I. IDENTIFYING INFORMATION

Course: MSA 501
Course Title: Managing Change with Emotional Intelligence
EPN: 22233958
Term: Fall I
Location: Schofield Center, Schofield Education Center
Course Dates: 8/23, 8/24, 9/27, 9/28/2013
Course Days and Times: Fri 5:30PM-9:30PM; Sat 8:30AM-5:30PM;
Prerequisites: LDR 200 and 86 semester hours completed; or Graduate Standing.

Blackboard:
Blackboard is a web-based learning management system licensed by CMU. Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you prior to the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of registration status. To access Blackboard, open a web browser and enter http://www.cmich.edu/blackboard. After the site loads, enter your CMU Global ID and password in the respective spaces provided. Click the “login” button to enter Blackboard and then the link to the appropriate course to enter the course’s Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available at http://www.cmich.edu/blackboard.

Instructor: Jerry Franklin III
Primary Phone Number: 808.834.0830
Secondary Phone Number: N/A
E-Mail Address: franklj@cmich.edu
Availability: Any time for course related concerns.

Academic Biography:
Hi, I’m Dr. Jerry Franklin III and I’m glad to meet you. I look forward to serving as your professor and learning with you as we share ideas and experiences. My degrees include a B.S.O.E from Wayland Baptist University, MSA with a Human Resource Administration’s concentration from Central Michigan University (yes, I’m a alumnus of your program), and a Ph.D. in Applied Management and Decision Sciences, specializing in Leadership and Organizational Change from Walden University. I served 23 plus years in the United States Air Force as a Logistical Superintendent. I’m a published author with The Journal of American Academy of Business, Cambridge. My scholarly interests are: Organizational and leadership development and effectiveness, organizational dynamics and behavior, organizational and team culture, knowledge management and knowledge sharing, decision-making, creativity/innovation, adult education and training, qualitative research (various methodologies), organizational change and transformation, and organizational design.

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Order books from MBS at http://bookstore.mbsdirect.net/cmu.htm

Textbooks and Course Materials:
Title: Primal Leadership: Learning to Lead with Emotional Intelligence
Author: Goleman, Boyatzis, McKee
Edition: 2002 or 2004
Publisher: Perseus
Required: Yes

Course Reserves: N/A

Required Materials: N/A

Recommended Materials: N/A

III. COURSE DESCRIPTION

An examination of organizational leadership utilizing emotional intelligence as a foundation for managing change.
IV. COURSE GOALS AND OBJECTIVES

Upon the examination of the origins, present status, and future directions of emotional intelligence as a leadership function, the student will demonstrate the ability to:

1. Research and analyze the history and domains of emotional intelligence to include emotional intelligence objectives.
2. Research and analyze the forces which shape various models for emotional intelligence.
3. Research, analyze and describe change management and leadership strategies.
4. Research, analyze and report examples of emotional intelligence competencies appropriate and necessary for leadership professionals.
5. Hypothesize the impact of a leader style on the organization’s strategic leadership through the use of case studies.
6. Research, analyze, synthesize and report on the emotional intelligence performance of one organization leader using a strategic decision-making process, integrating previous knowledge and skills from related core courses.
7. Examine, analyze, synthesize and report on the strengths and weaknesses of strategic leadership teams in organizations.

V. METHODOLOGY

We will use a variety of instructional methods to include: Published articles, group discussions, research writing (see below), Blackboard Online Educational platform, and lectures. We may also use guest speakers, multimedia presentations, short quizzes for focus and clarity, and reflection papers depending on the time availability of the class. This course draws heavily on the experience and participation of the students.

Emotional Intelligence Research (Scholarly Written) Paper

Students (as a group) are to do preparations for a final research paper. Students should also expect to locate recent research articles regarding Emotional Intelligence (EI). Students are to review and collect EI related information selected from candidates featured in recent articles of various publications (e.g., textbooks, scientific journals, website communications, etc).

The research will be reported in a 5 to 12 page, double spaced treatise (including an Abstract). The literature sources reviewed, should be documented following strict American Psychological Association (APA) manual guidance with regard to “In Text Citations”, and “Reference Page” formatting. The literature used to support the project must adhere to standards which add credibility and enhanced learning, thus conveying the students’ critical thinking abilities. At least seven additional sources (plus the course text) should be cited in the paper. The instructor will provide examples of reputable sources at the end of the syllabus. This paper is due on the last day of class.

The Oral Presentation (research paper’s final phase) presented by each group, will consist of a 10 – 15 minute brief accompanied with a PowerPoint illustration, followed by a five minute question and answer session. The presentation will display the students’ mastery of the EI concept via clear, professional, and organized means. Groups will begin presenting on our final weekend of class.

The Online Blackboard (Bb) Forum: Students will have to access the Bb platform during this course. They will participate as individuals (Discussion Board) and as members of assigned groups (EI Research Paper) during the 26 Aug – 26 Sep time period. Details for this component are fully explained via the Announcements area within the forum.

VI. COURSE OUTLINE/ASSIGNMENTS

Pre-Class Assignment:

Vignette/Chapter Presentation (pre-class assignment)

The students will read chapters 1- 5 of the text prior to the first meeting. Upon completion and establishing a basic understanding of the Emotional Intelligence (EI) concept, the student will select an EI related Vignette (article) from a news paper, magazine, or the internet to present to the class.

In addition, the student will draft a one page summary addressing the EI highlights of the article (be sure to include your name on the draft). The draft will be turned-
in to the instructor prior to presenting the Vignette to the class. This exercise will be due on the first and second (23 Aug & 27 Sep 2013) Friday class sessions.

Four volunteers will be asked to give individual PowerPoint presentations (15 – 25 mins in duration) on Chapters 2, 3, 4, and 5 of the text (they should contact the instructor ASAP upon registration). These will include a summary of the chapters, information from other sources outside of the text (addressing the same topics discussed in the chapters), and practical examples (which can include video clips illustrating the points discussed in the chapters, class exercises, games, etc.) These presentations will be given on Saturday, the second class meeting. If volunteers haven’t come forward one week prior (16 Aug 2013) to the first class meeting, the instructor will select four individuals from the class roster for these assignments.

Course Outline:
Outline of Session Topics and Activities

8/23 –
Introductions
Review Syllabus
Vignette Presentations

Part 1: The Power of Emotional Intelligence
Chapter 1. Primal Leadership

8/24 -
Chapter 2. Resonant Leadership
Chapter 3. The Neuroanatomy of Leadership
Chapter 4. The Leadership Repertoire
Chapter 5. The Dissonant Styles

8/26 thru 9/26
Online/Blackboard (Bb) Component
Discussion Board and Research Paper (see Bb Announcements for Details)

9/27
Vignette Presentations

Part Two: Making Leaders
Chapter 6. Becoming a Resonant Leaders
Chapter 7. The Motivation to Change
Chapter 8. Metamorphosis

Part Three: Building Emotionally Intelligent Organizations
Chapter 9. The Emotional Reality of Teams

9/28
Chapter 10. Reality and the Ideal Vision
Chapter 11. Creating Sustainable Change
Research Papers and Oral Presentations are Due

Assignment Due Dates:

Vignette presentations are due: Fri 23 Aug and Fri 27 Sep

Online Blackboard Forum Participation; 26 Aug – 26 Sep

Emotional Intelligence Oral Presentation and Paper; 28 Sep

Post-Class Assignment:

None

Student Involvement Hours:

Writing = 2 hrs

Studying = 8 hrs

Researching = 5 hrs

Reading = 10 hrs

Preparation = 4 hrs

Total = 29 hrs

VII. CRITERIA FOR EVALUATION

Evaluation Criteria:

Bb Component/Class Participation 10%

Vignette Presentations 15%

Chapter Presentations 25%

Emotional Intelligence Research Paper (Presentation & Paper) 50%

Grading Scale:

A = 95-100

A- = 90-94

B+ = 85-89

B = 80-84

B- = 74-79

C = 70-73
E (Failure of Course) = Below 70

**Late Assignments:**
Discouraged, but may be accepted in extreme and documented circumstances. Must be discussed with the instructor in advance. Points will be deducted!

**Make-ups and Rewrites:**
Due to the condensed schedule of the class, there will be no opportunity for rewriting of papers.

**VIII. EXPECTATIONS**

**Attendance and Participation:**
CMU students are required to attend all class sessions and participate as an integral part of the complete educational experience. Students must notify the instructor in advance, if an absence or late arrival is anticipated. The instructor will lower a student's grade for attendance, regardless of a student's academic assignment grade. Post approval may be granted, if appropriated documentation such as military orders, medical emergencies, or organizational demand is provided.

**Academic Integrity:**
Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin (https://bulletins.cmich.edu/).

**Student Rights and Responsibilities:**
Each member of the Central Michigan University community assumes an obligation regarding self conduct to act in a manner consistent with a respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at https://centrallink.cmich.edu/services/student_services/dean/Pages/Code-of-Student-Rights.aspx.

**IX. SUPPORT SERVICES AND OTHER REQUIREMENTS**

**Global Campus Library Services (GCLS)**
CMU offers you a full suite of library services through its Global Campus Library Services (GCLS) department. Reference librarians will assist you in using research tools and locating information related to your research topic. The library's Documents on Demand office will help you obtain copies of the books and journal articles you need. Check out the GCLS website at http://gcls.cmich.edu for more information.

**Reference librarian contact information:**
1. By phone: (800) 544-1452.
2. By email: gclslref@cmich.edu
3. By online form: http://www.cmich.edu/library/gcls/Pages/Ask-a-Librarian-Request-Form.aspx

**Documents on Demand office contact information:**
1. By phone: (800) 274-3838
2. By email: docreq@cmich.edu
3. By fax: (877) 329-6257
4. By online form: http://www.cmich.edu/library/gcls/Pages/Documents-on-Demand.aspx

**Writing Center**
The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. For additional information and to submit work, visit http://webs.cmich.edu/writingcenter/

**Mathematics Assistance Center**
The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see what courses qualify and to register with the Math Assistance Center, visit http://global.cmich.edu/mathcenter/tutoring-request.aspx.

**ADA**
CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact Susie Rood, Director of Student Disability Services at (800) 950-1144, extension 3018 or email her at sds@cmich.edu, at least 4 weeks prior to registering for class. Students may find additional ADA information and forms at
Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a “Notification Letter to the Instructor” outlining the accommodations the student is approved to receive.

X. BIBLIOGRAPHY


