I. IDENTIFYING INFORMATION
Course: MSA 501
Course Title: Managing Change with Emotional Intelligence
EPN: 22289763
Term: Spring II
Location: Minot AFB Center
Course Dates: 2/20, 2/21, 3/20, 3/21/2015
Course Days and Times: Fri 5:00PM-10:00PM; Sat 8:00AM-3:30PM;
Prerequisites: LDR 200 and 86 semester hours completed; or Graduate Standing.

Blackboard:
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Instructor: Edward Ward
Primary Phone Number: 320-308-5143
Secondary Phone Number: N/A
E-Mail Address: ward1ea@cmich.edu
Availability: Tuesday 11:00 AM to 4:00 PM Central Standard Time

Academic Biography:
Faculty Biography: Dr. Edward A. Ward received a Ph.D. in I/O psychology from the University of Nebraska and is a full professor in the Department of Management at St. Cloud State University. Dr. Ward has published over 40 research articles and is a member of Mensa. He has received research awards from the SBIDA, the Distinguished Professor Award from the University of Michigan-Flint, Student Choice Faculty of the Year from SCSU College of Business (2000 and 2006), an Alumnus Achievement Award from Lake Land Community College, is listed in Who's Who in America, and in 2010 was the keynote speaker at the Sixth International Strategic Management Conference held in Saint Petersburg, Russia.

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS
Order books from MBS at http://bookstore.mbsdirect.net/cmu.htm

Textbooks and Course Materials:
Title: Emotional Intelligence 2.0 - with Access Code
Author: Bradberry
Edition: current
Publisher: Ingram
Required: Yes
Title: Primal Leadership : Learning to Lead with Emotional Intelligence
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

The course will begin with self-assessment exercises, the results of which are for yourself and will not be made available to anyone else in the class. Each weekend, the emphasis will be on lectures and experiential exercises as well as the assigned readings. These exercises will involve small group discussions with the results from each group presented to the class. Case studies will also be used as a learning method.

VI. COURSE OUTLINE/ASSIGNMENTS

Pre-Class Assignment:

You need to take the "Emotional Intelligence Appraisal" test [NEW text required] by following the directions in the textbook prior to reading any materials. You will also want to access the Blackboard site to make certain you can watch the videos, review the Power Points, and be able to use the other materials that are available.
Course Outline:
The course outline is found in the assignments section below. In this course, you will be writing as an individual student a self-assessment review and an organizational review.

Assignment Due Dates:

2/20, 2/21, 3/6, 3/7, 3/20, 3/21/2015

2-20: The first weekend you will need your Emotional Intelligence 2.0 textbook

Review syllabus and form groups

Complete self-assessment exercises

Chapter 1: Importance of EI, brain physiology favoring emotional responses

Chapter 2: What EI is and what it is not, five core emotions, impact of EI on tolerance for change, discriminant validity of EI and IQ

Chapter 3: Four EI skills: self-awareness, self-management, social awareness, relationship management

Chapter 4: Six step action plan based on EI assessment scores

Chapter 5: Self-awareness strategies

2-21: Chapter 6: Self-management strategies

Chapter 7: Social-awareness strategies

Chapter 8: Relationship management strategies

Chapter 9: Research about EI

Emotional Intelligence 2.0 Epilogue pages 225-246

The materials scheduled for the weekend of 3/6 and 3/7 will be taught online.

3-6: The second weekend you will need your Primal Leadership textbook

Chapter 1: Primal leadership, open loop of the limbic system, emotional hijacking, organizational climate

Chapter 2: Resonant leadership, varieties of dissonance

Chapter 3: Neuroanatomy of leadership, leadership competencies, four dimensions of EI, empathy

Chapter 4: Leadership repertoire of styles, when to use each via contingencies

Class time to work on this assignment: Individual Self-Assessment Review (100 points): Report student’s current skill set (strengths and weaknesses) within the four domains and 18 competencies of emotional intelligence by analyzing your Emotional Intelligence Appraisal. (5-10 pages paper of application of strategies).

3-7: First hour for working on Self-Assessment Review

Self-assessment assignments

Chapter 5: Dissonant styles

Chapter 6: Becoming a resonant leader, self-directed learning, the five discoveries

Chapter 7: Motivation to change, the boiling frog
Chapter 8: Sustaining leadership change, learning agenda, goal setting, learning styles, mental rehearsal

3-20: Lecture about research regarding change management

Chapter 9: Emotional reality of teams, power of norms, increasing group EI

Chapter 10: Omitted

Chapter 11: Sustainable change, failures of leadership building, action learning

3-21: Class time to complete the Organizational Review paper. Dr. Ward will be available for one-to-one meetings throughout the day.

Both papers are to be submitted to ward1ea@cmich.edu no later than March 23, 2015, by midnight.

Post-Class Assignment:
None

Student Involvement Hours:
About 5 hours per week.

VII. CRITERIA FOR EVALUATION

Evaluation Criteria:

Evaluation Criteria:

Self-Assessment Review (100 points): Report student’s current skill-set (strengths and weaknesses) within the four domains and 18 competencies of emotional intelligence by analyzing your Emotional Intelligence Appraisal. (8-10 page paper of synthesized work).

Organizational Review (100 points): Report on your current or previous organizational environment in regard to emotional intelligence and primal leadership. Select a subordinate, peer, supervisor, or group to analyze within your selected company.

The organizational review is your opportunity to research, analyze, and discuss workplace Emotional Intelligence and Primal Leadership styles as well as other relevant theories (change management, organizational behavior, etc.). You are required to use a minimum of four resources beyond your textbooks for this paper (6 total references). I recommend the use of the PsycINFO database available by logging in at gcls.cmich.edu.

You also may want to use the services of the CMU Writing Center; they will review 8-10 pages of your papers by following these guidelines: http://global.cmich.edu/writingcenter/submission/

Grading Scale:

The self-assessment review and the organizational review are each worth 100 points.

A standard grading scale will be used. The percentages are 95% for an A+, 90% for an A, 85% for a B+, 80% for a B, and so on.

Late Assignments:
If you need an extension past the due date of either of the papers, let me know via email at ward1ea@cmich.edu.

Make-ups and Rewrites:

I do expect proper spelling and grammar. I strongly recommend your papers be prooofread for spelling and/or grammatical errors, as each error is gonna kost yew too ponts; I ain't got no smympathy if u mispell wurds.

VIII. EXPECTATIONS

Attendance and Participation:

I realize graduate students have other responsibilities such as families and jobs, so I do not take attendance. If you have to miss a class, copy the lecture notes from a classmate.

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://www.cmich.edu/ess/studentaffairs/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: https://illiad.cmich.edu/

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](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 Student Disability Services at (800) 950-1144, extension 3018 or email sds@cmich.edu, at least 4 weeks prior to registering for class. Students may find additional ADA information and forms at [https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx](https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx)

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


Center Information

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Global Campus
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Minot AFB, ND 58705
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701-727-5361 (fax)

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