

- Text: Whetten, D.A. & Cameron, K.S. (2015). Developing Management Skills (9<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall. ISBN-13-978-0133127478.
  - Available in paperback and e-Textbook
  - Packages are available with MyManagementLab. See <http://www.mypearsonstore.com/bookstore/developing-management-skills-plus-mylab-management-9780133254228?xid=PSED>.
- MyManagementLab: Students **must purchase access to the textbook MyManagementLab companions site**
  - Access codes can be purchased as a bundle with the textbook or purchased separately at:  
<https://www.pearsonmylabandmastering.com/northamerica/mymanagementlab/students/get-registered/index.html>.
  - Course ID is: **barge52527**
- Journal articles, videos, assessments etc. will be used as well and will be posted on Blackboard.



## Mount St Joseph University School of Business

### Course Description:

This course explores individual, group, and organizational processes to increase understanding of self and others in organizations. Emphasizes awareness, self-development, and self-management in the control of organizational issues such as conflict resolution, team performance, and leadership opportunities.

### Communicating with the Instructor and Classmates:

We will be using Blackboard for this course. Through Blackboard you will be able to communicate with the instructor as well as other students in the class and access any important course announcements. Grades will be posted on blackboard as well (you will see only your grades). Only people who are registered for the course can log onto our course page. You will find instructions about how to log onto Blackboard and use its many functions on MyMount at [https://mymount.msj.edu/ICS/Technology/Blackboard\\_Resources](https://mymount.msj.edu/ICS/Technology/Blackboard_Resources).

Since we do not meet weekly for this course, you should check Blackboard on a regular basis to keep updated on any announcements. Please be sure to check the course home page on Blackboard at least once per week. You may contact the technology help center at 513-244-HELP with any issues you have concerning Blackboard. Contact me to be added to Blackboard if you registered after 1/1/19.

### Three Part Pre-Assignment Due at the Beginning of the First Class:

**PART 1: Epitaph. Due through *Blackboard Assignment* link by 8PM Sunday January 13, 2019. No late assignments will be accepted.**

An epitaph is the inscription in a person's gravestone or memorial plaque written in memory of that person. The first part of the pre-assignment is to write your own epitaph—one that captures the essence of the life you want to lead and reflects what matters most to you. You will use an online program to generate a mock-up of your own tombstone. Writing your own epitaph will be used as a step in the process of goal setting and visioning which we will discuss in more detail in class.

**NOTE:** If you plan to be cremated, that is not a valid excuse for not writing your epitaph! Just play along for the sake of the assignment.

In developing your epitaph, you should consider how you want to be remembered (or what you want to be remembered for) both personally and professionally. Your epitaph may not necessarily fully reflect the life you are currently living but should be indicative of the values you wish to live by, the purpose that you wish to serve, or goal you wish to reach before your time is up.

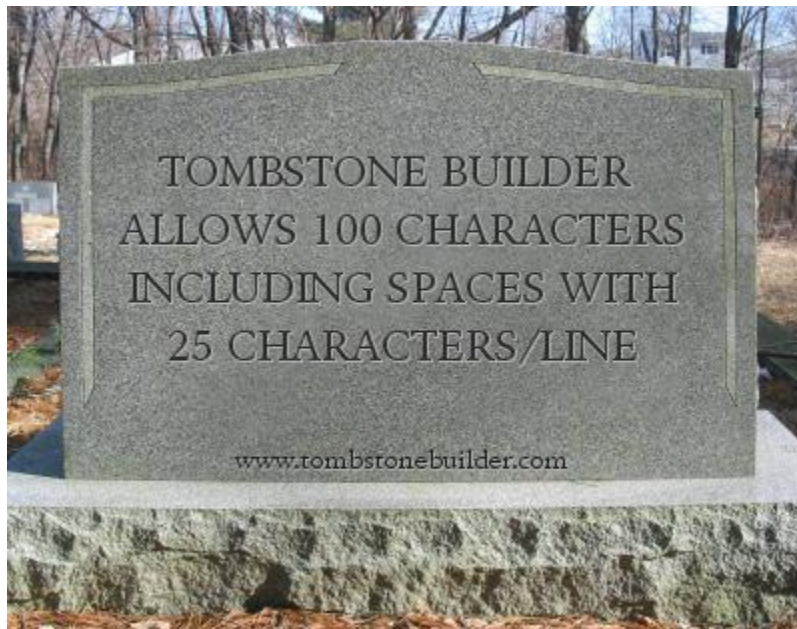
You should skip the obvious like "Here lies Fred, dead." And avoid reference to how you died. For example, Dr. Keen from the 18<sup>th</sup> century has a tombstone that reads: "Here lies Dr. Keene, the good Bishop of Chester, who at up a fat goose but could not digest her!" You may want to



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browse the internet and read some actual epitaphs to get some inspiration and ideas for your own.

In order to streamline your thinking and focus your desired life outcomes -- as well as to better represent a true inscription—you are limited to 100 characters (i.e. number of letters AND spaces combined) including your name. The character limits per line are noted in the picture below. Once you have crafted your epitaph, go to <http://www.tombstonebuilder.com/>.



Enter your name on the first line (please do not include birth and death dates). Use the remaining lines to enter your epitaph. Generate the tombstone, save the picture as a jpeg or similar image file, then upload the picture to the assignment link on Blackboard NLT 8PM on Sunday, January 13, 2019.

You will be asked to share your epitaph with the class so please keep this in mind as you construct yours. You will get a chance to explain what you wrote a little more in detail in class so don't worry about getting every single word you want said about you on the lines. Consider instead the gist of the sentiment.

**PART 2: Reading. Must be completed prior to first class on Monday January 14, 2019.**

Collins, J.C., & Porras, J.I. (1996). Building your company's vision. *Harvard Business Review*, 74(5), 1-13.

Kouzes, J. M., & Posner, B. Z. (1996). Envisioning your future: Imagining ideal scenarios. *The Futurist*. Retrieved from [www.questia.com](http://www.questia.com).



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Read the Collins and Porras (1996) and the Kouzes and Posner (1996) articles listed above which are available on Blackboard. Email me [james.barge@msj.edu](mailto:james.barge@msj.edu) if you need to be added to Blackboard. Note that there is no physical deliverable for this part. It is simply the required reading component which we will be discussing during our first class.

**Part 3: Lifeline. (With a minimum of 10 graph points/events) Due in PDF and/or JPEG format on Blackboard via Assignment Link by 8:30 AM on Monday January 14, 2019. No late assignments will be accepted.**

Complete the lifeline activity as described in the Kouzes and Posner (1995) article with a minimum of 10 graph points/events. Note that the components you should include in your lifeline as described in the article are also listed below. This exercise invites you to reflect on your life so far: your formative influences (people and events), “firsts” or past changes you have experienced, how you coped with them and the impact they had on you.

Looking at old photos or yearbooks or talking to family and friends may assist you in recalling the significant events from your past. If you use social media, scrolling through your Facebook or LinkedIn posts or reviewing your tweets may help you identify important events of your more recent past. You decide what is worthy of appearing on your lifeline—there are no right or wrong entries.

The components listed next to the first two checkboxes below can be done by hand and scanned for submission, typed, or a combination of both. It is also acceptable to submit a clear, readable JPEG of your work (e.g., taken with your smartphone or tablet). You may use the format that works best for you in creating your timeline, but the final product must be submitted electronically. The material listed next to the remainder of the checkboxes should be typed and submitted electronically as a PDF.

So, for this assignment you should do the following:

- ☐ Draw your lifeline as a graph, with the peaks representing the highs in your life and the valleys representing the lows (starting as far back as you can remember and stopping at the present). Include a minimum of ten points on the graph. Some examples of peak and valley experiences could be starting school, changing jobs, death of a friend, etc.
- ☐ Next to each peak, write a few words identifying the peak experience. Do the same for the valleys. If you experienced an event or situation that was important and impactful but one you would rather not share the specific details about, you can use broad terms such as “medical issue” or “legal trouble” to describe the event itself.
- ☐ Now go back and think about each peak and valley. In a table, identify each experience on your lifeline in the first column (use key words or number the events on your lifeline) and explain why each was a high or low point for you and/or how it has influenced you in the second column.



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- Analyze your notes and report (typed):
  - What themes or patterns are revealed by the peaks and valleys in your life?  
*Provide evidence from your lifeline in your analysis.* To identify themes, you may want to consider: What happened in the year before and after the low points? Are there connections between school or work and personal events? How did you feel about yourself or the world in general in the peaks vs. valleys? Is there a pattern in the source of the peaks vs. valleys (e.g. school, family, success, loss)?
  - What important personal strengths AND personal weaknesses are revealed?  
*Refer back to your lifeline when answering this question.* (Don't just answer with what you think are your personal strengths and weaknesses in general).
  - What do these themes and patterns tell you about what you are likely to find personally compelling in the future? *Be sure to use specific information from an analysis of your lifeline in answering this question as well.*