Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 9/30/21 and CGS on 11/16/21)

Banner/Catalog Information (Coversheet)

1. __ X__New Course or ____Revision of Existing Course

2. Course prefix and number: _____MGT4760_____

3. Short title: __Decision Making and Leadership_____

4. Long title: ____Seminar in Decision Making and Leadership_____

5. Hours per week: _3_ Class   ___ Lab   ___ Credit

6. Terms: __ Fall   ___ Spring   ___ Summer   _X__ On demand

7. Initial term: _X_ Fall   ___ Spring   ___ Summer   Year: _2022__

8. Catalog course description: A course on the process, design and improvement of managerial and behavioral decision making in organizations, and on leadership approaches and theories, with an aim to improve individual and organizational effectiveness.

9. Course attributes:

General education component: _____None_____

___ Cultural diversity ___ Honors ___ Writing centered   ___ Writing intensive ___Writing active

10. Instructional delivery

Type of Course:

_X_ Lecture   ___ Lab   ___ Lecture/lab combined   ___ Independent study/research

___ Internship   ___ Performance   ___ Practicum/clinical ___ Other, specify: _____

Mode(s) of Delivery:

_X_ Face to Face   _X_ Online   _ X __ Online Synchronous _ X __ Online Asynchronous

___ Study Abroad

_X_ Hybrid, specify approximate amount of online and face-to-face instruction: Maximum of 49 percent of the course will be online_

11. Course(s) to be deleted from the catalog once this course is approved. _____MGT 4560____

12. Equivalent course(s): _____None_____

Are students allowed to take equivalent course(s) for credit? ___ Yes   ___ No

13. Prerequisite(s): Senior Standing, <u>BUS3010 with C or better and a declared Major in the School of Business or Management Minor or Human Resource Management Minor, or admission to the MBA Program or permission by the Chair, School of Business.</u>

      a. Can prerequisite be taken concurrently? ___ Yes   _X_ No

      b. Minimum grade required for the prerequisite course(s)? _C__

      c. Use Banner coding to enforce prerequisite course(s)? _X__ Yes   ___ No

      d. Who may waive prerequisite(s)?

___ No one   X_ Chair   ___ Instructor   ___ Advisor   __ Other (specify):

14. Co-requisite(s): ___NONE_____

15. Enrollment restrictions

      a. Degrees, colleges, majors, levels, classes which may take the course: <u>School of Business Majors or the Management minor or the Human Resource Management Minor, or MBA Students with senior or graduate standing.</u>

      b. Degrees, colleges, majors, levels, classes which may not take the course: __all others_

16. Repeat status: _X__ May not be repeated   ___ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: _3_

18. Grading methods: _X_ Standard   ___ CR/NC   __ Audit   ___ ABC/NC

19. Special grading provisions:

___ Grade for course will not count in a student's grade point average.

___ Grade for course will not count in hours toward graduation.

_X__ Grade for course will be removed from GPA if student already has credit for or is registered in: _____MGT 4560_____

_X__ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____ MGT 4560_____

20. Additional costs to students:

Supplemental Materials or Software_____

Course Fee _X__No ___Yes, Explain if yes_____

21. Community college transfer:

___ A community college course may be judged equivalent.

_X_ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. 	___Course is required for the major(s) of _____
	___Course is required for the minor(s) of _____
	___Course is required for the certificate program(s) of _____
	_X_ Course is used as an elective

2. Rationale for proposal: This revised course is offered to address MBA students demand. With a new course number (4760), it will be readily available for MBA students. Previously it was available for undergraduate students alone.

3. Justifications for (answer N/A if not applicable)

Similarity to other courses: N/A

Prerequisites: Prepare students for the more advanced content of MGT4760

Co-requisites: N/A

Enrollment restrictions: The course is designed to fit the curricular progression for management and MBA students, to prepare them for professional careers.

Writing active, intensive, centered: N/A

4. General education assurances (answer N/A if not applicable)

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: Offering the course as an online class will create accessibility for Management majors and minors, particularly during summer school and internship periods.

Instruction: Instructional materials and assessments in the online course will be used to support students' learning. The instructor will have completed training (e.g. OCDI) for online course delivery and will sequence the presentation of content and pace the material so as to avoid content overload, and also personalize instruction to be relevant to the needs of individual participants. The curriculum will be designed especially for the short-term, collaborative nature of online learning. Course content will ultimately be organized in modules with clear deadlines for assigned work. Instructors will give simple, clearly defined assignments, and will not assign over-complicated tasks. Ample time will be provided for the completion of assigned work. Lectures will be reduced and balanced with open-ended remarks that elicit discussion and varying viewpoints. The curriculum will include a focus on application of knowledge to the real world, and it will foster critical thinking skills with opportunities for an interchange of ideas among students and instructor. A qualified online instructor will utilize the facilities that accommodate interactive, high quality instructional delivery. Students will watch videos, perform case study analyses, and receive lectures delivered from actual classroom settings where available.

Integrity: Students will use a log-in/password system to access and complete assessment materials. Assessment materials will be difficult enough so that people who have not performed the requisite work in the course will be highly challenged to successfully complete the assignments. Many short assessments/exams will be embedded in class exercises so that it will be difficult for a student to have "help" available for all of them. The instructor will ask mastery-type questions so that a student must know the material himself/herself in order to answer the question (e.g., case studies vs. memorization questions). The instructor may ask students to relate the subject matter to their own personal/professional/life experiences so their answers are personalized and difficult to replicate. If the time frame allows, the instructor may require students to submit an outline and rough draft of essays before papers are due, so that the instructor can see the work in progress. Depending on technology capabilities, the instructor may limit the times when the online tests are available to ensure that tests are taken within a finite temporal window. The instructor may alternatively require one or more proctored, non-online examinations for course credit (i.e. on campus, at a testing center, library, etc.).

Interaction: The curriculum will be designed to promote synergistic online dialog among the participants. The instructor will create an atmosphere of collaborative teamwork and prioritize practices that help the students work with and learn from each other. The instructor will ask open-ended discussion questions that span different intellectual levels. The instructor will also strive to find a balance between autocratically leading the class and creating a democratic environment where students help each other meet the learning objectives. The instructor schedules office hours to interact with students out of the class schedule if they need.

Model Syllabus (Part II)

Please include the following information:
1. Course number and title: MGT4760 Seminar in Decision Making and Leadership
2. Catalog description: A course on the process, design and improvement of managerial and behavioral decision making in organizations, and on leadership approaches and theories, with an aim to improve individual and organizational effectiveness.
3. Learning objectives. This course is designed such that upon successful completion, the student will be able to:
   1. Identify the leadership dimensions that affect behavior within organizations. (CT1, CT2)(Grad 1)
   2. Describe classical (normative) theoretical models of decision-making. (CT3) (Grad 1)
   3. Identify assumptions inherent in normative decision-making models, and specify how the assumptions frequently are violated. (CT4, CT5) (Grad 1)
   4. Describe the biases and heuristics associated with individual level decision-making. (CT3) (Grad 1)
   5. Characterize the nature, advantages and disadvantages of team decision-making. (CT2) (Grad 1, 2)
   6. Characterize strategic decision-making at the individual and team level of analyses. (CT1, CT2) (Grad 1, 2)
   7. Synthesize models of leadership, the basic strengths and weaknesses of leadership research, and the associated practical management contributions that have been made. (Grad 1, 2)
   8. Evaluate and analyze organizational situations. (CT1, CT3, CT5, CT6) (Grad 1, 2, 3)
   9. Communicate decision-making and leadership phenomena. (WCR3) (Grad 1, 3)
   10. Communicate effectively in writing while describing, analyzing, and integrating decision-making and leadership topics, and while making managerial recommendations. (WCR1, WCR2) (Grad 1, 2, 3)
   11. Evaluate ethical issues that sometimes arise within organizations, and structure ethical decision-making frameworks to better understand and address those issues. (RC2) (Grad 1, 2)

12. Evaluate the value of viewing decision-making and leadership phenomena from a behavioral perspective, as contrasted with operational, economic, or other alternative perspectives. (CT5) (Grad 1, 2)

4. Course materials. Textbook to be custom assembled by publisher.

5. Weekly outline of content.

Week	Topic	Coverage
1	Decision Making and Leadership introduction	2.5 hours of class time
2	Classical Perspectives on Decision Making	2.5 hours of class time
3	Rationality in Decision-Making: Econometric and Game-Theoretic models	2.5 hours of class time
4	Biases and Heuristics: Representativeness, Availability, and Cognitive Traps	2.5 hours of class time
5	Group Decision Making: Social Context and Collective Process	2.5 hours of class time
6	High up in the Organizational Context: Strategic Decision Making	2.5 hours of class time
7	Strategic Decision Making: Focus on Process	2.5 hours of class time
8	Strategic Decisions at the Group Level: Top Management Teams	2.5 hours of class time
9	Future Directions in Decision Making	2.5 hours of class time
10	Introduction to Organizational Leadership	2.5 hours of class time
11	Trait-based perspectives on Leadership	2.5 hours of class time
12	Implicit perspectives on Leadership	2.5 hours of class time
13	The Leadership Context: Path-Goal, Contingency, and Situational Leadership	2.5 hours of class time
14	Transformational Leadership	2.5 hours of class time
15	The Future of Leadership: Research and Practice	2.5 hours of class time
16	Final Exam	
	Total	37.5 hours of class time plus the final exam

6. Assignments and evaluation, including weights for final course grade.

Undergraduate:

Class Contributions   20%
****Reflection papers can optionally be used for up to half the class contributions grade
Quizzes (3 @ 5% each)   15%
Current Events Team Presentations (2 @ 10% each)   20%
Written Group Case Analyses (2 @ 10% each)   20%
Comprehensive Final Examination   25%

Graduate:
Class Contributions   20%
****Reflection papers can optionally be used for up to half the class contributions grade
Quizzes (3 @ 5% each)   15%
Individual/Pair Case Study Write-ups (3 @ 15% each)   45%
Final Examination   20%

7. Grading scale: Standard (F < 60 <= D <70 < =C < 80 < =B < 90 < =A)

8. Correlation of learning objectives to assignments and evaluation.

Undergraduate:

Learning Objective	Examinations 25%	Quizzes 15%	Case Studies 20%	Current Events Team Presentations 20%	Class Participation/ Reflection Papers 20%
1. Identify the leadership dimensions that affect behavior within organizations. (CT1, CT2)(Grad 1)	x	x	x		x
2. Describe classical (normative) theoretical models of decision-making. (CT3) (Grad 1)	x	x			
3. Identify assumptions inherent in normative decision-making models, and specify how the assumptions frequently are violated. (CT4, CT5) (Grad 1)	x	x			
4. Describe the biases and heuristics associated with individual level decision-making. (CT3) (Grad 1)	x	x			
5. Characterize the nature, advantages and disadvantages of team decision-making. (CT2) (Grad 1, 2)	x	x			
6. Characterize strategic decision-making at the individual and team level of analyses. (CT1, CT2) (Grad 1, 2)	x	x			
7. Synthesize models of leadership, the basic strengths and weaknesses of leadership research, and the associated practical management contributions that have been made. (Grad 1, 2)	x	x			
8. Evaluate and analyze organizational situations. (CT1, CT3, CT5, CT6) (Grad 1, 2, 3)	x	x	x	x	x
9. Communicate decision-making and leadership phenomena. (WCR3) (Grad 1, 3)	x	x	x	x	x
10. Communicate effectively in writing while describing, analyzing, and integrating decision-making and	x	X		x	X

Learning Objective					
leadership topics, and while making managerial recommendations. (WCR1, WCR2) (Grad 1, 2, 3)					
11. Evaluate ethical issues that sometimes arise within organizations, and structure ethical decision-making frameworks to better understand and address those issues. (RC2) (Grad 1, 2)	x	x	x	x	x
12. Evaluate the value of viewing decision-making and leadership phenomena from a behavioral perspective, as contrasted with operational, economic, or other alternative perspectives. (CT5) (Grad 1, 2)	x	x	x	x	x

Graduate:

Learning Objective	Final Exam 20%	Quizzes 15%	Case Studies 45%	Class Participation/ Reflection Papers 20%
1. Identify the leadership dimensions that affect behavior within organizations. (CT1, CT2)(Grad 1)	x	x	x	x
2. Describe classical (normative) theoretical models of decision-making. (CT3) (Grad 1)	x	x		
3. Identify assumptions inherent in normative decision-making models, and specify how the assumptions frequently are violated. (CT4, CT5) (Grad 1)	x	x		
4. Describe the biases and heuristics associated with individual level decision-making. (CT3) (Grad 1)	x	x		
5. Characterize the nature, advantages and disadvantages of team decision-making. (CT2) (Grad 1, 2)	x	x		
6. Characterize strategic decision-making at the individual and team level of analyses. (CT1, CT2) (Grad 1, 2)	x	x		
7. Synthesize models of leadership, the basic strengths and weaknesses of leadership research, and the associated practical management contributions that have been made. (Grad 1, 2)	x	x		
8. Evaluate and analyze organizational situations. (CT1, CT3, CT5, CT6) (Grad 1, 2, 3)	x	x	x	x

9. Communicate decision-making and leadership phenomena. (WCR3) (Grad 1, 3)	x	x	x	x
10. Communicate effectively in writing while describing, analyzing, and integrating decision-making and leadership topics, and while making managerial recommendations. (WCR1, WCR2) (Grad 1, 2, 3)	x	X	x	X
11. Evaluate ethical issues that sometimes arise within organizations, and structure ethical decision-making frameworks to better understand and address those issues. (RC2) (Grad 1, 2)	x	x	x	x
12. Evaluate the value of viewing decision-making and leadership phenomena from a behavioral perspective, as contrasted with operational, economic, or other alternative perspectives. (CT5) (Grad 1, 2)	x	x	x	x

Date approved by the management department: 1/20/2022

Date Approved by the school of business graduate committee: 1/25/2022

Date approved by the school of business curriculum committee: 1/25/2022

Date approved by the college curriculum committee: 2/17/2022

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: CGS: