

ORGANIZATION AND SUPERVISION

Instructor: Dr. Robert Mb. Flak, Ed.D.

Email: robert.flak@wku.edu | Call or Text: (715) 527-0225 | Course Dates: August 19, 2024 – December 5, 2024

MEET THE INSTRUCTOR

Dr. Robert Mb. Flak is an Assistant Deputy for Military Personnel Policy within the Office of the Assistant Secretary of the Army for Manpower and Reserve Affairs at the Pentagon in Washington, DC. His professional background includes performance improvement, priorities direction, and process oversight. Dr. Flak excels at building cross-functional teams and developing stakeholder relationships. As a defense consultant, he contributes to analyzing, designing, and implementing performance-improving approaches and solutions mindsets designed exclusively for various defense and intelligence community stakeholders. Furthermore, he gathers and analyzes information, develops recommendations, and assists in implementing changes across human resources components of the defense and intelligence community. Dr. Flak holds a Doctor of Education in Organizational Change and Leadership from the University of Southern California, a Master of Business Administration from the University of Maine, a Master in Organizational Leadership from Western Kentucky University, and a Bachelor in Organizational Management from Ashford University. His doctoral dissertation explored the knowledge-based, motivational, and organizational root causes preventing organizations from implementing executive succession plans. His study further examined the underdevelopment of workplace competencies for employees as potential executive candidates. Dr. Flak teaches within WKU's School of Leadership and Professional Studies in the College of Education and Behavioral Sciences. He is an advisor to the International Association for Human Resource Information Management and a Harvard Business Review Advisory Council member. Dr. Flak is also a former National Board of Directors member for the WKU Alumni Association, having served on the Alumni Recognition and Strategic Planning committees.



OFFICE LOCATION AND HOURS

I do not have constant access to my phone or WKU email throughout the day (usually 9a – 5p). However, I can briefly check messages/emails during those hours on a sporadic basis. I will respond if I see a message/email from you during that brief check. Email is the best way to contact me, but feel free to call or text me as desired. You will get a response within 24 hours (often within a few hours during the week). If I expect to be out of town or have no email access, I will alert you to this before it happens unless it is an emergency. I am happy to help you, so do not hesitate to ask.

COURSE DESCRIPTION

This course is designed to help students better understand contemporary organizations from a macro (organization theory) and micro (organization behavior) approach. Students will explore materials on planning and control systems, decision-making processes, and human capital considerations.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

Upon the conclusion of this course, students should be able to:

1. Identify the management theories and explain the dimensions of the management practice.
2. Describe the environment of the management practice.
3. Explain the planning function.
4. Explain the organizing function.
5. Explain the leading function.
6. Explain the controlling function.

COURSE ADMINISTRATIVE NOTES

- ✿ All students must acquire, read, and cite the course textbooks throughout the semester.
- ✿ Discussions are a post-first requirement. Unless you post, you will not see other students' posts.
 - ✿ Students must include cited sources, as prompted, to earn full points.
 - ✿ Initial posts must be made by the date/time shown on Blackboard, and the course schedule, or it will be graded as late.
 - ✿ Replies to other students must be posted by the date/time shown on the course schedule, or they will be graded as late.
- ✿ Discussion posts are expected to be substantive and not simply social.
 - ✿ Refer to the attachment/instructions in Blackboard for further information.
 - ✿ Points will be deducted for interactions lacking achievement of this expectation.

COURSE GRADING

Satisfactory completion of the objectives will be measured as follows:

✿ Course Introductions	55 points
✿ Syllabus Quiz	60 points
✿ Discussion Boards (16x at 15 points each)	240 points
✿ Case Studies (27x at 10 points each)	270 points
✿ Book Review	150 points
✿ Course Final Exam	150 points
Total: 925 points	

The grading scheme for this course is as follows:

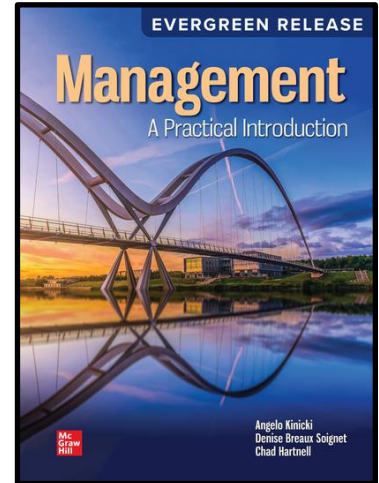
925 - 875 points = A | 874 - 750 points = B | 749 - 641 points = C | 640 - 549 points = D | 548 points or less = F

REQUIRED BOOKS

Management: A Practical Introduction (2024)

Angelo Kinicki and Denise Breaux Soignet – ISBN13: 9781265795375

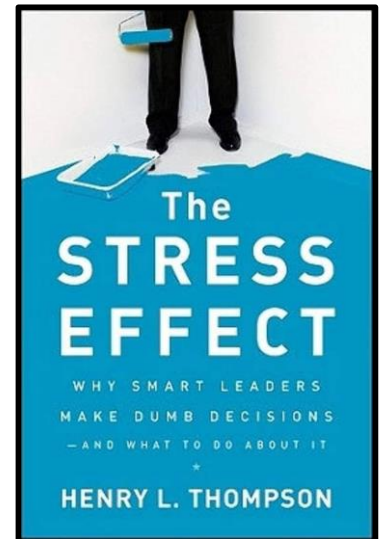
This book empowers students to develop their career readiness. Developed to help students read and learn management with a purpose, it takes a student-centered approach. This is the first product to uniquely integrate a strategic career readiness theme to address employers' concerns about students graduating without being career-ready. It continues to engage students through practical and relevant application of theory, current examples, imaginative writing, and resources that work.



Stress Effect: Why Smart Leaders Make Dumb Decisions - And What to Do About It (2010)

Henry L. Thompson – ISBN13: 9780470589038

Making sound and timely decisions is the mark of a good leader. However, the impact can be widespread when leaders with otherwise strong track records suddenly begin making poor decisions- as seen in the recent corporate scandals that rocked the business world. In The Stress Effect, leadership expert Henry L. Thompson argues that stress is often the real culprit behind this leadership failure. When leaders' stress levels become sufficiently elevated-whether in the boardroom or on the front line of a manufacturing process- their ability to effectively use their emotional intelligence and cognitive ability to make wise decisions is significantly impaired. Until now, experts have argued that increasing your emotional intelligence will help you cope with and manage stress. This book suggests that stress blocks access to your emotional intelligence and cognitive ability, two critical components in the decision-making process. This book:



- Shows how stress adversely affects the performance of even the savviest leaders
- Reveals the truth about one of the prime factors behind the current failure of leadership
- Offers a solid prescription for building a “stress resilient system” and arms leaders with best practices for managing specific stressors that take the biggest toll on decision-making
- is written by an award-winning organizational psychologist and leadership consultant whose clients include a roster of Fortune 500 companies

COURSE POLICIES

COURSE SOFTWARE STANDARDS

The course software standards are Word for word processing, PowerPoint for presentations, Excel for presentations, and Adobe Acrobat for viewing PDF files.

BLACKBOARD

Blackboard serves as the repository for course documents and mass communication. Once logged in, students will see a list of all courses they are enrolled in using Blackboard. Call the WKU IT Help Desk at (270) 745-7000 for technical issues.

ASSIGNMENTS

All assignments are due by 11:59 pm CDT, as listed in the Course Schedule at the end of this syllabus.

LATE SUBMISSION POLICY

Students can only submit late work (discussion posts, assignments, etc.) up to three days past the original due date. However, late submissions will incur incrementing late penalties of 10%, 15%, and 20%. For example, **day one late submissions will receive a 10% penalty; day two late submissions will receive a 15% penalty; day three late submissions will receive a 20% penalty.** Students will receive no credit for submissions after the three-day late submission deadline without prior coordination with the instructor.

FORMAT FOR ALL ASSIGNMENTS

Format for all assignments (except for discussion boards and case studies) is APA Format, 7th edition: double-spaced, Times New Roman or Arial font, 12 pitch, one-inch margins, cover sheet, and reference page. Refer to the APA Manual 7th Edition for more information.

CHEATING AND PLAGIARISM

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a grave offense and is not tolerated. The academic work of students must be their own. Students must credit the author(s) for any source material. Citing content directly from a source without credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Works submitted for any other class are also not acceptable. Assignments that have been plagiarized receive a grade of "F" and could result in a student failing the course. The instructor may check student work by using plagiarism software. Please refer to the "academic offenses" section of the WKU Student Handbook.

INCOMPLETES





A grade of "X" (incomplete) is only given when a small amount of work is not completed because of illness or other reasons satisfactory to the professor. A grade of "X" received by a student will automatically become an F unless removed within twelve weeks of the next full term (summer term excluded). Incompletes must be pre-approved by your instructor.

PRIVACY MATTERS

The Internet may change or challenge notions of what is private and what is not. The instructor prefers to provide disclosure up front so students know the possibilities. Although a password protects the course, such tools are imperfect as humans use them. Passwords relatively protect students, but no one can guarantee privacy online. Part of the privacy of every student depends on each student's actions.



The course software lets the instructor know which students have logged in, where in the course site they have visited, and how long they have stayed. The technology support team also has access to the information posted on the site.

-  Course Security: If students use a public terminal (say at a hotel or library), close the browser software when finished. This will prevent another person from accessing the course using your identification, making mischief in your name, and violating the privacy of other students.
-  Do not allow access to the course to those not registered.
-  Guard your password and change it from the one assigned at the start of the term. (Go to Student Tools).
-  Participants are expected to represent their course identities truthfully. Falsifying your identity is grounds for disciplinary action for all parties involved.

INTELLECTUAL PROPERTY

It is a common misconception that material on the Internet is free. Work is the creator's property, even if a copyright notice is absent. The instructor expects students to post only material that is the students by right of creation unless the student gives proper credit and indications. The plagiarism policy applies to the Internet, too. Images, sounds, and other multimedia are included in copyright law. (For example, professionally done photos for high school yearbooks belong to the photographer. People only purchase copies.) It is common to receive emails with amusing articles or other materials. Be aware that it might be an illegal copy, and take caution when forwarding it. It may also contain a virus. On the plus side, ideas cannot be copyrighted. Students can share an essential part of a website as long as it is in the student's own words or interpretation.

ADA ACCOMMODATION



In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center in Downing Student Union, 1074. SARC can be reached at 270-745-5004 [270-745-3030 TTY] or sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.

THE LEARNING CENTER (TLC)

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk-in. In addition, online tutoring is offered to distance learners. TLC also has a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. www.wku.edu/tlc.

TITLE IX, DISCRIMINATION, HARASSMENT, AND SEXUAL MISCONDUCT POLICY

Western Kentucky University (WKU) is committed to supporting faculty, staff, and students by upholding:

-  [WKU's Title IX Sexual Misconduct/Assault Policy \(#0.2070\)](#) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and
-  [Discrimination and Harassment Policy \(#0.2040\)](#) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment, and/or sexual misconduct based on sex/gender are prohibited. Therefore, if you experience sex/gender-based discrimination, harassment, and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398, or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that you may report an incident of sex/gender-based discrimination, harassment, and/or sexual misconduct to a faculty member. However, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you want to speak with someone who can afford your confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

REGULAR AND SUBSTANTIVE INTERACTION

The U.S. Department of Education requires that distance education courses include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

1. Weekly asynchronous sessions with faculty and students
2. Faculty participation in weekly discussion boards
3. Weekly announcements
4. Timely and detailed feedback on assignments is provided within one week of submission.

LIMITED OR SPECIFIC USE OF ARTIFICIAL INTELLIGENCE (AI) PERMITTED

I expect the work you submit in this class will be your own, not the creations of ChatGPT, Google Bard, Bing Chat, or other AI platforms. AI tools may be used for brainstorming or gathering ideas with appropriate citations but not for creating content designed for submission. If you are unsure if you are using AI tools appropriately in this course, I encourage you to contact me. Examples of how to cite AI tools are available at <https://libguides.wku.edu/stylewrite/ai>.

INCLUSION STATEMENT

Western Kentucky University (WKU) is committed to ensuring all campus community members have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels, and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If you feel excluded or alienated from the course content at any time, please feel free to contact me privately without fear of reprisal.

LAND ACKNOWLEDGEMENT STATEMENT

The history of our community and land allows us to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in Kentucky was once Indigenous territory, so we must acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (ᏍᏏᏉᏍᏏ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the Jonesville History Project, "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."

COURSE SCHEDULE

WEEK NUMBER / DATE	ACTIVITIES / DELIVERABLES
<u>WEEK 1</u> August 19 – 25	Review: Syllabus and Course Schedule Read: Chapters 1 and 2 (<i>Management</i>) Submit: 1. Introduction Post & Responses by: August 21 at 11:59pm 2. Weekly Reading Discussion Post by: August 22 at 11:59pm 3. Discussion Responses by: August 23 at 11:59pm 4. Case Study 1 and Case Study 2 5. Syllabus Quiz
<u>WEEK 2</u> August 26 – September 1	Read: Chapter 3 (<i>Management</i>) and Chapter 1 (<i>The Stress Effect</i>) Submit: 1. Weekly Readings Discussion Post by: August 29 at 11:59pm 2. Discussion Responses by: August 30 at 11:59pm 3. Case Study 3 and Case Study 4
<u>WEEK 3</u> September 2 – 8	Read: Chapters 4 and 5 (<i>Management</i>) Submit: 1. Weekly Reading Discussion Post by: September 5 at 11:59pm 2. Discussion Responses by: September 6 at 11:59pm 3. Case Study 5 and Case Study 6
<u>WEEK 4</u> September 9 – 15	Read: Chapter 6 (<i>Management</i>) and Chapter 2 (<i>The Stress Effect</i>) Submit: 1. Weekly Readings Discussion Post by: September 12 at 11:59pm 2. Discussion Responses by: September 13 at 11:59pm 3. Case Study 7 and Case Study 8
<u>WEEK 5</u> September 16 – 22	Read: Chapter 7 (<i>Management</i>) Submit: 1. Weekly Reading Discussion Post by: September 19 at 11:59pm 2. Discussion Responses by: September 20 at 11:59pm 3. Case Study 9 and Case Study 10
<u>WEEK 6</u> September 23 – 29	Read: Chapter 8 (<i>Management</i>) and Chapter 3 (<i>The Stress Effect</i>) Submit: 1. Weekly Readings Discussion Post by: September 26 at 11:59pm 2. Discussion Responses by: September 27 at 11:59pm 3. Case Study 11 and Case Study 12
<u>WEEK 7</u> September 30 – October 6	Read: Chapter 9 (<i>Management</i>) and Chapter 4 (<i>The Stress Effect</i>) Submit: 1. Weekly Readings Discussion Post by: October 3 at 11:59pm 2. Discussion Responses by: October 4 at 11:59pm 3. Case Study 13 and Case Study 14
<u>WEEK 8</u> October 7 – 13	FALL BREAK NOTHING DUE – Enjoy this week off!

<p><u>WEEK 9</u></p> <p>October 14 – 20</p>	<p>Read: Chapter 10 (<i>Management</i>) and Chapter 5 (<i>The Stress Effect</i>)</p> <p>Submit:</p> <ol style="list-style-type: none"> 1. Weekly Readings Discussion Post by: October 17 at 11:59pm 2. Discussion Responses by: October 18 at 11:59pm 3. Case Study 15 and Case Study 16
<p><u>WEEK 10</u></p> <p>October 21 – 27</p>	<p>Read: Chapter 11 (<i>Management</i>) and Chapter 6 (<i>The Stress Effect</i>)</p> <p>Submit:</p> <ol style="list-style-type: none"> 1. Weekly Readings Discussion Post by: October 24 at 11:59pm 2. Discussion Responses by: October 25 at 11:59pm 3. Case Study 17 and Case Study 18
<p><u>WEEK 11</u></p> <p>October 28 – November 3</p>	<p>Read: Chapter 12 (<i>Management</i>) and Chapter 7 (<i>The Stress Effect</i>)</p> <p>Submit:</p> <ol style="list-style-type: none"> 1. Weekly Readings Discussion Post by: October 31 at 11:59pm 2. Discussion Responses by: November 1 at 11:59pm 3. Case Study 19 and Case Study 20
<p><u>WEEK 12</u></p> <p>November 4 – 10</p>	<p>Read: Chapter 13 (<i>Management</i>) and Chapter 8 (<i>The Stress Effect</i>)</p> <p>Submit:</p> <ol style="list-style-type: none"> 1. Weekly Readings Discussion Post by: November 7 at 11:59pm 2. Discussion Responses by: November 8 at 11:59pm 3. Case Study 21 and Case Study 22
<p><u>WEEK 13</u></p> <p>November 11 – 17</p>	<p>Read: Chapter 14 (<i>Management</i>) and Chapter 9 (<i>The Stress Effect</i>)</p> <p>Submit:</p> <ol style="list-style-type: none"> 1. Weekly Readings Discussion Post by: November 14 at 11:59pm 2. Discussion Responses by: November 15 at 11:59pm 3. Case Study 23 and Case Study 24
<p><u>WEEK 14</u></p> <p>November 18 – 24</p>	<p>Read: Chapter 15 (<i>Management</i>)</p> <p>Submit:</p> <ol style="list-style-type: none"> 1. Weekly Readings Discussion Post by: November 21 at 11:59pm 2. Discussion Responses by: November 22 at 11:59pm 3. Case Study 25 and Case Study 26 4. Book Report – The Stress Effect (instructions on Blackboard)
<p><u>WEEK 15</u></p> <p><i>November 25 – December 1</i></p>	<p><i>Thanksgiving Break</i></p> <p><i>NOTHING DUE – Enjoy this week off!</i></p>
<p><u>WEEK 16</u></p> <p>December 2 – 5</p>	<p>Read: Chapter 16 (<i>Management</i>)</p> <p>Submit:</p> <ol style="list-style-type: none"> 1. Weekly Readings Discussion Post by: December 3 at 11:59pm 2. Discussion Responses by: December 4 at 11:59pm 3. Case Study 27 4. Course Final Exam