

**BSCI 7056**  
**Executive Issues in Construction Management**  
**3 Cr. Hr. (Lecture)**  
**Spring Semester, 2015**

**Instructor:** Scott W. Kramer, Ph.D.  
332 M. Miller Gorrie Center  
844-4518  
[kramesw@auburn.edu](mailto:kramesw@auburn.edu)  
Office hours: as posted

**Required Texts:** The 21 Irrefutable Laws of Leadership by John C. Maxwell  
The Prince by Niccolo Machiavelli  
How to Get Ideas by Jack Foster  
Switch: How to Change Things When Change Is Hard by Chip and Dan Heath  
Drive by Daniel Pink  
The 7 Habits of Highly Effective People by Stephen Covey

**COURSE DESCRIPTION:**

The Industry Advisory Council for the McWhorter School of Building Science has continually emphasized the importance of leadership and communication skills, especially in conjunction with collaborative problem solving. Consistent with this emphasis, students will work individually or in groups to analyze complex issues, and recommend actions based on the analysis.

A significant portion of the class will involve interaction with construction executives. Executives will present problems or scenarios to the students. In some instances, information will be added or changed partway through the process. After a short research period, the executives will travel to Auburn. At this time the students will present their solutions to the executives. The executives will give the students advice and feed back. The instructor and the executive will collaborate and provide grades on the various projects. *Students will be expected to adjust to short-notice and changing timetables for class meeting times/days and the class outline.*

In addition to problem solving, a significant percentage of course time will be allocated to material focusing on enhancing leadership, learning about innovation and collaboration, and to augmenting written, verbal, visual, and digital communication skills.

Many leading educators endorse taxonomies that list creation is the highest form of learning. Consistent with this philosophy, students will create several learning modules to share with fellow students.

**COURSE GOALS:**

- Students will enhance and develop professional relationship skills.
- Students will improve time management and stress management capabilities.
- Students will study and enhance presentation skills.
- Students will demonstrate knowledge and understanding of innovative and collaborative problem solving.

- Students will study, practice and develop leadership techniques.
- Students will create learning experiences to be shared with others.
- Students will improve written and verbal communication skills.
- Students will study, practice and develop peer review and editing skills.
- Students will work in groups with a construction executive to understand and develop a proposed solution to a complex construction problem.

**Past Executive Issues in BSCI 7056** (we will tackle approximately 3 this semester)

- ✓ The Importance of Writing
- ✓ Developing Executive Level Communication Skills
- ✓ Understanding and practicing Negotiation Skills and Strategies
- ✓ Emotional Intelligence and Relationship Skills
- ✓ Innovation and Collaboration in Construction
- ✓ Lean Construction Practices
- ✓ Evaluating Subcontractor Proposals
- ✓ Risk Management in Construction
- ✓ Running Effective Meetings
- ✓ Management Skills (early career vs. late career)

### **Group Projects**

A significant portion of your grade is dependent on group work. Although group work is often challenging, it is important. In this class, your ability to function in a team is essential. A substantial part of the learning experience is related to your ability to work efficiently with others.

### **GRADING POLICY**

Grades for the class will be similar to the following proposed breakdown.

Executive Issue Projects (3 each, 25% each)	75%
Contribution, Participation and Professionalism	5%
Homework Assignments	20%

Final grades will be assigned based on a 10-point scale.

$\geq 90 = A$        $80-89.9 = B$        $70-79.9 = C$        $60-69.9 = D$        $<60 = F$

### **Attendance:**

Attendance is required at all lectures and online events. Absences are excused only in accordance with University policies found in the Auburn Tiger Cub. Regular and prompt attendance is extremely important. Each unexcused absence will result in a 2-point reduction in the final grade. A written excuse is required for absences due to illness. The student is responsible for any missed class material. Class participation is encouraged and expected from students during class lectures.

### **Classroom and Online Behavior:**

According to Auburn University guidelines, behavior in the classroom, (and online) that impedes teaching and learning and creates obstacles to the goal of fostering an environment conducive to higher learning is considered disruptive. Disruptive behavior can assume many forms. The following are examples:

- 1.1. Arriving after a class has begun;
- 1.2. Use of tobacco products;
- 1.3. Monopolizing discussion;
- 1.4. Persistent speaking out of turn;
- 1.5. Distractive talking, including cell phone usage;
- 1.6. Audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor;
- 1.7. Refusal to comply with reasonable instructor directions;
- 1.8. Employing insulting language or gestures; and
- 1.9. Verbal, psychological, or physical threats, harassment, and physical violence.

### **Attitude, demeanor, and participation:**

Your participation in and contribution to group and classroom activities involves you in the process of learning. Active and enthusiastic participation in project presentations and class discussion is important and affects your grade.

### **Students with Disabilities:**

Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible, if accommodations are needed immediately. If you have a conflict with your instructors' office hours, an alternate time can be arranged. To set up this meeting, please contact your instructor by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

## Tentative Class Outline

In Residence	Description
1/6	Intro, Syllabus, <i>Time Bandits</i> part 1
1/7	<i>Time Bandits</i> part 2, Leadership, <i>COSTCO</i> video, Executive Issue 1 & field trip to site
1/8	Leadership, <i>Smartest Guys in the Room</i> part 1, Executive Issue 2 & field trip, The Prince
1/9	Leadership, <i>Smartest Guys in the Room</i> part 2, Executive Issue 3 & field trip, Team Assignments
<b>Wednesdays</b>	
1/21	Lecture on Organizational Psychology – Motivation / Written Assign. 1 due
1/28	<i>Drive</i> – presentation & discussion led by <b>Team A</b>
2/4	(No class) – coaching available / Written Assign. 2 due
2/11*	Executive Issue #1 - presentations by Teams 1, 2, 3 (double class)
2/18	<i>How To Get Ideas</i> - presentation & discussion led by <b>Team B</b> / Written Assign. 3 due
2/25	<i>Switch ...</i> - presentation & discussion led by <b>Team C</b>
3/4	Kramer in Quito, Ecuador (2/27 – 3/8)
3/11	(No class) – coaching available / Written Assign. 4 due
3/18*	Executive Issue #2 - presentations by Teams 1, 2, 3 (double class)
3/25	*** <i>Spring Break</i> ***
4/1	<i>The 7 Habits ...</i> – presentation & discussion led by <b>Team D</b>
4/8	(No class) – coaching available
4/15*	Executive Issue #3 – presentations by Teams 1, 2, 3 (double class)
4/22	Assignment #8 presentations – Teams 1, 2, 3, 4
4/29	Assignment #8 presentations – Teams 5, 6, 7