

## Course Syllabus

**Course:** *Principles of Management and Leadership (BSE 3520)*

**Academic Year:** 2014/15      **Semester/Quad:** Fall

**Credit Hours:** 4

**Prerequisites:** Junior or Senior status and successful completion of BSE 2110, 2211, 2310, 2610

**Instructor:** Christopher A. Hubbard, MBA, MA Assistant Professor of Management and Leadership

**Phone:** Office (773) 244-5537

**Email:** chubbard@northpark.edu

**Availability:**

Office hours will be held one hour before and after class by appointment. Please confirm via e-mail

**Course Description:**

This course addresses the understanding and application of management and leadership skills; ethical responsibilities of managers and leaders; the nature and process of change; individual and social responses to change; and important interpersonal skills related to becoming a successful business leader. Research and writing for business is integrated across this course, and is utilized both to teach content as well as methodologies of research writing within a business context.

**Introductory Comments:**

Talent is oftentimes an organization's greatest asset and with that asset comes tremendous responsibility to manage effectively. Harnessing an organization's resources can be both art and science: bringing together proven management strategies with a deep understanding of people and how to bring out the best in others. This course takes a big picture view of an organization and how its individual parts make the whole more successful.

**Course Materials:**

**REQUIRED**

Kinicki, A. and Williams, B.K. (2013). *Management: A Practical Introduction*, 6<sup>th</sup> edition. McGraw-Hill Irwin. ISBN: 978-0-07-802954-7.

*While there are other editions of this text, the 6<sup>th</sup> edition is required for this course.*

**OPTIONAL** Textbook(s):

Auguayo, R. (1990). *Dr. Deming, The American Who Taught the Japanese About Quality*. NY: A Fireside Book, Simon & Schuster. ISBN 0671746219.

Drucker, P.F. (2001). *The Essential Drucker, The Best Sixty Years of Peter Drucker's Essential Writings on Management*. NY: HarperBusiness, Harper Collins Publishers. ISBN 006621087.

The Instructor may post articles on Moodle for additional reading.

**Essential IDEA Objectives:**

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning fundamental principles, generalizations, or theories.
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

**Objectives related to Writing Research:**

4. Gaining factual knowledge (terminology, classifications, methods, trends).
5. Gaining ability to construct an argument in the context.
6. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

**Specific Course Objectives:**

By the completion of this course, students will have gained knowledge or developed the relevant skills in the following areas:

1. The role and importance of management within an organization.
2. Viewpoints, thought leaders and frameworks that have impacted management theory to date.
3. Identification of key stakeholders and social/ethical responsibilities associated with each stakeholder group.
4. The intricacies of international business and how managers can collaborate with global talent.
5. Fundamentals of goal setting and planning.
6. Strategic planning design and execution.
7. Theories behind decision-making and how to inspire groups to consensus.
8. Development of high-potential organizational cultures.
9. Recruiting, developing and managing talent within an organization. Legal and operational issues associated with human resources.
10. Managing organizational change and individual needs within the realm of change management.
11. Motivating talent through job design, reinforcement and compensation.
12. The qualities of a strong manager that translate to successful leadership.
13. Forms of communication within an organization and a manager's role in facilitating effective communications.
14. Techniques for monitoring and controlling organizational effectiveness.
15. Effective written, oral, and visual communication skills particular to business settings.
16. Employ argumentation strategies by constructing, analyzing and evaluating discursive and quantitative reasoning to form independent judgments.
17. Retrieve and interpret information and scholarship in particular contexts to formulate constructive questions.

**Course Methodology:**

The course primarily utilizes lectures, class discussions, writing assignments, and exploratory activities to achieve its objectives. Students will work in teams and individually to solve case studies, discuss ethical issues in management, write papers, and give class presentations.

Assignments, discussions and casework are designed to achieve the course and IDEA objectives. Library instruction on the use of databases and online research methods for business will be given towards the beginning of the course. Research will be used throughout the course in developing written papers and presentations.

With regard to the writing instruction, the course will employ the following pedagogical methods: devote class time to instruction in the standards and genres of business writing and research; instruct on writing is a process of drafting, peer review and revision; utilize the library staff and online resources to learn research methods; engage formal and informal writing assignments to reinforce content learning.

**Computer Requirements:**

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit <http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements> for information on computer requirements.

Students may use a laptop in class to take notes or follow along with PowerPoint presentations. However, laptops may not be used for personal reasons (email, internet, games, etc.) during class as it may distract from other students' class experience. Cell phones are not permitted in class unless approved in advance by the instructor.

**Technical Skills Required:**

None

**Schedule of Weekly Assignments:**

Week	Dates	Topics	Assignment(s)
1	Aug 25-29	Introduction to Class: Management, Leadership & Change Introduction to Organizations & Management	Identify three other students with whom you would like to work in a team this semester.
2	Sept 1-5	General Overview of Management	<u>Read</u> Chapter 1 of <i>Management</i>
3	Sept 8-12	History of Management Theory	<u>Read</u> Chapter 2 of <i>Management</i>  <u>In-class Discussion:</u> Read the Management in Action case study in chapter 2 (p. 63-64). Answer the questions that follow and come prepared to discuss your responses in class.  <u>Profile of Manager Due:</u> Determine the Manager whom your group would like to interview for the research paper and presentation. Submit via e-mail the day prior to class the full name and title of manager, interview date and time, method of Interview (e.g. face-to-face, virtual, etc.), along with a brief 25 – 50 word rationale statement for selecting this manager.
4	Sept 15-20	Power, Influence and Leadership Two Approaches to Management: Drucker v. Deming	<u>Read</u> Ch. 14 of <i>Management</i> <u>Read</u> articles posted on Moodle and prepare for an in-class debate of the approaches to management.
5	Sept 22-26	Managing Stakeholder Groups and Ethical Challenges within an Organization Librarian Presentation on research/business Instruction on research in business	<u>Read</u> Chapter 3 of the Management text  <u>Group Manager Interview:</u> Submit Section #1 to Moodle by 11:59pm on the day of class

Week	Dates	Topics	Assignment(s)
			<p><u>In-class Discussion:</u> Read and complete the self-assessment in chapter 3 (p 93) of the text and come prepared to discuss your results in class</p> <p><u>Research Paper on Contingency Leadership:</u> Get feedback on the draft from the Writing Center and from peers.</p>
6	Sept 29 - Oct 1	Global Management Instruction on constructing evidence based arguments fitting for business	<p><u>Read</u> Chapter 4 of <i>Management</i></p> <p><u>In-class Discussion:</u> Read the Legal/Ethical Challenge in chapter 4 (pgs. 12 – 129) of the text. Select the most appropriate response to the questions that follow and come prepared to discuss your results in class</p> <p><u>Research Paper on Contingency Leadership Final:</u> Submit Sections #1 and #2 to Moodle by 11:59pm on the day of class</p>
7	Oct 6-10	Fundamentals of Planning and Goal Setting	<p><u>Read</u> Chapters 5 and 6 of <i>Management</i></p> <p><u>Manager Interview Paper Draft I:</u> Submit Sections # 2 and #3 to Moodle by 11:59pm on the day of class</p> <p><u>In-class Discussion:</u> Read the Management in Action case study in chapter 5 (p. 150- 151) of the text. Answer the questions that follow and come prepared to discuss your responses in class.</p>
8	Oct 13-17	Midterm Examination Individual & Group Decision Making Instruction on writing for use in the Manager Interview Paper	<p>Prepare for Midterm</p> <p><u>Read</u> Ch. 7 of <i>Management</i></p>
9	Oct 20-24	Review Midterm Organizational Culture and Human Resources	<p><u>Read</u> Chapters 8 and 9 of <i>Management</i></p> <p><u>In-class Discussion:</u> Read the Legal/Ethical Challenge in chapter 8 (p.206) of the text. Select the most appropriate response to the questions that follow and come prepared to discuss your results in class</p>
10	Oct 27-31	Organizational Change & Innovation Leveraging Individual Talent	<p><u>Read</u> Chapters 10 and 11 of <i>Management</i></p> <p>Manager Interview Paper Draft II: Turn in the full draft of the paper. Submit Sections # 1 - 4 to Moodle by 11:59pm on the day of class</p>

Week	Dates	Topics	Assignment(s)
11	Nov 3-7	Motivating Individuals Managing Groups & Teams In-class peer review of the Manager Interview Paper Drafts	<u>In-class Discussion:</u> Read the self-assessment (p. 372 – 373) in chapter 11 of the text and come prepared to discuss your results in class <u>Read</u> Chapters 12 and 13 of <i>Management</i> <u>Research Paper on LMX:</u> Get feedback on the draft from the Writing Center and from peers
12	Nov 10-14	Interpersonal & Organizational Communication	<u>In-class Discussion:</u> Read the Management in Action case study (p. 436-438) in chapter 12 of the text. Answer the questions that follow and come prepared to discuss your responses in class. <u>Read</u> Chapter 15 of <i>Management</i> <u>In-class Discussion:</u> Read the Management in Action case study (p. 506) in chapter 15 of the text. Answer the questions that follow and come prepared to discuss your responses in class. <u>Research Paper on LMX Final:</u> Submit Sections #1 and #2 to Moodle by 11:59pm on the day of class
13	Nov 17-21	Effectiveness Monitoring and Controlling Organizational Effectiveness Instruction on developing PowerPoint from the material in the Manager Interview Paper.	<u>Read</u> Chapter 16 of <i>Management</i> <u>Read</u> articles posted on Moodle <u>Manager Interview Paper Final Draft:</u> Submit Sections # 1 - 4 to Moodle by 11:59pm on the day of class and then begin to work on the related presentation.
14	Nov 24-28	THANKSGIVING: NO CLASS	
15	Dec 1-5	Class presentations	Turn in the final PPT as the presentation is made in class.
16	Dec 8 -12	Final Exam	Prepare for Final Exam

### Grading:

Assignment	Points	Grade %
Individual Research Paper on Contingency Leadership	75	15%
Individual Research Paper on Leader-Member Exchange (LMX)	75	15%
Group Manager Interview and Research Paper	100	20%
Manager Interview Presentation	40	8%
Team Evaluation	20	4%
Attendance and Class Participation	50	10%
Mid-Term Exam	70	14%
Final Exam	70	14%
<b>Total</b>	<b>500</b>	<b>100%</b>

### Grade Mapping:

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
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Numeric Grade	Letter Grade	Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
460-500	A (93-100%)	400-414	B- (80-82%)	335-349	D+ (67-70%)
450-459	A- (90-92%)	385-399	C+ (77-79%)	311-334	D (63-66%)
435-449	B+ (87-89%)	365-384	C (73-76%)	300-310	D- (60-62%)
415-434	B (83-86%)	350-364	C- (70-72%)	299 or less	F (<60%)

### Assignment Grading Policies:

All assignments are due by the beginning of class on the first class day of the week. All late assignments will be penalized 10%. If you are unable to complete an assignment before the start of class due to circumstances beyond your control, please let the instructor know in advance of the deadline and request an extension. Extensions will be granted on a case-by-case basis, in the instructor's sole discretion. Any assignment that is submitted more than a week late without an extension having been granted in advance will not be accepted and will receive no credit.

Coursework is intended to be a reflection of your individual effort. Therefore, unless specified by the instructor, all work is to be completed individually. Plagiarism and cheating in the course will result in an "F" and is defined by the University's Academic Policy Statement.

### Student Responsibilities:

Students are expected to attend sessions for the duration of class. Absences can be approved by the instructor in advance of the class session. Class participation points are assessed at the instructor's discretion based on a student's ability to arrive to class on time, prepared and make meaningful contributions to the class discussion. Reading and assignments should be completed prior to the start of class. The class is structured so students learn from one another. Therefore, students are expected to analyze the material and provide feedback that is relevant to the topics at hand.

### Instructor Responsibilities:

Students can expect the instructor to serve as a resource both in and out of the classroom. The instructor will be prepared with a lesson for each class session with many opportunities for student participation. The instructor is also available to students for questions about class concepts, assignments, on the job questions/challenges and overall guidance as it relates to careers in business and nonprofit management. Students can expect timely responses to questions/requests and grades for assignments.

## ASSIGNMENT SPECIFICATIONS

### Overview:

Students will complete some assignments individually and some in teams. Individual assignments should be completed following the assignment specifications (see below) utilizing the APA format and posted to Moodle. Team assignments should also be completed following the assignment specifications utilizing APA format. One team member is responsible for posting the team's work to Moodle. Students should be prepared to discuss case studies and Legal/Ethical Challenge assignments in class. Teams will evaluate its members at the close of the semester.

### RESEARCH PAPER ASSIGNMENTS: Individual Research Papers on Leadership

#### Assignment Specifications:

Each student will write a research papers on 1) **contingency leadership** and 2) **leader-member exchange**. Each paper must be between 6-8 pages (not including title page, abstract, references, or

appendix) and follow APA guidelines with a minimum of 5 verifiable sources to reinforce your thoughts. Drafts will be required at different stages in the writing and students will need to get feedback from the professor, from peers and from the Writing Center and make improvements before submitting the final paper.

**1) Contingency leadership** suggests there isn't one particular style of leadership that will work in all situations. If so, effective leadership is dependent on the situation at hand. The two established contingent leadership theories are *The Contingency Leadership Model* by Fielder and *The Path-Goal Model* by House. Using your textbook, and research articles on contingency leadership individuals will submit a research paper that thoroughly addresses the following:

**Section #1**

- A. What are the notable research origins of leadership theory? What contributions were made to the study of leadership?
- B. Provide a definition of leadership and compare and contrast it with management.
- C. Explain the relationship between leadership and authority and power.

**Section #2**

- D. Discuss the differences between trait, behavioral, contingency, and full-range approaches to leadership.
- E. Define contingency leadership. Where do Fielder's and House's models conflict, and where are there similarities?
- F. After taking a [Least Preferred Coworker \(LPC\) Measure](#) and [Path-Goal Leadership Questionnaire](#), summarize your results and discuss the implications of your findings.
- G. How would you apply contingency leadership to improve the performance of leaders?

**2) Leader-member exchange** theory of leadership is concerned with the two-way relationship between a leader and follower. The theory assumes that leaders develop an exchange with each of their followers, and that the quality of these relationships impacts the followers' responsibility, decisions, access to resources, and performance. Using your textbook, and research articles on LMX individuals will submit a research paper that thoroughly addresses the following:

**Section #1**

- A. Expound on the research origins of leader-member exchange (LMX). Provide a definition of LMX.
- B. Compare and contrast similarities and differences of LMX with transactional, transformational, and servant leadership.
- C. Discuss how an individual's generation (Generation Z, Generation Y/Millennials, Generation X, Baby Boomers, and Traditionalists) may influence the in-group and out-group relationship dynamics. Justify your answer with your research.

**Section #2**

- D. How might gender (i.e. males, females, or LGBTQI), and ethnicity impact the in-group and out-group relationship dynamics? Justify your answer with your research.
- E. After taking a [LMX Questionnaire](#), summarize your results and discuss the implications of your findings.
- F. How can you balance the results of the LMX questionnaire to improve your leadership skills?

*Both papers will be graded using the rubric outlined below.*

Criteria	75-68 Points	67-60 Points	59-53 Points	<52 Points
<b>Paper Analysis</b>	Provided a thorough	Provided a good	Provided some	Very weak

Criteria	75-68 Points	67-60 Points	59-53 Points	<52 Points
<b>Format</b>	<p>analysis of the leadership types. Answered all of the questions posed using outside sources, original thought and results from the questionnaires. Paper shows exemplary understanding of leadership theory.</p> <p>Syntax was appropriate; terminology was accurate and appropriate; language was understandable and concise; had no more than one spelling error; and organization was logical.</p> <p>APA Format was utilized correctly.</p>	<p>analysis of the leadership types. Answered the questions posed using outside sources and the questionnaire, but did not provide an analysis that shows a strong understanding of leadership theory.</p> <p>Syntax was generally appropriate with no more than two errors; terminology was accurate and appropriate; language was understandable and concise; had two to three spelling errors; and organization was logical.</p> <p>APA Format was utilized correctly.</p>	<p>analysis of the leadership types. Answered the questions posed, but did not utilize outside resources or questionnaire appropriately.</p> <p>Syntax was generally appropriate with no more than four errors; terminology was accurate and appropriate; language was understandable and concise; had three to four spelling errors; organization was logical.</p> <p>APA Format was not utilized or incorrect.</p>	<p>analysis. Did not answer the questions posed using original thought, outside resources or the questionnaire.</p> <p>Poor syntax with five or more errors; writing style was difficult to understand as it lacked conciseness, clarity, and organization; and had five or more spelling errors.</p> <p>APA Format was not utilized or incorrect.</p>

### **ASSIGNMENT: Group Manager Interview and Research Paper**

#### **Assignment Specifications:**

Each team will personally interview someone who holds a management position in an (for profit or nonprofit) organization in the Chicagoland area or beyond. The interviewee may not be a family member, friend, or acquaintance of anyone in the group. The paper should be between 10-15 pages (not including title page, abstract, references, or appendix) and follow APA guidelines with a minimum of 10 verifiable sources to reinforce your thoughts. Drafts will be required at different stages in the writing and groups will need to get feedback from the professor, from peers and from the Writing Center and make improvements before submitting the final paper. Each group will prepare a paper that follows the below outline:

#### **Introduction (Section 1):**

- A. Discuss the significance of the role managers, with regard to efficiency and effectiveness and briefly discuss how managers “get things done” using the POLC acronym.
- B. Discuss the industry i.e. nonprofit/for-profit and explain its relevance to the group members.
- C. Introduce the manager’s organization. What’s the organization’s history, size, location and mission?
- D. Discuss the role and position that the manager holds, number of staff supervised, and the rationale for selecting the manager.

#### **Managerial Philosophy and Characteristics (Section 2):**

- E. What is the manager’s philosophy of management?
- F. What’s the manager’s thinking about leadership and management? How does s/he define the terms? Is there a difference? Overlap?
- G. Does the manager’s thinking align/differ with the textbook, articles and/or your research?

H. What challenges does the manager currently face with respect to subordinates, supervisors, and customers/clients? And how does s/he handle the challenges? Provide at least three concrete examples.

**Managerial Skills and Insights (Section 3):**

L. Expound on the critical skills that the manager believes professionals in management need to be successful in their respective industry and why those skills are so important.

M. What insights does the manager offer that s/he wishes they knew before becoming a manager? Why? How did they gain insight?

N. Do the skills mentioned align/differ with the textbook, articles and/or your research? Are there other skills that might prove beneficial in the manager’s role?

O. Discuss the manager’s advice about education, internships/work experiences, and relationships to aspiring professionals in their respective field.

**Take-Aways and Conclusion (Section 4):**

P. Reflect on the interview, what questions would you asked if given another opportunity and why?

Q. What were you most surprised with? What new knowledge was gained?

R. What are 5 – 10 key takeaways from the interview? And how can you leverage that information in your respective career exploration?

S. Do the key take-aways align/differ with the textbook, articles and/or your research?

Criteria	100-90 Points	89-80 Points	70-70 Points	<69Points
Introduction	Introduces the purpose of the paper, the manager interviewed, the organization where the manager works, how long the manager has worked at the organization, the length of time this manager has held his/her current position, the manager’s title, and how many people he/she manages, and why this person was selected.	Introduces the purpose of the paper and most of the details of the manager’s role.	Introduces the purpose of the paper and some of the details of the manager’s role.	Did not introduce the purpose of the paper and covers few of the details of the manager’s role.
Paper Analysis	Provides a detailed analysis of what the manager indicated were the most important management skills for a manager to be successful and why the manager thought so; advice and lessons; and what differentiates leaders. Strong analysis of how these lessons connect with students’ learning of the management discipline. Answers all the questions in the instructions.  The number and use of outside resources is appropriate.	Provides an analysis of what the manager indicated during the interview with some analysis of the overall message from the manager and how it relates to the students’ learning of the management discipline. Answers most of the questions in the instructions.  The number and use of outside resources is appropriate.	Provides an analysis of the interview with little analysis of the overall message from the manager. Reads like a transcript. Barely answers any of the questions in the instructions.  Outside resources were either not used or not used appropriately,	Does not adequately describe the interview or analyze the manager’s responses.  Outside resources were either not used or not used appropriately.

Relationship to Course Material	Relates the successful skills identified by the manager to the class readings, lectures, and class discussions.	Relates the successful skills identified by the manager to two of the following: the class readings, lectures, and class discussions.	Relates the successful skills identified by the manager to one of the following: the class readings, lectures, and class discussions.	Does not adequately describe what the manager thought were the most important skills needed for success.
Format	The text content of the paper is 10-15 pages; syntax was appropriate; terminology was accurate and appropriate; language was understandable and concise; no misspelled words; and organization was logical.	The text content of the paper was inadequate; syntax was generally appropriate with no more than one error; terminology was accurately and appropriate; language was understandable and concise; one to two misspelled words; and organization was logical.	The text content of the paper was not within the page allotment; syntax was not appropriate; terminology was misused; language was understandable; and contained some spelling errors.	The text content of the paper was not within the guidelines; poor syntax with three or more errors; writing style was difficult to understand as it lacked conciseness, clarity, and organization; and four or more spelling errors.
Drafts	Drafts were complete and turned in on time.	Drafts were somewhat complete and turned in on time.	Drafts were incomplete and late.	Drafts were not received.
APA Style	Demonstrated an understanding of the APA guidelines. Correctly cited and/or referenced class readings, class notes, and/or outside sources.	Demonstrated an understanding of the APA guidelines. Correctly cited and/or referenced class readings, class notes, or outside sources.	Attempted to demonstrate an understanding of the APA guidelines. Incorrectly cited and/or referenced one or more the class readings, class notes, or outside sources.	Failed to demonstrate an understanding of the APA guidelines, and/or did not cite and/or reference any sources of information.

### ASSIGNMENT: Group Manager Interview Presentation

#### Assignment Specifications:

The PPT/Prezi presentation should be between 10-12 slides (not including title and reference slides) and follow loose APA guidelines (title page, in-text citations, and reference slides only). The presentation materials should be professional, contain outstanding visuals and tell a story. All members of the group are well spoken, prepared with balanced speaking roles. The aim of the presentation is to teach the class lessons from the manager, demonstrate a full understanding of the course material and utilizes research to complement the advice given by the manager interviewed. The presentation should also include a minimum of *one* picture of the manager and group together.

On the day of the presentation, members should wear business casual attire, submit an electronic copy of the presentation to the instructor **2 hours before the start of class** that follows the below outline:

- A. Introduction of the manager and respective organization.
- B. Discuss the role and position that the manager holds, number of staff supervised, and the rationale for selecting the manager.
- C. What's the manager's thinking about leadership and management? How does s/he define the terms? Is there a different? Overlap?

- D. Does the manager’s thinking align/differ with the textbook, articles and/or your research? Explain.  
 E. What insights did the manager offer that s/eh wishes they knew before becoming a manager?  
 F. What were you most surprised by? What new knowledge it you gain?  
 G. Reflect on the interview, what questions would you asked if given another opportunity and why?

Criteria	40-36 Points	35-32 Points	31- 28 Points	<27 Points
Content	Introduces each member along with the manager and organization and thoroughly discusses the role and position that the manager holds, number of staff supervised, and the rationale for selecting the manager.  Answers the questions thoroughly and shares lessons on successful management and leadership with the class.	Introduces the purpose of the presentation and most of the details of the manager’s role.  Answers the questions thoroughly but does not make a connection to share with the class.	Introduces the purpose of the presentation and some of the details of the manager’s role.  Answers some of the questions but does not make a connection to share with the class.	Did not introduce the purpose of the presentation nor covers few of the details of the manager’s role  Some/Most of the questions are unanswered.
Relationship to Course Material	Relates the successful skills identified by the manager to the class readings, lectures and class discussions.	Relates the successful skills identified by the manager to two of the following: the class readings, lectures and class discussions.	Relates the successful skills identified by the manager to one of the following: the class readings, lectures and class discussions.	Does not adequately describe what the manager thought were the most important skills needed for success.
Presentation Style	Presentation materials are professional, contain outstanding visuals and tell a story. All members of the group are well spoken and prepared. The presentation taught the class lessons from the manager, demonstrates a full understanding of the course material and utilizes research to complement the advice given by the manager interviewed.	Presentation materials are good, contain acceptable visuals and are utilized to tell a story. Most of the members of the group are well spoken and prepared. The presentation taught the class lessons from the manager, demonstrates some understanding of course material and utilizes research to complement the advice given by the manager interviewed.	Presentation materials are adequate, but are not utilized appropriately. Members of the group are unprepared and reading off of slides or confused about material. The presentation reports on the manager’s remarks in the interview, but do not integrate course material or research.	Presentation materials are of poor quality. Members of the group are unprepared. The presentation does not answer the questions posed in the syllabus, nor does it integrate course material or research.

### CLASS PARTICIPATION

Students are expected to arrive to class on time and prepared to have a meaningful discussion about the course material. Class participation points will be earned by paying attention to the lecture, adding to the discussion and refraining from any activity that detracts from learning (i.e. side conversations, mobile device usage).

# POLICY STATEMENTS

## Academic Honesty

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the

Criteria	1.75 Points	1.25 Points	1 Point	<1 Point
<b>Class Participation</b>	Arrives to class on time; demonstrates that s/he has read the course material; gives full attention during the lecture; respectfully participates in class discussion; does not distract other students.	Arrives to class on time; demonstrates that s/he has read the course material; gives full attention during the lecture; listens to class discussion; does not distract other students.	Arrives to class on time; gives full attention during the lecture; does not distract other students.	Does not arrive to class on time or prepared. Does not give full attention and distracts others during lectures; is disrespectful to other students during discussions.

- individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University’s online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

## Attendance Policy for Undergraduate Courses

Attendance and participation are vital. Thus, students are expected to attend every class session, and to arrive on time – tardiness is undesirable and disruptive to your fellow classmates. This course has a strict requirement of documented, advance notification. If you are unable to attend any class session, you are to inform me (preferably by email) **prior to** that session. You need to provide a reason for your absence. Failure to provide advance notification will result in an unexcused absence. Be advised that poor attendance can affect your grade adversely

## **APA Requirement**

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

- 1) Improving student's writing skills.
- 2) Standardizing the required format of all written assignments in all SBNM courses.
- 3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
- 4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

## **Students with Disabilities**

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Business: 773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: <http://www.northpark.edu/Campus-Life-and-Services/Disability-Resources>