COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

Course No. & Title: MGMT 300 ID8W1, Interpersonal and Group Behavior
Semester and Term: Spring 2014
Day and Dates: Thursdays, 1/16/2014 – 3/6/2014
Time: 6pm – 9pm
Campus Location: Bridgeport

Course Description:
The student is introduced to behavior in organizations on interpersonal, group and intergroup levels. Group process is examined on both conceptual and experiential levels to enhance understanding of interpersonal and group processes, as well as to test and hone individual interpersonal and group participation skill. Theories of Social Psychology and Group Sociology are examined and applied.
Prerequisite Courses: None
Course Code: BC, BE, HR-C

Instructor & contact information: Mary Matera mmatera@bridgeport.edu

Required Textbook:
Developing Management Skills, 8th/edition, DA Whetten & KS Cameron (2011), Prentice Hall
ISBN 9780136121008

To order textbooks, go to the bookstore website at http://bridgeport.textbooktech.com/
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

Learning Outcomes:
Upon completion of this course the student should be able to:

Become knowledgeable about and apply the interpersonal and group skills necessary to become effective managers. Skillful performance in many business settings is documented by studies of the foundations of effective management practices. Students will obtain the personal skills that research has identified as critically important for successful management and leadership. Emphasis is on self-awareness, managing personal stress, solving problems analytically and creatively.

First Assignment Prior to the First Class:

Pre-class Assignment: SSS Software In-Basket Exercise: Be prepared to discuss the in-basket exercise **(Introduction, Pg. 30)** Indicate your response to each memo using the response form on pg. 32. This will be the basis of group discussion first class. Response forms will be turned in at conclusion of exercise. This assignment will be included in grading for participation.

Cases to read and be prepared to discuss in class:
Chapter 1: "Communist Prison Camp," discussion questions 1-5 (pg. 84) – not to be handed in
Chapter 2: "The Case of the Missing Time," discussion questions 1-4 (pg. 150) – not to be handed in.

On-Line Assignment No. 1: Journal information is on Canvas –Read and print out for first class. This information will be utilized throughout the 8 weeks.

Assignments:

Assignments to be turned in on the class date specified in the syllabus, lateness on assignments will impact your grade. Assigned cases will be reviewed/discussed in each class. Please be prepared to participate actively in discussion questions following the case in the text. See "Description of Weekly Sessions:" for specific case assignments. Note: Written Mid-term and Final cases are due Weeks 4 and 8, respectively. Late papers will impact your grade.
Students should be prepared for open-book quizzes covering all assigned reading.

Session topics to include: Self Awareness and Managing Stress, Solving Problems analytically and creatively, supportive communication, gaining power and influence, motivating others, managing conflict, empowering and delegating, building effective teams and teamwork, leading positive change, presentation and interviewing skills. Students will be directed to various internet sites for relevant information.

Description of Weekly Sessions:

Session 1: Developing Self Awareness and Managing Personal Stress
Read Introduction and Chapters 1, 2 (Learning Section)
Discussion of Pre-class Assignment: SSS Software In-Basket Exercise: Be prepared to discuss the in-basket exercise **(Introduction, Pg. 30)**
Discussion of Chapter 1 case: "Communist Prison Camp," and Chapter 2 case: "The Case of the Missing time."
Each student will begin a self-awareness journal to gauge personal patterns and progress relative to topics covered in this course. Information on journal parameters will be discussed in class. Journal progress will be discussed Class 4 and Class 8.

Session 2: Solving Problems Creatively and Analytically, Supportive Communication
Read Chapters 3, 4 (Learning Section)
Cases to read and be prepared to discuss in class: (Typed answers to case questions assigned will be turned in following case discussion)
Chapter 3: "Creativity at Apple", discussion questions 1-4, pg. 212
Chapter 4: "Find Somebody Else," discussion questions 1-4, pg. 266
On-Line Assignment No. 2: Burnout Quiz: Please read the information contained in this article and take the brief on-line quiz to assess your level of stress regarding burnout.
On-Line Assignment No. 3: Please read the article on Carl Jung's Typology Test. Take the test to learn about your personality type preferences. We will discuss your results in class.

Session 3: Motivating Others and Gaining Power and Influence
Read Chapters 5, 6 (Learning Section)
Cases to read and be prepared to discuss in class: (Typed answers to case questions assigned will be turned in following case discussion)
Chapter 5: "Ann Lyman's Proposal", pg. 313 (**Practice Section**). See pg. 312 for assignment information. Be prepared to discuss case. This will be a group activity in class. No written paper will be required.
Mid-Term paper: Chapter 6: "Electro Logic", Address case in light of chapter concepts and material in other assigned chapters. 3-5 pages, 1 ½ or double spaced, cover sheet, stapled. Papers must be submitted at conclusion of this class with no exceptions.

Session 4: Managing Conflict and Empowering and Delegating
Read Chapters 7, 8 (Learning Section)
Cases to read and be prepared to discuss in class: (Typed answers to case questions assigned will be turned in following case discussion)
Chapter 7: "Phelps, Inc.", discussion questions 1 & 2, pg. 420 (Practice Section)
Chapter 8: "Minding the Store", discussion questions 1-5, pg. 474 (Analysis Section) –
Note: Journal progress will be discussed relative to personal goals and accomplishments related to course topics. Journals will be **brought to Class 8** for class discussion and will be collected.

Session 5: Making Oral and Written Presentations, Supplement A (Learning Section), pg. 592
"Speaking as a Leader," pg. 609. Choose one topic from the list on pg. 609. (Or see instructor for approval of a topic that may be of interest to you and the class.) Present 15 minute speech* pertaining to the topic selected, utilizing the concepts in the Supplement. (*Note: length of presentations will be discussed in first class and will depend on number of students in class. Include one-two pg. typed memo to be

distributed to "audience." "Audience" will give feedback using the observer's form, pg. 617. Visual aids (projector, etc. if required) must be requested in advance.

Session 6: Read Chapter 9: Building Teams and Teamwork (Learning Section)
Complete presentations (if applicable). Read Chapter 9 and be prepared to discuss chapter concepts in class. Planned In-class group discussion regarding Chapter 9, class exercise, DVD, post-test self-assessments to be assigned as time permits.

Session 7: Read Conducting Interviews, Supplement B (Learning Section), pg. 620.
Text concepts regarding various types of interviews will be discussed. In-class triads will be assigned to utilize interviewing skills described in this section.
For example, students may bring in personal resumes for interview practice and observation/critique.

Session 8: Read Chapter 10 – Leading Positive Change (Learning Section)
Cases to read and be prepared to discuss in class:
Final Paper: This paper constitutes the final examination and tests your ability to apply the concepts and theories reviewed in class.
Written paper: Students will have **choice** of two cases ("Corporate Vision Statements," pg. 568, or "Lee Iacocca's Transformation of Chrysler – 1979-1984," pg. 574) Case content will be discussed in Class 8. Concepts, thoughts and ideas from your paper will be shared in class on the final class date. Hard copy to be handed in on the last of day of class (no exceptions). Minimum 6-8 pages, 1 ½-double spaced, papers will be graded on content, grammar and presentation. **(Students must read both cases and be prepared to discuss case content in class.)**
Journal insight will be discussed in class with regard to personal progress in areas of effective personal and interpersonal management. Journals will be collected at conclusion of final class.

Grading Criteria:

Class Participation (35%) Attendance, punctuality, class group participation, individual discussion, submitted case analyses, in-class quizzes, journal preparation. Note: Journal must be typed and handed in last class.

Presentation Skills (10%) – See Syllabus, Session 5 for assignment.
Mid-Term (25%)
Mid-term case analysis (3-5 pages) and Final papers must be handed in on time and as assigned. Grading will be based on use of relevant theories, skills, experiences, etc. gained from the text as well as other sources that the student has researched.

Final Paper (30%)

This **6-8 page** case analysis constitutes the final examination and tests your ability to apply the concepts and theories reviewed in class as well as other relevant input/information the student has obtained. Hard copy to be handed in last class. No exceptions.
All written assignments will be graded for content and relevance to chapter content as well as grammar and presentation.

Written Assignment Rubric:
Subject Matter (35%)
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 (15%)
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 (20%)
The introduction provides a sufficient background on the topic and previews major points/deliverables
Central theme/purpose is immediately clear
Structure is clear, logical, and easy to follow
Subsequent sections develop/support the central theme
Conclusion/recommendations that summarize major points/deliverables follow logically from the body of the paper

Style/Mechanics (30%)
Format (10%)
*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 (10%)
Rules of grammar, usage, punctuation are followed
Spelling is correct

Readability/Style (10%)
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.

Letter Grading Scale:

% of Points Earned	Letter Grade
100-94	A
93-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+

% of Points Earned	Letter Grade
76-74	C
73-70	C-
69-67	D+
66-64	D
63-60	D-
Below 60	F

ACADEMIC POLICIES

Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:

- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:
http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones
Cell phones must be turned off (or placed on "vibrate") while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty
The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

> Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.
>
> Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called "research papers" without full recognition of the source. Presenting as one's own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

> Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings <u>without citing his sources</u>. He believes that minor paraphrasing is all that is necessary.
>
> Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn't have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for

the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality
An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account
Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on "New UBNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

Accessing Your Grades & Schedule Online
The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library
Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on "myEureka Digital Library." Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.

- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers
Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.
- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford
- Waterbury – Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury

Course Cancellations
Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under "Latest News" on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp

To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is 001416.
Federal Student Aid Information: 1-800-433-3243