Proposal Title: MGMT 490 Experimental Course: Leadership Development Seminar: Systems and Strategies

Initiating Unit or Individual: Lisa Eshbach
Contact Person's Name: Lisa Eshbach and Spence Tower  e-mail: eshbcl@ferris.edu phone: 3197
Date or Term of Proposal Implementation: Spring 2011
☐ Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
☐ Group I - B – New minors or concentrations
☐ Group II - A – Minor curriculum clean-up and course changes
☒ Group II - B – New Course
☐ Group III - Certificates
☐ Group IV – Off-Campus Programs

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* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)  Board of Trustees (Date Approved)  President's Council (Date Approved)
1. Proposal Summary

This is a new course that will be part of a new Project Leadership Minor. The department would like to run the new class this winter term (2011) to get an interest developed. Since all program changes and new programs aren't approved to start until the beginning of each academic year, we would like the students to be able to take the course prior to that.

a. Newly Created Courses to FSU:
   Prefix      Number   Title
   MGMT        490       Leadership Development Seminar: Systems & Strategies

3. Summary of All Consultations N/A

   Form Sent (B or C)   Date Sent   Responding Dept.   Date Received & by Whom

4. Will External Accreditation be Sought? (For new programs or certificates only)

   __________ Yes     _____ x _____ No

   If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.

   None
NEW COURSE INFORMATION FORM

Course Identification:
Prefix: MGMT  
Number: 490  
Title: Project Leadership

Course Description:
This course is designed to apply multiple leadership strategies to practice using an applied, dynamic learning approach. Emphasis will be on case study analysis, experiential exercises, exploring self-assessment methods, and leading a service project within an organization.

Course Outcomes and Assessment Plan:
Assessment of Project Leadership Outcomes

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>Skill Application Exercises</th>
<th>360 Evaluation &amp; Survey</th>
<th>Case Study</th>
<th>Leadership a Project</th>
<th>Leadership b Project</th>
<th>Presentation</th>
<th>Participant</th>
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<td>Learning Outcome 1: Discover important insights into yourself as a leader and</td>
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<td>Learning Outcome 2: Describe the organization's needs and goals and the potential</td>
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<td>Learning Outcome 5: Exhibit a high level of communication capabilities, including</td>
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Course Outline including Time Allocation: 45 hours

I. Sources of Leadership (2 hours)
II. External and Personal Factors (2 hours)
III. Leadership Strategies (10 hours)
IV. Recognition and Rewards (3 hours)
V. Psychology and Leadership - self-reward, self-talk, mental imagery, and other cut
   ting-edge concepts (5 hours)
VI. Teams and Self-Leadership (5 hours)
VII. Applying Self Leadership - Personality, Emotional Intelligence, Diversity, etc.
    (6 hours)
VIII. Fitness and Self-Leadership (3 hours)
IX. Personal Effectiveness (9 hours)

Total 45 hours
I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201101  Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

  a. Course Prefix: MGMT  
  b. Number: 490  
  c. Enter Contact Hours per week in boxes.
    LECTure 3.0  LAB  INDependent Study – Check (x)  
    Practicum:  
    Seminar:  
  
  d. Course Title: Leadership Development Seminar: Systems and Strategies  
                      (Limit to 30 characters/spaces.)

  e. College Code:  
  f. Department Code: MGMT  

  Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

  g. Type:  
     Variable  [] Fixed
  h. Minimum Credit Hours [3]  i. Maximum Credit Hours [3].

  j. May Be Repeated for Added Credit: Check (x) [Yes]  [No]

  k. Levels: Check (x)  [] Undergraduate  [Graduate]  [Professional]

  l. Grade Method: Check (x)  [] Normal Grading  [Credit/No Credit only (Pass/Fail)]

  m. Does proposed new course replace an equivalent course? Check (x) [Yes]  [No]

  n. Equivalent course: Prefix  
     Number  
     See instructions on Replacement courses.

  o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

  This course is designed to apply multiple leadership strategies to practice using an applied, dynamic learning approach. Emphasis will be on case study analysis, experiential exercises, exploring self assessment methods, and leading a service project within an organization.

  p. Term(s) Offered: F-Sp-Su  (See instructions for listing.)  q. Max. Section Enrollment: 30

  r. Prerequisites/Co-requisites/Restrictions: MGMT 305

UCC Chair Signature/Date:  

Academic Affairs Approval Signature/Date:  

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS)  [] General Education (GE)  [Occupational Education (OC)  G.E. Codes

Office of the Registrar use ONLY

Date Rec’d: ______ Date Completed: ______ Entered: SCACRSE  [] SCADETL  [] SCARRES  [] SCAPREQ  

4
INSTRUCTOR: Dr. Lisa Eshbach

OFFICE: Office Phone: 231- 591- 3197 or 248-910-2825
E-mail: eshbacl@ferris.edu

OFFICE HOURS: 10-11 a.m. M-W and 2-3 p.m. M-W, Room 212M IRC

COURSE TITLE: MGMT 490: Leadership Development Seminar: Systems and Strategies

TEXTBOOKS

Leadership Networking: Connect, Collaborate, Create, CCL Press, 2007: Curt Grayson, David Baldwin


Seven Keys to Successful Mentoring, CCL Press, 2009: E. Wayne Hart

Making Creativity Practical: Innovation That Gets Results. CCL Press, 2003: Stan S. Gruskiewicz and Sylvester Taylor


COURSE DESCRIPTION

This course is designed to apply multiple leadership strategies to practice using an applied, dynamic learning approach. Emphasis will be on case study analysis, experiential exercises, exploring self assessment methods, and leading a service project within an organization.

COURSE OBJECTIVES

Learning Outcome 1: Discover important insights into yourself as a leader and develop a self-awareness regarding your strengths and opportunities for personal growth. Document how your leadership skills have been advanced, enhanced, altered, and changed.

Learning Outcome 2: Describe the organization’s needs and goals and the potential impact of various leadership strategies.
Learning Outcome 3: Demonstrate and justify how personal leadership affected organizational outcomes through problem solving, creative thinking, clear action plans and results.

Learning Outcome 4: Build sustainable relationships with peers and teams, through effective communication. Gain a more accurate picture of self, by receiving constructive feedback.

Learning Outcome 5: Exhibit a high level of communication capabilities, including oral, written and non-verbal resulting in the capability to mentor and lead others.

INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

A variety of instructional methodologies are used in this course. The methods are listed below.

**Ferris Connect learning environment:** Each class participant is expected to read materials and chapter assignments prior to class. All course related materials – syllabus, notes, etc. – will be available on the FerrisConnect course page. Please familiarize yourself with the system as each student will be responsible for obtaining the electronic notes through that system. Applications of the concepts will include, case studies, exams and videos. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

**Student/Instructor Conversations:** Students keep in touch with the instructor via e-mail messages and telephone conference calls.

**Teams:** Each student will participate in teams of 2-3 people for the case study analysis and Research Project. Please send me your top three textbook cases, found in the syllabus, that you would like to complete. The teams will be determined on a first come, first serve basis. Please let me know your selections, via email at eshbacl@ferris.edu, and if you prefer to work with someone in the class by Friday of week 1. The teams will be set up by me by the end of week 2.

**Required readings:** Textbook notes should be reviewed according to the schedule outlined in the syllabus. Chapters will be discussed online.

**Assignments:** We will be applying theoretical concepts, discussed through the chapter notes, to practice each week. Each student will be responsible to INDEPENDENTLY complete all discussion questions and the mid-term exam. Additionally, each student will work in a TEAM to develop a case analysis reports and a Research Project. Each team will also be responsible to lead the case discussions during that week. Each student is required to submit the weekly discussion question response(s) and the case analysis via the discussion board forum as well as in the safe assignment link provided under the Assignments tab in the FerrisConnect system. Please see directions on how to submit using the safe assignment feature in FerrisConnect. All other assignments should be submitted only using the safe assignment feature in Blackboard.

Class Policies and Expectations

**Classroom Conduct:** When participating in this course, it is essential that we maintain a professional demeanor that is consistent with what is expected in the corporate workplace. Disagreeing with another’s opinion is fine – it’s okay to “agree to disagree” - however, the professionalism of the tone and manner in which the posts are written need to be upheld. When responding to a post, each student needs to be courteous and respectful of one another’s opinions and insights. For instance, “You are wrong, I am right” is not an acceptable response. A more
appropriate answer may be "I respect your opinion, however, my experience has been.....". Responses that do not adhere to these guidelines will not be given full credit. Keep in mind that appropriate class and workplace conduct can result in a "win-win" situation for everyone involved. It is my objective that you not only learn the principles presented in the class, but you learn from each other.

Netiquette: It is very easy for comments to be misinterpreted in the electronic environment since we can't see each other's faces for visual cues. It has been estimated that 80% of interpersonal communication is non-verbal and conveyed through facial expressions and body language. Since we don't have the luxury of the non-verbal cues, we must be especially careful in the words we choose.

Online Expectations: I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

1) Each student has a Ferris e-mail account. If you wish to use a different e-mail address for this course, please change your e-mail address in FerrisConnect.

2) Readings, discussion forum participation, and written assignments must be completed according to the class schedule. If business travel will take you away from regular participation, please let me know about these dates in advance.

3) It is essential that all students actively contribute to the course objectives through their experiences and working knowledge of business.

4) Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.

5) Be prepared to log into FerrisConnect at least once each day. Please focus your on-line correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.

At the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University and to me as an instructor. I encourage you to participate in the evaluation process.

Instructor Information: It is important for you as students to know what to expect from me as your instructor:

1) I will be available to you via e-mail and phone, and will promptly reply to your messages – usually within 48 hours or sooner.

2) I will be available to you for face-to-face appointments as requested.

3) I will maintain the FerrisConnect course web site with current materials, and will resolve any content-related problems promptly as they are reported to me.

4) I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
5) I will return all assignments to you promptly (usually within a week or so of the due date), and will include individualized comments and suggestions with each assignment.

6) I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.

7) I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.

If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

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**PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS**

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 12-week semester would require at least 108 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to review the required textbook chapters and resources, participate in online discussions, review presentation materials, and work on team projects. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
  - 8-9 hours preparing your case study review;
  - 24-40 hours working with your group on the semester-long project;
  - 8-9 hours working on the various components of your mid-term exam

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic can be used to guide you in planning your weekly course work to remain on schedule:

**LEARNING METHODOLOGIES**

Each class participant is expected to read materials and chapter assignments prior to class. All course related materials – syllabus, notes, etc. – will be available on the FerrisConnect course page. Please familiarize yourself with the system as each student will be responsible for obtaining the electronic notes through that system. A combination of lecture, case studies, video clips, experiential exercises, self-assessment techniques, and peer feedback relating to leadership will be used to cover these all important areas. This will enhance the student’s understanding and knowledge of leadership as well as assist in creating an environment where the student can systematically and collectively explore, examine, and experiment with their own leadership ideas. The course will also involve the student leading and completing a service oriented project within an organization. This will give the student an opportunity to not only apply the theory to practice but also enhance their leadership skills and competencies.
WRITTEN WORK EXPECTATIONS
All written work for MGMT495 must be presented in professional style, and follow basic principles of effective written communication. Assignments:
1. Must be typed and no more than the assignment states.
2. Your name must be on the first page along with the assignment number.
3. Each student needs to supply the instructor with a electronic copy of each individual assignments. One copy per team is needed for the team assignments. Assignments submitted after the due date will automatically receive a 10% deduction in the score. See the late policy below. The electronic copy of the same assignment needs to be submitted via the Safe Assignment link provided in the Ferris Connect system on the date the assignment is due.

CLASSROOM COURTESY
The instructors intend to give full, uninterrupted attention to student questions, answers, opinions and comments. Students are expected to give the same courtesy to the instructor and their fellow students. Cell phones, PDA’s, IPODS, MP3’s, etc. devices should be turned off so as to not to create a distraction. Ringing, beeping, buzzing, vibrating, singing electronic devices are a distraction in class (not to mention rude). Please drop the course, if you think you cannot be away from your phone or iPod for 3 hours per week. Texting, checking your phone, or answering your phone (this includes leaving class to check them) will result in you being asked to leave for the day.

If disruptive classroom behavior (coming in and out of class, side-conversations, rude remarks, disrespectful behavior to fellow students or instructor) is observed, you will be asked to leave the classroom for these types of situations as well.

SANCTIONS
Academic dishonesty includes plagiarism, cheating, forgery, or other acts that deceive or defraud in regard to a student’s own academic work or that of others. Questions of academic dishonesty are reviewed by the Dean of the College responsible for the courses in which they occur. When necessary, cases of academic dishonesty may be referred to the Student Discipline Committee. The usual penalty for academic dishonesty is failure in the course on the first offense and expulsion from the University on the second offense.

PLAGIARISM
Each student is expected to present his or her own work. All papers, examinations, and other assignments must be original or explicit acknowledgment must be given for the use of other person’s ideas or language. Students must cite their sources using the publication manual of the American Psychological Association (APA) for information that is not their original thought. A zero will be given if plagiarism is detected for an assignment. There will be no exceptions for this policy. Additionally, an assignment that exceeds the 15-20% amount of directly quoted information (word-for-word information), even though properly cited using the APA format, will receive substantial deductions. Papers that are submitted in both the undergraduate and graduate level courses should be written professionally. This can be accomplished by using the student’s original thoughts and appropriately paraphrasing, using the APA format, for all assignments (paper, discussion questions, exams, etc.).

Examples of plagiarism as it might occur in term papers, research projects, laboratory reports, and other written assignments are listed below.
Failure to use quotation marks: All work which is quoted directly from a source should be enclosed in quotation marks and followed by a proper reference giving the exact page or pages from which the quote is taken.

Failure to use the quotation marks, even if a footnote is provided, is plagiarism.

Failure to document ideas: When a student uses one or more ideas form and/or paraphrases a source, he or she must give the exact page or pages from which the ideas or paraphrasing were taken.

Failure to provide an exact reference is plagiarism. False documentation: Falsifying or inventing sources or page references is plagiarism.

LATE ASSIGNMENTS

All assignments must be submitted on schedule. The assignments need to be submitted in class and in Blackboard using the Safe Assignment link. The assignments need to be completed using Microsoft Office-compatible software. Assignments that are not received on the due date and without an approved extension, will receive a reduction of 10% each day for three days. After three days they will no longer be accepted for credit. Students should use proper time management to ensure assignments are submitted on the specified due date. **An assignment is considered one day late if it is turned in after the start of the class period.**

TEAM POLICIES - FIRING A TEAM MEMBER

All team members are expected to fully and equally contribute to group assignments. If at any time, your team members are experiencing problems with a member of your group who is not contributing, you can recommend firing that member. In order to make this recommendation, your group must reach consensus on this decision and send me your recommendation along with the supporting rationale. I will make final decisions and communicate my decision to your team in a timely manner.

Once a team member is fired from a group, he/she must interview with other teams to find a new group to work with for the rest of the semester. This must be done quickly since the team should be concentrating on completing portions of the project weekly. If no other teams want to hire the new group member, than he/she will work independently for the remainder of the semester. If I do not hear from teams regarding a termination request, I will assume your teams are performing effectively.

CLASS CONTINGENCY PLAN

The class will continue to meet online through the FerrisConnect system in the event of a university declared emergency. It is highly advised that students familiarize themselves with the system features and functionality to assist in preparation for an occurrence of this type of situation.

ASSIGNMENTS

Your **final grade** will be determined using the following weights with no rounding of the final average.

Points are deducted for late assignments. See Late Assignment Policy.

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<th>Class Points</th>
<th>Letter Grade</th>
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### TEAM CASE ANALYSIS REPORT

One case/analysis reports will be required from each team (3-4 individuals per team) during the semester. The case/analysis reports will be based on a selected case from the syllabus. Each student/team will read, analyze, write about their findings and demonstrate the importance of the selection to the course objectives. The case analysis reports should be at least five, but no more than 7 pages double-spaced and are due on date that is listed on the syllabus. Additional references, other than the textbook, can be used to support and substantiate your claims. However, the Wikipedia reference is not an acceptable source to use. Points will be deducted if it is used as a reference. The team will submit the case analysis report to the instructor and also through the Ferris Connect’s Safe Assignment tool. The analysis must be written to include the following:

1. Synopsis
2. Problem identification
3. The technique(s) used to solve the problem. At a minimum, the techniques used to solve the problem should include the appropriate leadership concepts discussed in the related chapter. The group can also include the other text principles that we have discussed in class as techniques used to solve the problem(s).
4. The benefits and/or drawbacks that resulted and will result from using the technique(s) stated in part 3.
5. Answers to all the questions at the end of each case

### SKILLS APPLICATION EXERCISES

There will be five to six skills application exercises assigned during the course. Students will work in their teams on these exercises and submit them as outlined in the syllabus. The assignments

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<td>Skills Application</td>
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<td>360 Survey Report</td>
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should be at least three pages in length double spaced, but should not exceed four pages. All of
the team members need to participate in these exercises.

360 SURVEY INSTRUMENT

➢ What is a 360 Evaluation?

A 360 evaluation is a multi perspective gap analysis feedback tool. The outcome of the
evaluation provides insight for strengths and development areas. A development plan can than
be created to improve performance and behaviors within an organization.

➢ Who will complete my 360 Evaluation?

• Self
• Your supervisor, teacher, coach, etc.
• Peers
• People you supervise at work or coach/mentor (only required if you supervise others)
• Customers you serve

➢ How do I create a survey to implement and analyze for the 360 evaluation report?

1. Define what you want to measure

• Your assessment instrument must specifically relate to leadership and management.
  Keep this in mind as you are developing your instrument
• Five or six competencies tailored toward leadership development. Refer to student
elements for 360 evaluation instruments posted in Assignments. Please note that these
postings are for example only—to illustrate format and content. Do not cut and paste
these documents.

2. Develop specific attributes for rating

  - Having defined what you want to measure, develop statements that respondents will
    "rate" on importance and current performance.
  - Your assessment instrument should have a minimum of 35 statements with a maximum
    of 50 statements.
  - Arrange your statements by category with a minimum of four (4) categories and a
    minimum of five (5) statements per category. For example, Communications might be a
    category. Within the category of communications, you might have 5 statements.
  - A forced Likert scale is required for participants to respond. Remember to number your
    response scale. For instance, 6=strongly agree, 5=moderately agree, 4=slightly
    agree, 3=slightly disagree, 2=moderately disagree, 1=strongly disagree. Be sure to
    repeat your scale at the top of each page.
  - Include a comments section. It is most useful to position a comments section after each
    category. Or, if you choose to have a separate section for comments at the end of your
    survey, ask the respondent to reference specific statement as needed. A comments
    section allows for detailed feedback about a particular statement or category

3. Select the distribution list for respondents
- Select individuals most likely to provide candid responses.

4. Communicate

- Before surveys are sent out, take time to communicate the reasons for the survey, how it should be completed and due dates for completion.
- In your 360 survey package, include instructions for completing and returning the assessment instrument.
- Your assessment instrument must include a cover sheet with instructions. Contents include: Name of your assessment/title, your name, why you are conducting this assessment (purpose) and what you hope to gain, respondent's name, date, instructions for completing the assessment, due date for returning the assessment, and a “thank you” for completing the assessment. Be sure to complete your assessment before other assessments are returned.
  Have fun! This exercise is a practical and valuable developmental tool that can be used to learn more about yourself and the perceptions of others.

5. Analyze results

- What attributes were rated as high and low? Did the perceptions of others mesh with your own? Any surprises? What patterns emerge?

6. Develop an action plan

- Based on the findings, develop a written action plan for improvement areas.

Project Objectives

- To help participants gain a better understanding of self-perceptions and the perceptions of others in the work environment.

- To deepen individual awareness concerning current strengths and areas for improvement in the workplace with regard to the fundamental practices of leadership and management.

- To develop a specific action plan to address development areas for strengthening leadership skills.

- Write a final report analyzing your findings.

The 360 survey instrument should be submitted via the safe assignment link on per the syllabus.

360 EVALUATION PROJECT REPORT

Reporting Results

- Package submission should include: title page, a summary graph by category illustrating results by respondent groups, a summary report that includes a development plan in matrix format, and a list of respondent comments form all completed 360 evaluation instruments (be sure to cite comments by respondent--supervisor, peer, direct report, customer, and yourself).
• Prepare a one page summary graph (use a continuous bar chart format) to compare and summarize your data results by category and by respondent. Use mean scores by category to highlight your results.

• Any supporting analysis can be included in the back of your report (optional).

• Refer to student examples for 360 Final Reports posted in Course Documents. Please note that these postings are for example only—to illustrate format and content.

Summary Report
Understanding Your Feedback

• Use headings for the various topics in your report. Headings include purpose, strengths, areas of agreement, areas of disagreement, development needs, challenges and performance goals and conclusion. Be sure to include discussion for each of these headings in your report.

• Summarize the purpose of the 360 project.

• Identify which competencies are strengths for you. Look for areas of agreement between your supervisor, your direct reports, peers, and your self-ratings. Be as open as you can with your feedback from others.

• Identify the competencies where there is the greatest amount of disagreement in ratings by yourself, your supervisor, your direct reports, and your peers. Think about events or interactions in your job that could explain these differences.

• Identify which competencies are development needs for you. Begin with those competencies that are above average in importance but which need the most improvement, and look at the ratings of the specific behaviors that make up these competencies.

Planning for Your Development

• Describe your current challenges and performance goals, and in that context, review the importance of your identified strengths and development needs. Discuss what results you expected and what results you did not expect. Discuss your recollections of specific situations or events that may have factored into the ratings you received.

• Create a development plan that addresses your three lowest scoring areas. Develop separate action plans for each area. As you are creating your action plans to be sure to answer the following: What are my objectives? How will I implement them? (State specific detail that is measurable) Who is involved? When will I measure my progress/results? In addition to your written development plan, include a specific development plan in table format that includes development needs, objectives defined, action plans, involvement of others, and target dates for addressing the highest priority skill gaps.

• Write a conclusion that summarizes what you learned as a result of this project.
• End your report with verbatim respondent comments from all completed 360 evaluation instruments.

In summary, in writing your final 360 Report start with a cover page and then use the headings shown below.

• 360 Summary Chart
• Purpose
• Strengths
• Areas of Agreement
• Areas of Disagreement
• Challenges and Performance Goals
• Development Planning
• Development Plan (in table format)
• Conclusion
• Respondent Comments

The 360 report is due per the syllabus and should be submitted via the safe assignment link in blackboard.

TEAM RESEARCH COMMUNITY SERVICE PROJECT

There will not be any exams in this class. Instead each team or individual will choose an organization to conduct their team research project community service project. Students will be expected to work a minimum of 20 hours (1.67 hours/week during the 12 week course) on a community service project. A form signed by the project sponsor (member of the community service organization) needs to be included and turned in with the paper and presentation. A paper and presentation will be included that addresses the areas listed below. The team research reports should be at least 7 pages, but not more than 12 typewritten double-spaced pages, excluding the bibliography, title, table of contents, etc. A minimum of three references is required – Wikipedia is not considered a valid reference. It should also be typed according to APA guidelines. The Publication Manual of the American Psychological Association (APA) should be consulted for specific APA rules. The project will be graded based on content, grammar, spelling, and punctuation…as well as APA format. It must be written to include the following:

The project will be graded based on content, grammar, spelling, and punctuation It must be include the following information

1. Synopsis of the Situation.

2. Problem identification – The reason why the individuals or organization needs assistance should be addressed. Additionally, indicate problems that arose/problems that you prevented through good leadership as result of working on the project. At a minimum 3 problems need to be addressed.
3. Techniques - The leadership technique(s) used to solve the problem. At a minimum, the techniques used to solve/prevent the problem should include the appropriate basic and/or advanced leadership skills that we discussed in class in your textbook. Additionally, two powerpoint files, containing the basic and advanced leadership skills, can be used to assist with the techniques sections. These files can be found in FerrisConnect under the Course Content area. Course Notes folder At a minimum, three leadership techniques/skills need to be proposed to solve/prevent each one of the problems listed. For example, if you have 3 problems then you should use at least 3 techniques/skills to solve each of the problems.

4. The benefits and/or drawbacks that resulted from using the leadership techniques. For example, there should be at least one benefit and one drawback for each of the techniques that were implemented.

5. Personal Insights - Indicate how you or team intends to use the insights gained from this experience and use the skills in professional (at their current/future place of employment) and/or in personal situations. Provide at least two personal insights per person.

DISCUSSION QUESTIONS

The student is required to respond to the topic-related discussion questions that are given each week. The responses to the questions are due no later than Sunday, Day 7, at 11:55 p.m. of each module. Each student is required to submit the weekly discussion question response(s) via the discussion board forum as well as in the safe assignment link provided under the Course Content tab in the FerrisConnect system. A textbook definition is not an adequate, complete response for the questions proposed. Also, The Wikipedia reference is not an acceptable source to use. Grading of responses will be based on supporting and substantiating your claims through personal experiences, content, grammar, and punctuation. A specific length is not required however, the responses need to be well thought out and should add value to the class discussion.

PARTICIPATION:

Sharing your professional experience will enhance class sessions and is necessary for the practical skills we will apply in class. Participation is measured by a student’s contribution to the virtual classroom discussion board. A student contribution must add value to the course. A note is determined to be of substance by containing information that supplements, contradicts, questions, or furthers discussion on a subject area contained in the course. Notes such as “me too” and “I agree” and other notes not related to the course are not considered substantive notes for participation.

Online Participation Points: The following guidelines will be employed when grading online or FerrisConnect participation points. All students will be expected to provide noteworthy responses three (3) out of the seven (7) days. Each student is required to respond to the assigned team’s case study that is posted to the case analysis forum in blackboard on one of these three days. The post should include what the student learned and where he/she saw or heard similar principles applied.

Based upon the individual student's participation, a grade will be awarded to each student by the instructor at the end of each seminar following the grade scale discussed below. The participation grade will be based on the quality and quantity of the individual responses to the online FerrisConnect discussions (see criteria below).
<table>
<thead>
<tr>
<th>Posting Quality Rating</th>
<th>Examples</th>
</tr>
</thead>
</table>
| High                   | Original thoughts not already contained in the threaded discussion  
                        | Cited examples/ideas from the Professional sources/Personal experience – please list the URL that you have referenced  
                        | Agreement/Disagreement with other postings and including a strong reason why |
| Fair                   | Some original thoughts/some repeat of what has already been listed in the threaded discussion. |
| Weak                   | I agree/disagree with no reason/explanation/etc. |

**Participation – Peer Review**

The peer review grade will be based on your performance within your team by your teammates. A team evaluation form will be available for each student to complete at the end of the semester.

**MAKE-UP PROJECTS, ASSIGNMENTS, PRESENTATIONS, etc.**

There will be no make-up projects or presentations, unless the absence has been approved by the instructor prior to the exam. In case of emergency, you must, **prior to the exam**, contact the instructor or leave a message with the department. There will be no make-ups for “no shows”.

**COURSE CALENDAR**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CHAPTER MATERIAL</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the Course – Personal Introductions</td>
<td>Online Discussion Questions and Participation Due</td>
</tr>
<tr>
<td></td>
<td>Sources of Leadership</td>
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<td>Week 2</td>
<td>External and Personal Factors</td>
<td>Online Discussion Questions and Participation Due</td>
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<tr>
<td>Week 3</td>
<td>Leadership Strategies: Reward and Recognition</td>
<td>Online Discussion Questions and Participation Due</td>
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<td></td>
<td>Leadership Strategies: Psychology and Leadership</td>
<td>Case Analysis Due</td>
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<tr>
<td>Week 4</td>
<td>Leadership Strategies: Teams and Self Leadership</td>
<td>Online Discussion Questions and Participation Due</td>
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<tr>
<td></td>
<td></td>
<td>Case Analysis Due</td>
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<tr>
<td>Week 5</td>
<td>Leadership Strategies: Self Leadership Applications</td>
<td>360 Survey Due</td>
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<tr>
<td></td>
<td>Leadership Strategies: Personality, Emotional</td>
<td>Case Analysis Due</td>
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<tr>
<td></td>
<td>Intelligence, Diversity</td>
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</tr>
<tr>
<td>Week 6</td>
<td>Leadership Strategies: Fitness and Self Leadership</td>
<td>Online Discussion Questions and Participation Due</td>
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<tr>
<td></td>
<td></td>
<td>Case Analysis Due</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Assignment</td>
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<tr>
<td>7</td>
<td>Leadership Systems: Personal Effectiveness</td>
<td>Online Discussion Questions and Participation Due, Case Analysis Due</td>
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<tr>
<td>8</td>
<td>Leadership Systems: Leadership Networking</td>
<td>Online Discussion Questions and Participation Due, Case Analysis Due</td>
</tr>
<tr>
<td>9</td>
<td>Leadership Systems: Mentoring and Feedback</td>
<td>Online Discussion Questions and Participation Due, Case Analysis Due</td>
</tr>
<tr>
<td>10</td>
<td>Leadership Systems: Making Creativity Practical</td>
<td>Online Discussion Questions and Participation Due, Case Analysis Due</td>
</tr>
<tr>
<td>11</td>
<td>Leadership Systems: Transforming Organizational Culture</td>
<td>Online Discussion Questions and Participation Due, Case Analysis Due</td>
</tr>
<tr>
<td>12</td>
<td>Leadership Systems: Transforming Organizational Culture (cont’d)</td>
<td>Online Discussion Questions and Participation Due</td>
</tr>
</tbody>
</table>

**Team Community Service Projects Due**

**Final Note**
Subject to changes as determined and deemed appropriate by the instructor.
### Appendix A

**Assessment of Leadership Development Seminar: Systems and Strategies Outcomes**

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>Skill Application Exercises</th>
<th>360 Evaluation and Survey Report</th>
<th>Case Study Presentation</th>
<th>Leadership Project</th>
<th>Leadership Project Presentation</th>
<th>Participation</th>
<th>Peer Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1: Discover important insights into yourself as a leader and develop a self-awareness regarding your strengths and opportunities for personal growth. Document how your leadership skills have been advanced, enhanced, altered, and changed.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Learning Outcome 2: Describe the organization’s needs and goals and the potential impact of various leadership strategies.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Learning Outcome 3: Demonstrate and justify how personal leadership affected organizational outcomes through problem solving, creative thinking, clear action plans and results.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 4: Build sustainable relationships with peers and teams, through effective communication. Gain a more accurate picture of self, by receiving constructive feedback.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Learning Outcome 5: Exhibit a high level of communication capabilities, including oral, written and non-verbal resulting in the capability to mentor and lead others.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
CLASS ATTENDANCE IS IMPORTANT!
Many instructors have mandatory attendance policies by which grades will be affected by student absences. To encourage students to be present for the full class period, some instructors have policies about class tardiness. Check your course syllabus or talk to your instructor about their policies.

TO CONTACT A FACULTY MEMBER/ADVISOR
If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus, department office, MyFSU, or through the College of Business web page at http://www.ferris.edu/cob. A faculty directory is also located outside of the dean's office (BUS 200).

DROP/ADD CLASSES (first four days of classes)
Use MyFSU to drop and add classes only during the add/drop time period. Tuition reimbursement is issued ONLY during the first four days of classes.

WITHDRAWING FROM CLASSES-(after 4th day.)
To withdraw from a class, go to your Dean's Office for the OFFICIAL paperwork. A "W" grade in the course will go on your transcript. To totally withdraw from the University, OFFICIAL paperwork must be filled out at Admissions and Records in CSS 101. The last day to withdraw or drop a class may be different (please review the above dates in chart). In case of medical reasons requiring a complete withdrawal from school, contact Birkam Health Center at 591-2614.

INCOMPLETES
The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation. Please contact your Dean's Office as soon as possible at 591-2420 to keep us informed.

Students must complete at least 75% of the coursework at passing levels before an "I" will be considered. A signed agreement regarding course completion may be required. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade change or extends the incomplete.

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W).
The following services are available to any Ferris student, free of charge. They are designed to help students succeed in courses, in career planning, and in meeting the challenges of college life. Don’t hesitate to explore and use these services at Ferris.

**Academic Support Center**...ASC 1017 – 591-3543  
**The Writing Center**.........ASC 1017 – 591-2534  
The Writing Center, Tutorial Services and Academic Skills Center offer FSU students an array of academic support services, e.g.  
- tutoring for many Ferris courses  
- individual help and workshops with writing skills and writing assignments for English or other courses  
- help in developing better reading and study strategies  
- workshops to help you meet the challenges of college life

**Scholar Program**.............ASC 1025 – 591-5976  
SCHOLAR is an academic support program that aids in the student’s successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

**Disabilities Service**.........STR 313 – 591-3057  
FSU provides special services, accomodations and assistance for students with documented disabilities. In order to take advantage of these services, stop by or call for an appointment with Disability Services.

**Personal Counseling, Sexual Assault,**  
**Substance Abuse**  
Birkham Health Center - 2nd Floor.........591-5968  
Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

**Career Counseling**...........STR-313 - 591-3057  
Educational & Career Counseling Center

**Change Academic Programs:**  
COB Dean’s Office ..................BUS 200 - 591-2420

**Safety**  
Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

**LIBRARY (FLITE) / COMPUTER LAB HOURS**  
Please check on MyFSU and click on the FLITE tab.

**COMPUTER LAB HOURS (College of Business)**  
Please call 591-2291 or go to BUS 104 for posted hours.
ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or databases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else.

It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person’s ideas or work as your own, resubmitting work done for previous class without permission, taking someone else’s exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include FAILURE of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

DISRUPTIVE BEHAVIOR

The College of Business strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

COLLEGE OF BUSINESS – FERRIS STATE UNIVERSITY

COB VALUES
Learning—Excellence—Respect—Change—Diversity—Integrity—Continuous Improvement