Lab Participation: These assignments will not be accepted late.
- Exceptions: We understand that things do come up. If you ask for help or let your Lab Leader know about extenuating circumstances in a timely manner, we will work things out.

Code of Academic Integrity:
You should be familiar with the GWU Code of Academic Integrity. A copy of the code is available in the GWU Bulletin. You can find more information about GW's Code of Academic Integrity at: http://www.gwu.edu/~ntegrity/code.htm/. The minimum penalty for such offenses - plagiarizing either from peers or the internet, whether on a rough or final draft -- is to fail the assignment; the more common penalty is to fail the course. Commitment to academic honesty is crucial; therefore, cheating, fabrication, and plagiarism are strictly forbidden.

The writing-intensive aspect of this course is designed to teach you to write and research responsibly and ethically. To learn strategies for researching, compiling, and presenting your writing, you must complete all stages of the work yourself. Taking the words of others, or presenting the ideas of others, as your own not only prohibits you from learning the skills of academic research, skills that will help you in your chosen career, it also violates the University's Code of Academic Integrity. The University defines academic dishonesty as "cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." Situations involving plagiarism may involve reporting to the Academic Integrity Office, a zero on the assignment, or failure of the course.

Ethical practices in coursework lead to ethical practices in your chosen career and align with the values of the GWSB.

The Writing Center:
The Writing Center (Gelman 103 | 202-994-3765, http://www.gwu.edu/~gwriter/) is a free service for GW students who seek help with their writing. The goal of the Writing Center is to help clients sharpen their ideas, work toward a focus, or organize the arguments they already have. While tutors will not edit papers, they will engage students in a cooperative learning environment throughout all stages of the writing process. Appointments are scheduled on the hour and on a walk-in basis. Take your assignment guidelines with you.
## Class Overview

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Class Topic</th>
<th>Class readings and preparation</th>
<th>Assignments Due</th>
</tr>
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<tbody>
<tr>
<td>1-Jan 11</td>
<td>Introduction and Overview of course</td>
<td>N/A</td>
<td></td>
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<tr>
<td>2-Jan 18</td>
<td>MLK – No combined class labs will be held</td>
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<tr>
<td>3-Jan 25</td>
<td>Systematic Thinking</td>
<td>Read: <em>Everest 1996</em> HBP packet</td>
<td>Dan Snyder paper due in Lab</td>
</tr>
<tr>
<td>4-Feb 1</td>
<td>What is Leadership?</td>
<td>“What Leaders Really Do” (article) (John Kotter)</td>
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<tr>
<td>5-Feb 8</td>
<td>Communication and Motivation</td>
<td>“One More Time: How Do You Motivate Employees?” (Fredrick Herzberg) <em>Hierarchy of Needs</em> (Abraham Maslow)</td>
<td>Systematic thinking and your life paper due in Lab</td>
</tr>
<tr>
<td>6-Feb 15</td>
<td>Presidents day No combined class labs will be held</td>
<td></td>
<td>Draft of Paper 1 due in Lab</td>
</tr>
<tr>
<td>7-Feb 22</td>
<td>Leadership Styles (SDI)</td>
<td>“Leadership that Gets Results” (Daniel Goleman) HBP packet</td>
<td>Paper 1 due in Lab</td>
</tr>
<tr>
<td>8-Feb 29</td>
<td>Decision-Making and Risk w/ Lt. Colonel William Redman</td>
<td>TBD</td>
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<td>10-March 14</td>
<td>Spring Break</td>
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<td>11-March 21</td>
<td>Group Dynamics: Leadership Influence in Groups</td>
<td>Watch 12 Angry Men (Henry Fonda version) Complete: Discussion questions</td>
<td>Draft of Paper 2 due to give to a peer</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Description</td>
<td>Due Date/Instructions</td>
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<td>12-March 28</td>
<td>Ethics Discussion Feedback</td>
<td>Saying What Need to be Said Role-Plays (Davidson) HBP packet</td>
<td>E mail to team and manager due in lab</td>
</tr>
<tr>
<td>13-April 4</td>
<td>Emotional Intelligence</td>
<td>Global Leadership Success Through Emotional and Cultural Intelligences (Alon and Higgins), HBP packet</td>
<td>Paper 2 Due</td>
</tr>
<tr>
<td>14-April 11</td>
<td>Emotional Intelligence cont.</td>
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<tr>
<td>15-April 18</td>
<td>Summary and Wrap-up</td>
<td></td>
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<tr>
<td>16- April 25</td>
<td>Reading Week</td>
<td></td>
<td>Final paper due by 5 PM Wednesday April 27</td>
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