I. IDENTIFYING INFORMATION

Course: MSA 501
Course Title: Managing Change with Emotional Intelligence
EPN: 22322692
Term: Spring II
Location: Fort Riley Center
Course Days and Times: Fri 6:00PM-10:00PM; Sat 8:00AM-5:00PM;

Prerequisites: LDR 200 and 86 semester hours completed; or Graduate Standing.

Hybrid Course:
This course has been scheduled as a Hybrid course. The instructor and students will meet at the designated center/location for a stated number of class sessions and contact hours. Additional required interactions and activities will take place virtually throughout the course, as outlined by the instructor. Please review this syllabus carefully for the specific meeting dates and times and the specified online activities.

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 https://blackboard.cmich.edu/webapps/login/. 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 https://blackboard.cmich.edu/webapps/login/.

Instructor: Aleakhue Yekpabo
Primary Phone Number: 703 618 8384
Secondary Phone Number: N/A
E-Mail Address: yekpa1aa@cmich.edu
Availability: 10AM - 6PM EST

Academic Biography:
OD professional with many years of senior management and executive level experience in government, health care management, and international trade and finance. Currently the owner of Setpoint, LLC, a management consulting company that serves governments, institutions and organizations, Dr. Yekpabo has traveled and consulted extensively in Africa, Europe and the Middle East. He is on the adjunct faculties of Colorado State University, and University of Liverpool in the UK, and he serves on several boards.

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

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

Textbooks and Course Materials:
Title: The Emotionally Intelligent Workplace: How to
Author: Cary Cherniss, Daniel Goleman,
Edition: N/A
ISBN: 978-1-118-30879-0
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

Course methodology will include, but not limited to, lectures, discussions, current issues and case study review, examinations, self-assessment and organizational review papers, presentations, individual and group activities.

VI. COURSE OUTLINE/ASSIGNMENTS

Pre-Class Assignment:

When psychologists began to write and think about intelligence, they focused on cognitive aspects, such as memory and problem-solving. However, there were researchers who recognized early on that the non-cognitive aspects were also important. For instance, David Wechsler defined intelligence as "the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment". As early as 1940 he referred to "non-intellective" as well as "intellective" elements, by which he meant affective, personal, and social factors. As part of personal development, students are required to complete two Emotional Intelligence tests for presentation on 2/24/2017. Please take and print the results of your tests on the following web sites:

http://www.ihhp.com/free-eq-quiz/
https://globalleadershipfoundation.com/geit/eitest.html
**Course Outline:**

On site/ Face-to-face in Fort Riley

2/24  Introduction to Emotional Intelligence and pre-testing assessment
      Emotional Intelligence Historical Foundations and Constructs
      Emotional Intelligence and Strategic Leadership teams

2/25  Emotional Intelligence and Self Awareness; Individual/Group Case Study Analysis
      Strategic decisions using Emotional Intelligence
      Emotional Intelligence Self Management

Online Discussions: Instructor will create discussion forums:

3/9  Social Intelligence and Self Motivation
      Introduction to Change Theories and Models
      The Empathetic Response to Change and Leadership

3/10 The Moral and Ethical Realm of Emotional Intelligence
      Emotional and Social Intelligence and Relationships at work; Individual and Group Case
      Study Analysis & Presentations;
      Emotional and Social Intelligence and Micro Expressions; Individual/Group Case Study
      Analysis & Presentation

Onsite/ Face-to-face in Fort Riley:

3/24  The Change Team; Individual Presentations on Organizational Review
      Leading the Evaluation strategy and methodology for Change in the organization
      Current Issues in Emotional Intelligence and considerations of organizational cultures

3/25  Final presentations; Emotional Intelligence and post testing assessment.

**Assignment Due Dates:**

**Leader Interview Paper:** Interview someone in a management position, who has been involved in managing change, explain the concept of emotional intelligence to them, and find out what their experience is of it. How does their view compare to the readings and classroom discussions? Summarize the interviewee’s views and react with your own in a Leader Interview Paper that is five to seven double-spaced pages in length. 25%. Due date: 3/10/2017.

**Assessment Paper:** Write the Emotional Intelligence Assessment paper that is ten to twelve double-spaced pages, in which you describe how you understand yourself based on the results of your EQ tests. What changes and/or personal development steps would need to be made to make you a more effective emotionally intelligent change agent? If helpful, select a leader with whom you identify to provide perspective as you assess and identify your development needs. To help the transition from subjective to objective, write general comments and conclusions using the third person rather than the first person. 25%. Due date 3/17/2017.

**Formation Presentation:** Design a Leadership Formation PowerPoint presentation (10 presentation slides—do not count cover & references slides) in which you propose to “form” (train, develop, communicate) with present and future leaders in your organization. Include your approach to communicating EQ, the benefits, as well as ways, means and mentoring strategies to develop effective leaders. [Depending on the size of the class, students may be assigned to groups for this assignment.]

*Another option:* Create a short (5 – 7 minute) video/flash presentation on the same proposal. 30%. Presentation will be done in class on 3/24 and 3/25, 2017.

**Class participation:** 10%

**Movie/Case Study Review:** 10%
Post-Class Assignment:
N/A

Student Involvement Hours:
In addition to classroom time, students are expected to spend as many as 20-30 each week.

VII. CRITERIA FOR EVALUATION

Evaluation Criteria:

Final grades will be derived from the following:

Leader Interview (25%): Research, analyze, synthesize and report on a change leader’s view within the domains of emotional intelligence.

Self-assessment Review (25%): Research, analyze, synthesize and report on self-assessment in regard to emotional intelligence. (10-12) page paper of synthesized work.

Formation Proposal (30%): Research, analyze, synthesize and report on training and development of future business leaders on becoming emotionally intelligent change agents. This is a power point or video presentation in class.

Class participation: (10%)

Movie/Case Study Review (10%)

Grading Scale:
A 93-100%
A- 90-92.9%
B+ 87-89.9%
B 84-86.9%
B- 80-83.9%
C+ 77-79.9%
C 74-76.9%
E Below 74%

Late Assignments:
Work submitted after the due date will be reduced 15%; no submission will be accepted after last day of course session. You are responsible for ensuring assignments are submitted on time and that your submission is received. Assignment submission is via the Assignment section on the Blackboard. Verification of assignment submission is an exclamation mark (!) in respective assignment area in Gradebook. Submissions are to be in MS Word put all your work on one word document. Multiple file submissions will be returned for resubmission as a single file, if the resubmit is after the due date the submission will be considered as a late submission.

Make-ups and Rewrites:
There are no make-ups or rewrites for this course.

VIII. EXPECTATIONS

Attendance and Participation:

Students, who register late, immediately before or after the course start date, may get off to a slow start. Students who fall into this category are expected to catch up. No exceptions, hybrid courses are concentrated in time and academic workload. Students who do not feel they can meet this deadline should not enroll in the class.
Also note that late registration may mean you do not receive your book in time to make up the work you missed in Week #1. Not having your book on the first day of class is not an excuse for late work after the deadlines in the Schedule.

**STUDENT EXPECTATION STATEMENT:**
You are expected to attend class on the designated dates and times, participate in the course via email exchanges (or other communication) with me and group members, by reading assigned material(s), submitting comments to the discussion forums and completing assignments in a timely fashion. You are expected to participate in weekly chats. Students are expected to effectively maintain email communication and check the Course Website at levels that ensure timely awareness of courses requirements and expectations - no exceptions.

**Netiquette:** This is the communication courtesy code. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Respect each other in discussion board and chat sessions. Please write your name at the end of discussion postings and email messages so we know who has contributed to the learning process.

**NOTE:** The course syllabus provides detail on course expectations and evaluation criteria. If any aspect of the syllabus is perceived as less-than-clear you are expected to ask me for explanation the initial week of the class.

**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/](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](https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx).

**IX. SUPPORT SERVICES AND OTHER REQUIREMENTS**

**Library Research and Instruction Services**

As a CMU student you have full access to the services and resources of the CMU Library. Reference librarians will help you find information on your research topic and answer other questions related to the library. The library’s Documents on Demand office will obtain copies of the books and journal articles for you. Check out the library's website at [https://library.cmich.edu](https://library.cmich.edu) for more information.

**Reference librarian contact information:**
1. By email: libref@cmich.edu
2. By online form: [http://libguides.cmich.edu/askalibrarianform](http://libguides.cmich.edu/askalibrarianform)
3. By phone: (989) 774-3470.

**Documents on Demand office contact information:**
1. By email: docreq@cmich.edu
2. By online form: [https://illiad.cmich.edu/](https://illiad.cmich.edu/)
3. By phone: (989) 774-3022.

**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 [https://www.cmich.edu/global/writingcenter/Pages/default.aspx](https://www.cmich.edu/global/writingcenter/Pages/default.aspx).
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](mailto: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**


Paper, Society for Organizational Learning.
Welcome to CMU Fort Riley!

The Education Center houses our office and most of our classrooms. It is located at 211 Custer Avenue. Occasionally, classes will be held in building 215, right next to 211.

Weather: We follow the garrison weather policies - please check the garrison site at http://www.riley.army.mil/About-Us/Weather/ for updates. If post closes down, we work from home on laptops, and check our voicemails. Our office hours also follow any delays that are mandated.

Cancellations/rescheduling: 24 hours before class we will email your cmich.edu email if a class is rescheduled due to weather, and we will update the office voicemails to match the message.

Office contact info: Office number: 785-784-4402 or 785-239-8238. Email: fort.riley@cmich.edu. Office hours: Monday - Friday 8:00 AM - 4:30 PM. The office is closed on all U.S. Federal Holidays.

First night of class: The Fort Riley Program Administrator will work until 6:15 PM the first Friday night of each class, to be available for questions and to make announcements. Please be in your seats by 5:45 PM the first night of class, so we do not impact the instructors class time.

Military Installation Access: Visitors without a DOD ID card who wish to enter Fort Riley are reminded that a temporary Fort Riley Access Pass or Badge is required. If you know the exact date of your visit, it is HIGHLY RECOMMENDED to get a temporary pass or badge early by stopping by the Visitor Control Center or emailing http://www.riley.army.mil/About-Us/Weather/. Emails will be answered within 48 hours Mon-Fri and 72 hours if received Sat-Sun. Please note there are longer wait times for passes during periods of higher traffic - especially weekday mornings and weekday afternoons-when Soldiers and civilian employees are traveling to work and physical fitness activities. If you're unable to get a pass early, make sure to allow extra time the day of your visit to get through processing at the Visitor Control Center. The Visitor Control Center (Bldg 885) is located just prior to the Henry Gate Access Control Point (Exit 301, U.S. Interstate Highway 70) and is open 24 hours a day, 7 days a week.

In order to comply with federal Real ID Act standards, as of March 1, Fort Riley requires additional identification for visitors with a driver’s license from the following states: Illinois, Minnesota, Missouri and Washington For a full list of acceptable forms of ID click here.