



SCHOOL OF BUSINESS
MOUNT ST. JOSEPH UNIVERSITY

MGT 610-S5: – S2-20
Mount St. Joseph University School of Business

Course Number: MGT 610-S5: People in Organizations

Level: Graduate, Required for M.S.O.L. Students

Credit Hours: 3 Credit Hours

Course Meets: Saturdays 1/18, 2/8, 2/29, 3/21, 4/18
1:00 p.m. – 4:30 p.m.
SC 314

Instructor Name: Melissa “Missy” Houlette, PhD

Office Location: SET 523 (5th Floor of Seton)

Office Hours: Class Meeting Days: 12:00 p.m. - 1:00 p.m. & 4:30 p.m. - 5:30 p.m.

On-campus, phone, and Facetime/Skype meetings available by appointment.

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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 context of organizational issues such as conflict resolution, negotiations, team performance, and leadership opportunities.

COURSE LEARNING OUTCOMES (CLOs)

1. Comprehend the importance of self-leadership, personal skills, interpersonal skills, and group skills for effective leadership.
2. Apply self-assessment, self-reward, self-talk, mental imagery, teamthink, and other relevant concepts to change one's behavior at work.
3. Develop greater self-awareness through assessment of your own leadership skills.
4. Utilize conflict management and supportive communication principles to develop strategies to manage conflicts and resolve interpersonal confrontations.
5. Identify the advantages and limitations of teams and how to develop effective teams.
6. Analyze and synthesize insights developed in this course to function more efficiently in positions of leadership.



PROGRAM LEARNING OUTCOMES ASSESSED IN THIS COURSE

Performance Indicator 1.2 (PI 1.2) of Learning Outcome 61 (LO 1) for the Master of Science in Organizational Leadership degree will be assessed in this course via a case analysis presentation.

Learning Outcome 1: Leadership: Graduates will apply leadership theories, concepts, and practices to lead others effectively in a socially responsible manner across a variety of situations to include teams, groups, organizations, and virtual environments.

Performance Indicator 1.2: Students will apply leadership practices to influence teams, groups, organizations, and virtual environments in an effective and socially responsible way.

REQUIRED COURSE MATERIALS

Readings (available on Blackboard):

Collins, J. C., & Porras, J. I. (1996). *Building Your Company's Vision*. Harvard Business Review, 74(5), 65-77.

Kouzes, J. M., & Posner, B. Z. (1995). *Envisioning Your Future: Imagining Ideal Scenarios*. The Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations. Jossey-Bass Inc.

Textbook:

Whetten, D. A., & Cameron, K. S. (2020). *Developing Management Skills* (10th ed.). Upper Saddle River, NJ: Prentice Hall.

- Print ISBN: 9780135229842, 0135229847
- eText ISBN: 9780135176818, 0135176816

MyManagementLab Access:

MyManagementLab is an online platform for material that accompanies the *Developing Management Skills* text. Students will need to complete an online registration to access this material.

You can start the registration process here:

<https://www.pearsonmylabandmastering.com/northamerica/mymanagementlab/students/get-registered/index.html>

Course ID: houlette71765



COURSE STRUCTURE

Because this course is designed to help change your behavior and improve your skills, it focuses strongly on active involvement of conceptual material, with integration of films, demonstrations, and student presentations. The majority of our class meeting time will be spent in practice exercises, structured interactions, and discussions. The teacher will play the role of coach (i.e., “facilitator”) more so than the role of intellectual guru (i.e., “instructor”).

Class time is your opportunity to practice the management and leadership skills you are reading about in the course texts and supplementary materials. Thus, you should think of this as your class, and I am giving over to you as much control and decision-making power as possible and as you wish to assume. It will be as exciting, informative, and as rewarding as you want it to be and make it. Thus, you should come prepared for each class and be ready to discuss and be actively involved with the materials/issues we will cover that day.

TEAM MEMBERSHIP

Surveys from employers consistently rank team skills as one of the critical abilities that they look for when recruiting. While you will certainly be in situations throughout your careers where you work independently, it is highly likely that you will find yourself part of a team on more than one occasion. In order to enhance your understanding of teams and practice the skills you are learning about, you will be a member of a team that works together throughout the semester. How well your group works together will influence the quality and hence the grades of team projects you will develop during the term—not to mention how much fun vs. frustration you have in the process. The bottom line is that getting your team to perform well will not only improve your course grade, but it should also make the course more fun and educational for you.

LEARNING STRATEGIES

Type	% of Course
Lecture/Traditional Classroom (Lecture, Discussion, Classroom Activities)	70%
Skill-Building Activities	15%
Cases	15%

This course will be taught in a seminar format. This means that class time will be dominated by discussion and active learning activities rather than lecture. Thus, you should come prepared for each class and be ready to discuss the materials/issues you have read. In addition to class discussions, some class periods will include films and hands-on exercises.

Being prepared means:

1. You will have read and reviewed all the material.
2. You will have mentally critiqued the reading, asking yourself such things as: What can I learn from this reading? Are the arguments convincing? What are the strengths and weaknesses of the material? What are the flaws in the logic? What are the implications of the work?



3. You will be able to see how readings relate to each other. How does the material in one chapter connect to other topics in the course?
4. You will have completed any exercises assigned for that class and are able to fully participate.

PERFORMANCE EVALUATION

Grading Scale

Graduate

Description	Letter Grade	GPA Scale	Range
Excellent	A	4.0	90% - 100%
Very Good	B	3.0	80% - < 90%
Good	C	2.0	70% - < 80%
Fail	F	0	< 70%

Note: This grading scale and cut-off points are firm. Students are not permitted to complete extra credit work or revise assignments in order to obtain a better grade. All grading procedures (i.e., incompletes, grade changes, grade appeals) listed in the graduate catalog will be followed.

GRADING

The grade a student receives in class will be determined as follows:

Assignment/Activity	Points
Pre-Assignment: Lifeline Activity	10%
Pre-Assignment: Epitaph	5%
Skills Assessments	15% (5% each)
Personal Vision Statement (Multimedia)	20%
Group Case Study Analysis	
Executive Summary	5%
Presentation	10%
Group Skill-Building Activity (with Write-Up)	15%
Skill Re-Assessment (PAMS) and Plan	10%
Class Participation	10% (2% each class)
TOTAL:	100%

3-PART PRE-ASSIGNMENT

Part 1: Epitaph (5% TOTAL). Due through Blackboard assignment link by 10:00 p.m. on FRIDAY, January ,17 2020. No late assignments will be accepted.

An epitaph is the inscription on 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 to you most. You will use an online program to generate a mock-up of your 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.



If you plan to be cremated, that is not a valid excuse to not write 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 leading 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 18th Century has a tombstone that reads: “Here lies Dr. Keene, the good Bishop of Chester, Who ate up a fat goose, but could not digest her!” You may want to 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 pictures 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 no later than **10 pm on FRIDAY, January 17, 2020.**

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 Saturday, January 18, 2020.

Read the Collins and Porras (1996) article and the Kouzes and Posner (1995) article available on Blackboard. (E-mail missy.houlette@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.

We will be discussing these articles during our first meeting. Be sure to review them prior to class.

Part 3: Lifeline (with minimum of 10 graph points/events) (10% TOTAL). Due in pdf and/or JPEG format on Blackboard (via *assignment* link) by 8:30 a.m. on Saturday, January 18, 2020. No late assignments will be accepted.

Complete the lifeline activity as described in the Kouzes & Posner (1995) article with a minimum of 10 graph points/events. Note that the components you should include in your lifeline are 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 lifeline 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.

Bring a hard copy or an electronic version accessible on a device you bring to class (e.g., laptop, tablet, etc.) to the first class meeting (in addition to submitting electronically). Be prepared to discuss your lifeline with the class. There may be components of your lifeline you include that you do not wish to share with the rest of the class and that is fine. However, please keep in mind that I will see all of the events that you included.

For this assignment, you should do the following:

1. 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 your graph.
2. 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 troubles” to describe the event itself.
3. Now go back and think about each peak and valley. In a table, identify each entry 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.
4. Analyze your notes and report (typed):
 - A. What themes and 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 or success, loss, etc.).
 - B. 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.)
 - C. What do these themes and patterns tell you about what you are likely to find personally compelling in the future? *Be sure to you use specific information from an analysis of your lifeline in answering this question as well.*

CLASS PARTICIPATION (10% TOTAL: 2% EACH CLASS)

A portion of your class participation/preparation grade will come from your effective participation in class discussions and class exercises. You will participate in learning exercises in class to help you practice and apply the relevant theories, concepts, and empirical findings from the readings. In addition, during each class session you will participate in an informal class



discussion about the assigned readings. Each class discussion will involve class members sharing their thoughts and insights on the readings, thus every student is responsible for the class discussion.

If you are a 'talker', learn to give enough space for others to speak. If a 'listener', try to participate more in discussions even if this means simply asking questions. Strategic questioning is just as important as informed comments!

Because your attention and participation is vital to the success of this course as well as your own knowledge and skills development, you should refrain from doing anything in class that is not directly related to what we are doing at that time. If you are seen doing work for another class, surfing the internet, instant messaging, checking cell phone messages, or participating in any other activity not related to the task at hand, you will receive a zero for that session for participation.

SKILLS ASSESSMENTS (15% TOTAL: 5% EACH)

During the second, third, and fourth class meetings, we will be covering a major section of the Whetten and Cameron (2020) Developing Management Skills book (e.g., Introduction and Personal Skills, Interpersonal Skills, Group Skills). There are skill assessment surveys associated with each chapter. Some of the assessments are in the text, some are online in the MyManagement Lab program, and some are available in both formats. The online surveys can be accessed through the "Multimedia Library" link on the course menu, checking the box next to "Personal Inventory Assessment", choosing "PIA. Personal Inventory Assessment" from the first pull-down menu next to "Chapter", and then clicking the "Find Now" button. These assessments provide a self-test of your current level of skill development. You should complete these assessment surveys prior to reading the chapter which follows (with the exception of the PAMS in the Introduction which you will complete after you read that section). The results of these assessments can help you focus your skill-building efforts and identify areas where there appears to be the greatest need for development. Please note that you do not need to take the post-test. You will be re-assessing your skills at the end of the semester.

There is a summary table worksheet available on Blackboard that you should use to report your results. Please save the document as a .pdf file.

For each analysis report:

Your score.

For each chapter indicate:

- The skill(s) for which you excel or have the greatest strength and your reaction.
- The skill(s) for which you need the most improvement and your reaction.

Your summary table is due on Blackboard by 1:00 p.m. on the class date noted on the schedule at the end of this syllabus.

CASE STUDY ANALYSIS PRESENTATION (10% TOTAL: GROUP ASSIGNMENT)

In most management/leadership courses, cases are used extensively as a teaching tool. A key reason is that cases provide active learners with opportunities to use the skills discussed in the book to identify and solve organizational problems. The case analysis is a useful way to bridge



the often perceived gap between theory and practice and provides students an opportunity to practice their critical analysis and problem solving skills. Thus, by analyzing situations that are described in cases and presenting the results, active learners (i.e., students) become proficient at effectively using the tools, techniques, and concepts that combine to form superior management/leadership skills.

Sometimes students exert much energy searching for the “correct answer” or the “one best solution” without realizing that, in case studies, the stress is not on the “right” or “wrong” answer. Instead, the emphasis is on the student’s ability to take into account all the variables that might have a bearing on the situation and then find an answer that is feasible – and the best among a limited number of alternatives. Rarely are there situations for which there is only one solution. Most real problems confronted by managers are multifaceted, involving such factors as motivation, culture, structure, technology, communication, and inter-personal concerns. In dealing with an organizational problem, a student has to be able to comprehend all its aspects, including the complex personal interrelationships involved.

For this course, you will be part of a “consulting group”. Each group of is responsible for consulting on a single case during the semester. As in “real world” organizational setting, managers are frequently assigned to work on projects with individuals they did not pick and who bring to the project varying levels of expertise, time availability, and commitment. It is in the group’s best interests to learn to deal with these problems now and discuss issues with other group members as soon as they arise. In fact, dealing with these issues will provide you with an additional opportunity to apply and practice the skills you are learning in the course!

The group case analysis presentation will be evaluated and assigned an overall grade. However, each person in the group will receive an individual grade that is an adjustment of the overall grade based on the other group members’ perceptions of each person’s contribution to the project. It is therefore essential that you adequately prepare for the group discussion of the case so that you can make meaningful contributions to the group so that your group can perform well and so that your grade on the group product is not lowered by lack of preparation and participation. **Individual scores will not be adjusted above 100%. Group members who make no contribution to the group will receive a zero on the assignment regardless of the group grade.**

Note that the procedure will not be followed mechanically—cases where there are unusual patterns (e.g., one team member doing almost nothing or one team member greatly downgrading the rest) will be investigated and grades will be adjusted according to the instructor’s best judgment.

It is important to understand that the classroom is an application setting. For students uncomfortable with a “subjective evaluation” of by other group members of their contribution including attitudes, level of involvement, and extent of preparation, it is important to understand that manager’s salaries, job assignments, and promotions are based on similar subjective appraisals. As a manager, in addition to being rated by your supervisor, you may also be asked to provide such evaluations of your supervisees so this experience will give you an opportunity to practice this task as well. It is also essential to understand that for these evaluations, subjective does not mean arbitrary or unfounded. Peer appraisals should be based on supportable evidence of a group member’s contribution to the discussion, evidence of preparation, etc.

When assessing each person’s contribution, consider each of the following dimensions:



- **PARTICIPATION:** Takes the lead in discussion and moving the group learning forward. Facilitates participation of fellow group members.
- **PREPARATION:** Demonstrates high level of preparation beyond that minimally required for case. Takes initiative to find high quality applications
- **KNOWLEDGE ACQUISITION:** Demonstrates excellent command of facts and principles; answers to questions and volunteered explanations show insight and understanding.
- **REASONING:** Insightful, creative thinker. Presents logical and clearly formulated arguments. Outstanding ability to synthesize and integrate information. Has a knack for seeing the heart of a problem and for helping others achieve a higher level of reasoning. Able to apply facts and principles to new problems.
- **INTERPERSONAL SKILLS:** Always considerate of group members and respectful of group process. Displays unusual perceptiveness and sensitivity to the feelings of others. Makes effort to facilitate participation by others; resolves conflicts. Responds to criticism gracefully; takes effective action to correct own weaknesses.
- **OVERALL CONTRIBUTION:** Makes a significant overall contribution to the group discussion.

EXECUTIVE SUMMARY OF CASE ANALYSIS (5% TOTAL: GROUP ASSIGNMENT)

Each group will write an executive summary to go with the group's case analysis. An executive summary is a brief 1-2 page overview of a report designed to give readers a quick preview of its contents. Its purpose is to consolidate the principal points of a document or presentation in one place. After reading the summary, your audience should understand the main points you are making and your evidence for those points without having to read every part of your report in full. That's why they are called executive summaries — the audience is usually someone who makes funding, personnel, or policy decisions and needs information quickly and efficiently.

The Executive Summary should have three components:

1. Statement of the problem. This introductory paragraph should provide a brief overview of the situation (two or three sentences) and end with a specific statement of what has to be decided or done.
2. Discussion. This section should be one or two paragraphs that summarize the main issues, list the alternatives considered, and discuss the potential consequences of various alternatives.
3. Recommended action. In this final paragraph, you should state a specific recommendation or course of action, with perhaps two or three additional sentences supporting your recommendation and saying why other competing alternatives were rejected. The stronger and specific your recommendation, the more likely it is that your recommendation will be well received.

SKILL-BUILDING ACTIVITY (15% TOTAL: GROUP ASSIGNMENT)

Each group will choose a management topic from an assigned section of the text and plan an activity to be conducted for 30-60 minutes in class. There are a variety of possible exercises that can be conducted. Students may use internet resources to find an appropriate skill building activity, choose one from the instructor's books of activities, or create their own. The exercise should keep the group engaged in the task for at least 30 minutes. The group may choose to



engage the entire class in an activity or break up the class up into smaller groups, with each team member facilitating a different group. The task may be mental or physical, but activities must not be potentially embarrassing to class members or put them at physical risk. Regardless of the type of activity, everyone in the class should be engaged at some point; there should be lots of interaction, and the activity should have a clear goal.

Each group will provide a “debriefing” of their exercise at the end of class. They will also prepare a description of the exercise to be shared on Blackboard (by the instructor). Sharing these activities will allow class members to begin to build a “toolbox” of activities. The activity description should include: 1.) the name of the activity, 2.) the objective/goal of the activity, 3.) an estimate of the approximate time required for a team to complete the activity, 4.) a list of any materials used, 5.) a step-by-step description of the procedure to be followed in conducting the activity, and 6.) debriefing questions/items for participants to consider and discuss after completing the activity. If there are any handouts associated with the activity, please include these as well. If you do not have an electronic copy, please scan the document to create an electronic resource.

The same weighting procedure described in the Case Analysis assignment will be used for Skill-Building Activity grades. Individual scores will not be adjusted above 100%. Group members who make no contribution to the group will receive a zero on the assignment regardless of the group grade.

PERSONAL VISION STATEMENT (20% TOTAL)

You will develop a personal vision statement to help guide you in your management and leadership decisions beyond this course and help you determine which skills will be most valuable for you to continue to develop. You should refer back to the pre-assignment readings on Blackboard to help in developing your vision. You will present your personal vision using multi-media (PowerPoint, Windows Movie Maker, etc.) during the final class.

Your personal vision should include each of the three components (core purpose, core values, BHAGs) below as well as your envisioned future and a symbol to attach the vision to:

1. Your personal core purpose or “reason for being”.
 - When creating your purpose statement, consider what motivates you to get up in the morning.
2. Core values; the “essential and enduring tenets” that you live by.
 - Consider what core values you truly and passionately hold.
3. The BHAGs to which you aspire.
 - Include both more immediate (i.e., 5 year) and long-term (e.g., 10-30 year) goals.
 - Consider what peaks you would like to see in your lifeline at those time intervals.
 - Consider what metrics, measures, and milestones you would use to assess progress towards the visions.
 - Include both personal and professional BHAGs.
4. A vivid description of what your future looks like when you are successful in meeting your BHAG’s/envisioned future.



5. A symbol (or symbols) to attach to your vision. The symbol may be “a logo, a phrase from a speech, a flag, a physical structure, or any number of things that can serve as a reminder of where the vision is taking the organization” (Whetten and Cameron, 2020).

SKILLS RE-ASSESSMENT AND PLAN (10% TOTAL)

For this assignment, you will re-take the Personal Assessment of Management Skills (PAMS) in the introduction of the Whetten and Cameron (2020) text. You will write a paper in which you:

1. Summarize your post-course results on each subsection of the PAMS.
2. Compare your post-course results to your pre-course results on each subscale, indicating areas in which you have improved, areas which have remained unchanged, and areas in which scores went down (if any).
3. Select a skill that needs improvement and discuss why developing that skill is necessary to thrive in your current circumstances or in a role you hope to soon find yourself. Since the sub-scales vary in the number of items included, divide your score total for that sub-scale by the number of items included. You can then compare
4. Indicate why developing and maintaining that skill is necessary to thrive in your current circumstances or in the circumstances in which you hope to soon find yourself.
5. Indicate any obstacles or challenges you might face in attempting to improve/maintain those skills.
6. Develop an action plan using the *What? When? How? Who? With What?* questions covered in class, applying material in the text in your plan.

POLICIES

ACADEMIC HONESTY POLICY

Please use the following link to access Mount St. Joseph University's Academic Honesty Policy. The policy will be enforced in this class.

[Link to University Graduate Academic Honesty Policy](#)

If you engage in any form of academic dishonesty, you will receive a zero for that work/assignment and may, depending on the severity and circumstances, receive a failing grade for the course. Engaging in academic dishonesty will result in an Academic Honesty Occurrence Report submission to the Office of the Provost.

Please note that providing a fabricated reason for why you missed a class, assignment, or exam is also deceptive and dishonest as is falsely claiming that you submitted work electronically but it allegedly did not reach your professor. Additionally, signing the attendance sheet for a student not actually present (and asking another student to do this for you) is a form of academic dishonesty. The penalty for students caught engaging in any of these activities will be determined on an individual basis.



Plagiarism. Plagiarism includes using someone else's words without acknowledging the words were written by someone else. It is very important not to represent another's words as your own. For courses in the Division of Business, if you use five or more words in sequence taken directly from another source (other than proper nouns, e.g., the name of a company), those words must be in quotation marks. The MSJ Catalog states that those who value integrity "will not substitute words/images/symbols from another's work as one's own and will not rearrange syntax of another's written document as one's own sentence structure" (para9,#4) (<http://registrar.msjeu.edu/undergraduate-catalog/rights-policies/academic-policies/academic-honesty/>).

DISABILITY POLICY

In compliance with Section 504 of the Rehabilitation Act of 1973, Mount St. Joseph University provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more major life activities such as walking, seeing, hearing, or learning. Students with disabilities should contact the Learning Center at 513-244-4202, located in room Seton 156, to present documentation and develop individualized accommodation plans. Further questions can be directed to the University's Acting 504 Coordinator, Heather Crabbe, J.D., Associate Provost for Academic Support at 513-244-4631 or at heather.crabbe@msjeu.edu. Students who have already registered with MSJ Disability Services are encouraged to discuss their accommodations with their course faculty at the beginning of each semester. Additional information can be found at <http://www.msjeu.edu/academics/disability-services/>.

TEMPORARY ILLNESS POLICY

Please use the following link to access Mount St. Joseph University's Temporary Illness Policy. [Link to Temporary Illness Policy](#)

POLICY ON INCOMPLETES

Please use the following link to access Mount St. Joseph University's policy on incompletes. [Link to Graduate Incomplete Policy](#)

DROP DATES FOR THE CURRENT SEMESTER

Please use the following link to access information regarding drop dates for this semester. [Link to Semester Policies and Procedures](#)

ATTENDANCE POLICY

It is particularly important to attend all class meetings due to the accelerated format of graduate business courses. If you will miss one class meeting for an unavoidable reason, please contact the instructor as soon as possible in order to discuss alternative ways of meeting the learning outcomes that will be covered in the class meeting. If you will miss more than one class meeting for a particular course, please contact both the instructor and the Assistant Dean as soon as



possible to discuss whether it is advisable to take the course this semester. Each unexcused absence will lower your final grade by one letter.

Attendance at all class sessions is required. Students are expected to arrive on time and remain the entire class session. Attendance will be recorded for each session using a sign-in sheet. If you do not sign the sheet, you will be counted as absent. Because each member of the class is expected to participate and to help enrich the class sessions, attendance is a matter of importance. Extreme lateness will result in a partial reduction in points. If there is an extenuating circumstance for extreme lateness, please speak to the instructor immediately after class.

Extended absence due to illness must be documented to be excused.

COPIES OF ASSIGNMENTS

It is your responsibility to retain a copy of any materials that you hand in to me.

CLASS ETIQUETTE

In order to maintain a positive learning environment, it is essential that while in the classroom:

5. Refrain from talking when the instructor or another student is talking.
6. Electronic equipment such as cell phones, iPods, and similar devices must be adjusted so that they do not ring, beep, or vibrate during class. In special situations (e.g., sick child at home), you may have your phone on vibrate but must exit the classroom prior to answering. If an emergency situation requires that you text message, please leave the room to do this as well.
7. Refrain from engaging in any activity that distracts or disturbs class (i.e., coming to class late, doing work for other classes, packing up your bags early, talking amongst yourselves).
8. Laptops should be used for class purposes (note-taking, online activities) only. No web surfing, IMing, use of Skype, perusing Facebook, etc. during class time.
9. Students should remove bluetooth earpieces/earbuds/headphones during class.
10. No chewing tobacco is to be used in the classroom.

COURSE SCHEDULE

1/18, 2/8, 2/29, 3/21, 4/18

TEAM ASSIGNMENTS SCHEDULE SUMMARY

Date	Topic	Case	Activity
2/8	Personal Skills Chs. 1-3	RED	BLUE
2/29	Interpersonal Skills Chs. 4-7	BLUE	GREEN
3/21	Group Skills Chs. 8-10	GREEN	RED



Date	CLO	Class Topic	Reading Assignment	Assignments (Due on Blackboard by 1:00 p.m. on Class Date) and Group Presentations
1/18	CLO 1 CLO 2 CLO 3 CLO 6	Vision Statements	Collins, J.C., & Porras, J.I. (1996). <i>Building Your Company's Vision</i> . Harvard Business Review, 74(5), 65-77. Kouzes, J.M., & Posner, B.Z. (1995). <i>Envisioning Your Future: Imagining Ideal Scenarios</i> . The Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations. Jossey-Bass Inc., Publisher.	Pre-Assignment: Epitaph due 10 pm on FRIDAY, January 17, 2020. Pre-Assignment: Lifeline and due by 1:00 p.m.
2/8	CLO 1 CLO 2 CLO 3	<i>Introduction and Personal Skills:</i> Chapters 1 – 3	Whetten, D. A., & Cameron, K. S. (2020). <i>Developing Management Skills</i> (10th Ed.), Introduction and Personal Skills Section: Chapters 1 - 3.*	Skills Assessment: PAMS from Introduction Skills Assessment: Chapters 1-3 Personal Skills Case Analysis: RED Personal Skills Activity: BLUE
2/29	CLO 1 CLO 2 CLO 3 CLO 4	<i>Interpersonal Skills:</i> Chapters 4 - 7	Whetten, D. A., & Cameron, K. S. (2020). <i>Developing Management Skills</i> (10th Ed.), Interpersonal Skills Section: Chapters 4 - 7.*	Skills Assessment: Chapters 4-7 Interpersonal Skills Chs. 4-7 Case Analysis: BLUE Interpersonal Skills Chs. 4-7 Activity: GREEN
3/21	CLO 1 CLO 2 CLO 3 CLO 5	<i>Group Skills:</i> Chapters 8 - 10	Whetten, D. A., & Cameron, K. S. (2020). <i>Developing Management Skills</i> (10th Ed.), Group Skills Section: Chapters 8 – 9.*	Skills Assessment: Chapters 8-10 Group Skills Case Analysis: GREEN Group Skills Building Activity: RED



4/18	CLO 1 CLO 2 CLO 3 CLO 6	Presentations	Review: Collins, J.C., & Porras, J.I. (1996). <i>Building Your Company's Vision</i> . Harvard Business Review, 74(5), 65-77.	Personal Vision Presentations** Skills Re-Assessment and Plan
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Notes:

1. Each chapter is broken into subsections. You should complete the skill assessments (in the "Assessment" section in the chapter plus on MyManagementLab) prior to reading the text which follows (i.e., the "Learning" section). You do not need to re-take the tests after reading the chapter. For the "Analysis" tabs, you need only complete any case chosen by your group. You do not need to complete the activities in the "Practice" and "Application" tabs.
2. Refer to Whetten, D. A., & Cameron, K. S. (2020). *Developing Management Skills* (10th Ed.), Supplement A: Making Oral and Written Presentations prior to preparing Power Point presentations.
3. Syllabus subject to change.
4. CLO stands for "Course Learning Outcome".
5. Performance Indicator 1.2 (PI 1.2) of Learning Outcome 61 (LO 1) for the Master of Science in Organizational Leadership degree will be assessed in this course via case analysis presentations.