

Please print a copy of this syllabus for handy reference.

Whenever there is a question about what assignments are due, please remember this syllabus is considered to be the ruling document.

GENERAL COURSE INFORMATION

COURSE NUMBER: MBA600

COURSE TITLE: Leading People In Organizations

COURSE START DATE: January 7, 2013

COURSE END DATE: March 17, 2013

COURSE ADD/DROP-LAST DAY: January 20, 2013

WITHDRAW-LAST DAY: February 25, 2013

****Note: There are ten weeks for this course. For this MBA600 course the week begins on Monday and ends on Sunday (e.g. Week One: 1/7/13-1/13/13).**

REQUIRED READING:

APA 6th Edition: American Psychological Association (2010). *Publication manual of the American psychological association* (6th ed.). Washington, D.C.: American Psychological Association. APA 6th Edition Website: <http://www.apastyle.org>

DiSC® Dimensions of Behavior; Personal Profile System (2001). Minneapolis, Minnesota; Inscape Publishing

Manning, G. & Curtis, K. (2012) . *Art of Leadership*. (4th edition). New York, NY McGraw-Hill Irwin

Instructor: Dr. Stefanie Wilson

Instructors Bio:

Prior to joining Chaminade University of Honolulu, I currently hold and have held educational and business positions. I am currently a business professor at the University of Hawaii West Oahu (UHWO), and for five years prior to joining UHWO was the business chair for the University of Phoenix (UOP) leading the undergraduate, graduate and information systems technology academic disciplines. Prior to the assuming the business chair capacity at UOP, I held marketing management capacities for over 17 years at Motorola, Inc. In these aforementioned positions, I gained a wealth of organizational, managerial and leadership expertise. At Motorola, my experience entailed managing global product portfolios and introducing products such as paging, two-way radios, cellular phones and satellite communications systems worldwide. I have also managed marketing communication budgets totaling millions dollars to support product launches that were global in scope. At University of Hawaii, West Oahu and University of Phoenix, managing academic programs was my primary focus. I earned my Bachelor of Science in Business Management degree from Hampton Institute, Masters degree in Business Administration with specializations in International Business and Marketing from the University of Miami, and Doctor of Management in Organizational Leadership degree from the University of Phoenix.

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Availability

I am available to dialogue with each student, both individually or in-groups to answer questions or offer any assistance needed. Since this is an online class, the preferred method of contact is via email. I will respond to your email inquiries between Monday-Friday within a 24 hour period. In short, if you send me an email at 3 pm on Wednesday, the latest that I will respond is 2:55 pm on Thursday. If there is an urgent question or issue, I can be reached via phone on weekdays (except on holidays).

Welcome!

Welcome to the Chaminade University of Honolulu (CUH) MBA600 course. This course is a continuation of your exciting educational journey, and it is my pleasure to be your instructor and assist you in your learning experience. This course provides the concepts and best practices which help participants to advance their ability in leading individuals and groups to effective performance at work. Central issues include working with different personalities, motivating others, using people's best abilities, and building social influence and personal power. I will do everything to ensure the upcoming weeks will be a stimulating learning experience for all of us. Together, I trust that we will have an exciting and rewarding class.

Course Description:

This course provides concepts and best practices for leading individuals and groups toward working more effectively. Central issues include dealing with different personalities, motivating others, and using people's best abilities, and building social influence and personal power. Also, the impact of management culture and organizational structure on success of individuals and teams is examined. Attention is also given to strategic and political dimensions of leadership in organizations.

This course is intended to enhance your familiarity with the central perspectives on leading people at work and your ability to engage those concepts critically in ways that will benefit your other management coursework in the MBA program, your own work satisfaction and performance, and your efforts as a leader. To give you a head start on critical thinking about people at work, we will include this opportunity for you to use what you have learned in the course to make sense of several organizational situations.

This course is constructed as a master's level seminar. All members of the class are expected to contribute their knowledge and experience to the course. The reading and participation requirements of the course are likely to be personally challenging. This is by design. Taking on the demands of leading people in organizations requires that we (a) integrate past and present research on people at work with an eye toward how organizations will function in the years ahead, (b) use the theories to examine ourselves in organizational contexts so that we can move toward having work lives we enjoy in our own futures, and (c) push our own skill development so that our knowledge can have an impact on our success in leading others. These goals suggest that our plates will be full in this course, and that we have the opportunity for a significant learning experience as well.

Characteristics of a Marianist Education

The following are characteristics of the approach to education engaged at Marianist schools, including Chaminade University:

- Educate for formation in faith
- Provide an integral quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Students with Disabilities

Chaminade University provides reasonable accommodations for individuals with a disability in compliance with the Americans with Disabilities Act (ADA) of 1990. If you would like to know if you qualify for ADA accommodations, please contact our Counseling Center at 808-735-4845. Current appropriate documentation will be required for determination of accommodation eligibility.

Associated Program Learning Outcome:

Demonstrate an understanding of leadership dynamics and the ability to identify appropriate leader actions for enhancing individual, group, and system effectiveness.

Learning Outcome 1: Demonstrate an understanding of theories of leadership and human behavior at work for addressing personal and case situations.

When we are talking about people at work, we are really thinking about ourselves as well. After all, it is our leadership skills and perspectives we are looking to advance in a course like this. What this means is that this course is also centrally about you leading and working with others in groups and organizations. Consequently, a second goal of the course is to facilitate your understanding of how you operate at work. In tandem with examining what the management theorists have to say, this course will encourage you to identify your personal theories and assumptions about people at work... yourself and others. This facet of the course requires that you use the reading and self-assessments to do some substantive reflection on your unique perspective and how you came to think and act the way you do.

Learning Outcome 2: Demonstrate an understanding of your own “theory “of people and work as well as your own strengths and opportunities for growth in working with others.

Of course, while expanding your understanding of people at work is valuable, left at that it could make you smarter about why you failed this time or how your organization did you in. So understanding is not enough. This course is also intended to provide you opportunities to push your leadership skills by allowing you to try yourself out through in-class cases and/or simulations. Using your knowledge to do things more effectively is the central aim of this course.

Learning Outcome 3: Demonstrate the ability to be a scholar-practitioner, to use knowledge of theory to determine appropriate actions when facing leadership situations.

This course is constructed as a master’s level seminar. All members of the class are expected to contribute their knowledge and experience to the course. The reading and participation requirement of the course is likely to be personally challenging. This is by design. Taking on the demands of leading people in organizations requires that we a) integrate past and present research on people at work with an eye toward how organizations will function in the years ahead, b) use the theories to examine ourselves in organizational contexts so that we can move toward having work lives we enjoy in our own futures, and c) push our own skill development so that our knowledge can have an impact on our success in leading others. These goals suggest that our plates will be full in this course, and that we have the opportunity for a significant learning experience as well.

Grading Scale:

Individual grade totals will be computed at the end of the semester based on the following Chaminade University of Honolulu grading scale.

A	90%-100%
B	80%-89.99%
C	65%-79.99%
F	Below 65%

Students who earn “A” grades have evidenced thorough understanding of theory of leadership and of themselves. They have sought opportunities to contribute to class discussions and their contributions have reflected preparation, insight, and the willingness to take risks. They communicate effectively in writing. Leadership skills and skill development are evident in class assignments and/ or activities.

Students who earn “B” grades have evidenced basic understanding of theory and of themselves. Typically one or both of these could be developed further in the scope of the course. They contribute to some class discussions, and their participation shows preparation for the class. Their communication skills are satisfactory in writing, though there are opportunities for improvement to be professionally functional. Leadership skill development is evident in class assignments and/or activities.

Students who earn “C” grades in the course have evidenced inadequate performance and understanding of course material. This grade is typically earned through lack of preparation, inadequate attention to assignments, and limited participation in class discussion and activities. Communication skills are often in significant need of improvement to be professionally adequate.

Students who receive “F” grades have not completed required assignments and/or have missed three or more class sessions.

Academic Honesty and Integrity Policy

As members of the Chaminade University community, we are all committed to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Chaminade degree. Therefore, we shall not tolerate lying, cheating, plagiarism, or stealing in any form.

Academic honesty is highly valued at Chaminade University of Honolulu (CUH) . A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student's original words or ideas, the student must cite all relevant sources. The student should also make clear the extent to which such sources were used. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications—whether copyrighted or not—and all verbal or visual communication, when the content of such communication clearly originates from an identifiable source.

Academic dishonesty in an online learning environment could involve:

- Having a tutor or friend complete a portion of your assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another student to a public class meeting
- Using information from online information services without proper citation

Students are responsible for promoting academic honesty at Chaminade University by not participating in any act of dishonesty and by reporting any incidence of dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism. Questions of academic dishonesty in a particular class are first reviewed by the instructor who must make a report with recommendations to the Business School Dean. Consequences for academic dishonesty may range from an “F” grade for the work in question to an “F” grade for the course to suspension or dismissal from the University.

Syllabus Modification

This syllabus is only a plan. The instructor may modify the plan during the course. The requirements of the course may be altered from those appearing in the syllabus. Further, the plan contains criteria by which the student’s progress and performance in the course will be measured. These criteria may also be changed.

Course Assignments & APA Required Writing Format:

It is assumed that all students will perform professionally in preparing work for this class. All papers will be typed, double-spaced, spell-checked, and grammar-checked and prepared in APA format. Students, your assignments should adhere to the APA guidelines as stipulated in the APA 6th edition publications manual. **For this course, the running head and an abstract are required for each course assignment. A minimum of five sources (published 2007 to date) stated on the reference page are required for all course assignments. The abstract page and reference page(s) should be excluded in the page count for all individual and team assignments. Please refer to the APA 6th edition on page 41 or the APA website (<http://www.apastyle.org>) or for sample APA papers, additional comments and details.**

All students are expected to have graduate-level writing proficiency before they enter the MBA program. Should you need tutorial assistance to enhance your writing skills, **CUH Academic Achievement Program (AAP) offers tutoring services to assist students with editing papers and checking APA formatting.** Call AAP at 735-4770 should you require tutorial assistance.

How I Grade Papers:

30% on Content and Development

10% on Organization

20% on Format

20% on Punctuation, Grammar, Spelling

20% on Readability and Style

(Note: Refer to page 16 for additional details)

Late assignments

I expect all assignments to be turned in on time via DropBox unless otherwise specified. Assignments are considered on time when the CUH E-college system indicates a time stamp by 11:55 p.m. (Honolulu Standard Time) on the assignment due date.

Odd things happen in cyberspace—emails get lost, servers disconnect temporarily, and logins fail. Do not wait until the last minute to do your work. Allow time to meet deadlines. You are responsible for getting the work to me on time. Be sure to copy yourself on all assignments emailed to me, to ensure that the assignment was submitted on time.

Late assignments are accepted for this course, and will be penalized with a 30% grade deduction for each day late unless you have made prior arrangements with me. Assignments are considered on time when the CUH system indicates a time stamp by 11:55 p.m. Hawaii Standard Time (HST). All assignments are expected to be turned in on time. **Late assignments submitted more than two days after the assignment due date will not be reviewed for feedback as no points will be earned for the assignment. In short, if the assignment is due on January 12, and the assignment is submitted on January 15, the assignment will not be reviewed for feedback, and no points will be earned for the assignment. No assignments can be accepted after the last day of instruction (March 17 15, 2012). Feedback on each assignment will be provided by seven days after the assignment due date. All assignments (including late assignments) must be submitted by week ten to receive a passing grade for the course.**

Incompletes or Extra Credit:

Incompletes or extra credit assignments will not be granted in this course.

CLASS POLICIES AND PROCEDURES

Minimum Technical Requirements (for this MBA600 course)

- Access to email and the Internet
- Internet browser Internet Explorer version 5.5 or greater, Netscape 6.2 or greater, or another equivalent level of browser (Mozilla Firefox)
- Current version of an operating system, a word processing package, a spreadsheet package, and presentation software (preferably Microsoft Office)
- Since courses may involve sending and receiving large files of information, you may find that a high speed Internet connection is advantageous

Time Commitment and Weekly Interactions Requirements

To be successful in this online course, you must allocate sufficient time to access course materials and complete all assignments. During this MBA600 course you should plan on scheduling 12 to 15 hours per week to successfully participate and achieve the course objectives.

Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and the online administrators and appropriate action will be taken, not excluding expulsion from the course. Refer to the "Resources" course unit link and review the "Online Tone" unit link provided.

Threaded Discussion and Weekly Summaries

You must make three threaded discussion entries throughout the week. You should post your first DQ response thread by Monday of the designated week, and by Thursday you must respond to at least two classmates DQ response threads. Weekly summaries are due by Sunday of each week.

A brief note on substantive interaction: Substantive interaction can be seen when you respond to a posted note with a question. It advances a conversation about your query or quest. The interaction of fellow students in your classroom is enhanced, imagination is fired, and creative thinking released just by your posting of the question. The word substantive, itself, as it is used here at CUH, means "things having substance" interpreted as "things of quality, weight, importance, matter, and/or value". Substantive responses tend to move a conversation forward and promote the learning environment of the forum underway.

Examples of substantive responses include:

- A question is substantive (as stated above). Questions cause people to want to answer.
- Disagreement (phrased in a non-judgmental, positive tone) is substantive. Few statements can stir thinking as can opposite opinions on a topic. Disagreement phrased in a negative tone can slow or stop a conversation, so be careful to phrase disagreement so that it is not argumentative, but is thought provoking.
- Explanations are substantive. They provide information, and answer unasked questions.
- Quotations (with proper references to their context) are substantive. These, too, provide information.
- Suggestions are thought provoking, and in this way, substantive. Again, tone is important.
- Agreement is very substantive. As more and more people agree on an idea or statement, other people who may have disagreed at first may reconsider their former opinion, and sometimes learn a point of view previously overlooked.

Expectations for Discussion Question Responses & Weekly Summaries

- Discussion question responses and weekly summaries should be a minimum of 100-120 words (maximum 200 words). To respond directly to a discussion question or weekly summary thread, click “Respond” below the topic. Post DQ and weekly summaries in the body of the thread, as they should not be posted as an attachment.
- Unlike your formal written assignments, I do not require that your discussion question responses adhere to specific formatting requirements. However, please make sure to proofread carefully and cite appropriately (e.g. direct quotes). Grammar and spelling errors may impact the grading.
- I expect your discussion question responses and weekly summaries to reflect critical thought. Whenever possible, please relate the course content to real-world applications from your work experience.
- Discussion Questions and Weekly Summaries posts are considered on time if time stamped by the CUH E-College system by 11:55 p.m. Hawaii Standard Time (HST) by the designated due date.

Course Requirements:

Assignments (Total: 35%)	DUE DATE	PERCENTAGE
DISC Assessment Paper	1/14	10%
Perfect Position Paper	1/28	10%
Personal Leadership and Action Plan Paper	2/17	15%

Discussion Questions (Total: 10%)

Discussion Question 1	1/14	2%
Discussion Question 2	2/4	2%
Discussion Question 3	2/11	2%
Discussion Question 4	2/18	2%
Discussion Question 5	3/4	2%

Course Exams (Total: 45%) 45%

Each exam will include twenty (20) multiple choice and/or true/false questions from the required reading (Text: *Art of Leadership*). Each exam question is worth .25 points as you may earn up to 5% for each exam. The exams will be available for you to access from 5 a.m. until 11:55 p.m. Hawaii Standard Time (HST) on the designated dates. You will have up to 20 minutes to complete each exam.

Exam 1: Date: January 7-13	(Art of Leadership Chap. 1-3)	(Up to 5% may be earned)
Exam 2: Date: January 14-20	(Art of Leadership Chap. 4-5)	(Up to 5% may be earned)
Exam 3: Date: January 21-27	(Art of Leadership Chap. 6-7)	(Up to 5% may be earned)
Exam 4: Date: Jan. 28-Feb. 3	(Art of Leadership Chap. 8- 9)	(Up to 5% may be earned)
Exam 5: Date: February 4-10	(Art of Leadership Chap. 10 -11)	(Up to 5% may be earned)
Exam 6: Date: February 11-17	(Art of Leadership Chap. 12-13)	(Up to 5% may be earned)
Exam 7: Date: February 18-24	(Art of Leadership Chap. 14-15)	(Up to 5% may be earned)
Exam 8: Date: Feb. 25-Mar. 3	(Art of Leadership Chap.16-17)	(Up to 5% may be earned)
Exam 9: Date: March 4-10	(Art of Leadership Chap.18- 20)	(Up to 5% may be earned)

Weekly Summaries: (Total: 10%): 10%

A weekly summary is due by Sunday of each week. Ten summaries in total, as up to 1% may be earned for each weekly summary. **(See pages 10, 14, and 15 for due dates).**

Total Points (Course Assignments): 100%

Course Assignments: (Continued)

Discussion Questions:

DQ 1 (Due Date By 1/14): Discuss a benefit and a drawback of the directive, participative, and free-rein styles of leadership. Support your rationale with an example.

DQ 2. (Due Date By 2/4): State three core values you would like to see exhibited in the ideal work environment. Support your rationale with an example.

DQ 3. (Due Date By 2/11): State three practical steps a leader can take to empower others and envelop a high performance workplace. Support your rationale with an example.

DQ 4 (Due Date By 2/18): Discuss the concept of servant leadership as it relates to employee morale and work performance. Support your rationale with an example.

DQ 5 (Due Date By 3/4): Why is diversity an important subject for leadership effectiveness? What can the leader do to tap the benefits of diversity and avoid the pitfalls of prejudice? Support your rationale with an example.

Weekly Summaries: Each week post to the Weekly Summary thread provided, a brief 100-120 word summary to the class, which documents the following:
a) an academic concept (e.g. social loafing, flow) learned that reflects on the content during the week discussion and b) the meaning of the material as it relates to a personal and/or professional experience.

This MBA600 course requires ten summaries in total, as up to 1% may be earned for each weekly summary. The weekly summary due dates are listed below.

Summary Due Dates:

(Week 1- Summary Due Date: By January 13);
(Week 2- Summary Due Date: By January 20);
(Week 3- Summary Due Date: By January 27);
(Week 4- Summary Due Date: By February 3);
(Week 5- Summary Due Date: By February 10);
(Week 6- Summary Due Date: By February 17);
(Week 7- Summary Due Date: By February 24);
(Week 8- Summary Due Date: By March 3);
(Week 9- Summary Due Date: By March 10);
(Week 10- Course Reflection Summary Due Date: By March 17);

DiSC®Assessment Paper (Due By 1/14)

Complete the DiSC® Platinum Rule Assessment. Identify your own predominant behavioral style and familiarize yourself with all of the behavioral styles. Prepare a 900-1000 word paper, in APA format (to include the running head and abstract), using at least five references (stated on the references page) summarizing your DiSC® Platinum Rule Assessment results to include your own predominant behavioral style. The abstract should be excluded in your word count. Your references should be dated, 2007 to date.

Determining Your Perfect Position Paper (Due By 1/28)

Imagine that the company you work for is expanding and restructuring. As a valued and veteran employee, you are presented with the unique opportunity of determining the type of leadership position that best suits you. Essentially, you are able to define the role in which you can most benefit the company and be the most successful. To determine your position, you must identify the strengths and weaknesses of your personal leadership style by applying what you learned about yourself through the DiSC® Platinum Rule Assessment, the required text reading, and other researched materials. Write a 900-1000-word paper, in APA format (to include the running head, and abstract), using at least five references (stated on the references page) describing your leadership style and identifying jobs within your organization that would fit well with that style. The abstract should be excluded in your word count. Your references should be dated, 2007 to date.

Personal Leadership & Action Plan Paper (Due By 2/17)

Personal Leadership & Action Plan Paper. Leadership is about relationships between leaders and their followers. The success of that relationship depends upon how well the leader can communicate his or vision to followers. Therefore, without knowing oneself and one's abilities, behaviors and communication can sometimes be ineffective. Using the assigned course text readings, results of your DiSC® Platinum Rule assessment, and additional research sources write a 1000-1100-word paper, in APA format (to include the running head and abstract), using at least five references (stated on the references page and dated 2007 to date) and including the following elements:

- (a) **Leadership Theory**—The first phase of developing a plan is to use theory as a baseline. Research, identify and describe at least three major leadership theories (e.g. Path-Goal Theory, Trait Theory, Great Man Theory, Leader Member Exchange Theory, Situational Theory, Contingency Theory). What are the key elements or features of each theory? What are the skills and competencies of an effective leader?
- (b) **Personal Theory**—Having identified the key features of each theory, compare and contrast the theories of leadership and choose a theory you believe best approximates the type of leader you would like to be.
- (c) **Leadership Style Gap Analysis** —Now that you have identified the key features that you would most like to pattern your own leadership style after, conduct an analysis of your personal

performance skills such as communication and listening skills, traits, and behaviors. Identify the gaps between your desired style and your current performance.

(d) **Personal Action Plan**—Based upon your personal analysis, present an action plan for those items that you would need to accomplish in order to achieve your desired personal leadership style. The action plan should consist of at least three measurable goals, deadline dates in order to achieve each goal (to include how the goals will be measured), and the expected outcome when the goal is achieved.

Your abstract should be excluded in the word count for this assignment.

ASSIGNMENT DUE DATE BREAKDOWN:

**THIS IS VERY IMPORTANT, PLEASE READ CAREFULLY AND PRINT THIS OUT FOR
HANDY REFERENCE:**

(of course you are always more than welcome to turn in assignments early, due dates are listed as
the last possible day to submit each assignment)

Course Schedule

****Note: There are ten weeks for this MBA600 course. For this MBA600 course the week begins on Monday and ends on Sunday (e.g. Week One: 1/7/13-1/13/13)**

<u>Course Date</u>	<u>Course Topic(s) & Assignments Due</u>
(W1) 1/7-1/13	Importance of Leadership: Setting the Stage & Leadership Variables <ul style="list-style-type: none">• Required Reading: Art of Leadership (Chapters 1,2 & 3) Due By 1/7• Post Bio/Welcome Due By 1/8• Self-Assessment Completion Due By 1/9• Exam 1 (Chapters 1, 2, & 3): 1/7-1/13 (Access 5am-11:55 pm)• Week One Summary Due By 1/13
(W2) 1/14-1/20	The Power of Vision <ul style="list-style-type: none">• Required Reading: Art of Leadership (Chapters 4 & 5) Due By 1/14• DQ1 Due By 1/14• Assignment: DISC Assessment Paper Due By 1/14• Exam 2 (Chapters 4 & 5): 1/14-1/20 (Access 5am-11:55 pm)• Week Two Summary Due By 1/20
(W3) 1/21-1/27	The Importance of Ethics <ul style="list-style-type: none">• Required Reading: Art of Leadership (Chapters 6 & 7) Due By 1/21• Exam 3 (Chapters 6 & 7): 1/21-1/27 (Access 5am-11:55 pm)• Week Three Summary Due By 1/27
(W4) 1/28-2/3	The Empowerment of People <ul style="list-style-type: none">• Required Reading: Art of Leadership (Chapters 8 & 9) Due By 1/28• Assignment: Determine Your Perfect Position Paper Due By 1/28• Exam 4 (Chapters 8 & 9): 1/28-2/3 (Access 5am-11:55 pm)• Week Four Summary Due By 2/3

<u>Course Date</u>	<u>Course Topic(s) & Assignments Due</u>
(W5) 2/4-2/10	<p>Leadership Principles</p> <ul style="list-style-type: none"> • Required Reading: Art of Leadership (Chapters 10 & 11) Due by 2/4 • DQ2 Due By 2/4 • Exam 5 (Chapters 10 & 11): 2/4-2/10 (Access 5am-11:55 pm) • Week Five Summary Due By 2/4
(W6) 2/11-2/17	<p>Understanding People</p> <ul style="list-style-type: none"> • Required Reading: Art of Leadership (Chapters 12 & 13) Due By 2/11 • DQ3 Due By 2/11 • Assignment: Personal Leadership & Action Plan Paper Due By 2/17 • Exam 6 (Chapters 12 & 13): 2/11-2/17 (Access 5am-11:55 pm) • Week Six Summary Due By 2/17
(W7) 2/18-2/24	<p>Multiplying Effectiveness</p> <ul style="list-style-type: none"> • Required Reading: Art of Leadership (Chapters 14 & 15) Due By 2/18 • DQ4 Due By 2/18 • Exam 7 (Chapters 14 & 15): 2/18-2/24 (Access 5am-11:55 pm) • Week Seven Summary Due By 2/24
(W8) 2/25-3/3	<p>Developing Others</p> <ul style="list-style-type: none"> • Required Reading: Art of Leadership (Chapters 16 & 17) Due By 2/25 • Exam 8 (Chapters 16 & 17): 2/25-3/3 (Access 5am-11:55 pm) • Week Eight Summary Due By 3/3
(W9) 3/4-3/10	<p>Performance Management</p> <ul style="list-style-type: none"> • Required Reading: Art of Leadership (Chapters 18, 19, & 20) Due By 3/4 • DQ5 Due By 3/4 • Exam 9 (Chapters 18, 19 & 20): 3/4-3/10 (Access 5am-11:55 pm) • Week Nine Summary Due By 3/10
(W10) 3/11-3/17	<p>MBA600 Course Wrap-Up</p> <ul style="list-style-type: none"> • Week Ten Course Reflection Summary Due By 3/17

WRITTEN ASSIGNMENT FEEDBACK

Student/Group Name(s) _____	Date _____
Course _____ MBA600 _____	Assignment _____

Content/Development (30%)

Subject Matter:

- Key elements of assignments covered
- Content is comprehensive/accurate/persuasive
- Displays an understanding of relevant theory
- Major points supported by specific details/examples
- Research is adequate/timely
- Writer has gone beyond textbook for resources

Higher-Order Thinking:

- Writer compares/contrasts/integrates theory/subject matter with work environment/experience
- At an appropriate level, the writer analyzes and synthesizes theory/practice to develop new ideas and ways of conceptualizing and performing

Organization (10%)

- The introduction provides a sufficient background on the topic and previews major points
- Central theme/purpose is immediately clear
- Structure is clear, logical, and easy to follow
- Subsequent sections develop/support the central theme
- Conclusion/recommendations follow logically from the body of the paper

Style/Mechanics (60%)

Format--20%

- Citations/reference page follow guidelines
- Properly cites ideas/info from other sources.
- Paper is laid out effectively--uses, heading and other reader-friendly tools
- Paper is neat/shows attention to detail

Grammar/Punctuation/Spelling--20%

- Rules of grammar, usage, punctuation are followed
- Spelling is correct

Readability/Style--20%

- Sentences are complete, clear, and concise
- Sentences are well-constructed with consistently strong, varied structure
- Transitions between sentences/paragraphs/sections help maintain the flow of thought
- Words used are precise and unambiguous
- The tone is appropriate to the audience, content, and assignment

Comments / Grade

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