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: FALL 2015
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: Dr. Michael Patterson
Telephone: 203-586-6285
Email: mpatters@bridgeport.edu

Required Textbook:
ISBN 9780133806571

To order textbooks, go to the bookstore website at ubcampusstore.com

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.

Assignments
This class requires six (6) weekly written assignments, and the Final Project that will consist of three (3) parts.
All assignments need to follow APA guidelines, and each assignment should contain at least 750 words to fully address the topic. Please use spelling and grammar checkers.
Final Project: Self-Directed Leadership and Management Development Plan
In LDP, you will not improve your leadership and management capacity by merely attending class. In order to improve, you need to both attend class AND APPLY the knowledge, skills,
and abilities you learn in class to situations where you are exerting leadership and influence.

To organize and initiate this experiential learning, it is important that you create a plan to occupy roles where you can lead, or exert your influence in the context of a group or team.

The assignment is to create a Self-Directed Leader Development Plan that will be comprised of a three-part plan that identifies roles in which you expect to lead or exert influence. Such roles could be running a business or nonprofit, volunteering in some capacity, assisting with an undergraduate or community club, serving a community organization, working with an adult or youth sports team, working with a first-year study group—the list is limited only by your initiative and creativity. Once you have identified leader roles, sketch out a plan that articulates your intentions and development goals in three areas of focus:

- **Practicum**: What leader and management roles will you occupy, and what specific behaviors, attitudes, or feelings do you wish to enhance? Feel free to enhance strengths you already possess, or to work to improve areas where you are not as competent as you would like.

- **Professional Growth**: Do a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats). Fill out the timeline with intermediate events or goals that will help you achieve your aims.

- **Well Being**: Articulate some personal aspirations not usually associated with your professional life. These aspirations may relate to physical fitness, mental agility or resilience, spirituality, relationships, parenting—again, no limit here, you decide. You may also want to have a “public” version of this part of the plan that you share with coworkers or supervisors, and a “private” version that you keep to yourself or share only with those very close to you.

How the process will work:

**Part 1**: Week 4 you will submit the following that will be the first part of your LDP:
1. Choose your leadership style
2. Articulate your goals
3. Then begin to draft the practicum piece

**Part 2**: Week 7 you will submit your SWOT analysis of your goals along with your aspirations for the Well Being Piece.

**Part 3**: Week 8 your completed LDP is due that you will submit within a cohesive format. It is strongly recommended that you create your Self-Directed Leader Development Plan following the SMART concept. Refer to Appendix B for the grading rubric. Refer to Appendix C for examples of the SMART concept, SWOT analysis, and mind mapping.

**Assessment**

Assessments are a powerful means to internalize current knowledge and help you identify areas that you need further acquired knowledge. There are 8 assessments within this course that you will be asked to complete. These assessments are designed to provide you with an opportunity to discover how self-aware you are so you can tailor your learning to your specific needs. After completing the assessments, you will be provided with immediate feedback. The grading is pass/fail, designed to ensure you complete the assessments only. You will also be asked to share with the class your results after using the scoring key at the end of the chapter. Do you agree with the assessment? Was there anything that you learned about yourself? Be honest and have fun.

**Quizzes**

You will be asked to complete weekly timed quizzes during the course that are designed to test your basic knowledge of the previous week’s learning. These quizzes consist of 10 questions
that vary with multiple choice and true or false questions.

**August 27th, 2015 Learning Activities**
- Self-awareness and managing personal stress
- Read the Introduction, Chapter One and Chapter Two.
- Class Participation/Discussion Forums
- Complete Self-Awareness Assessment
- Complete Assignment 1: The Case of Missing Time

**September 3rd, 2015 Learning Activities**
- Building relationships by communicating supportively
- Read Chapter Four
- Class Participation/Discussion Forums
- Complete Communication Styles Assessment
- Complete Assignment 2: Find Somebody Else
- Complete Pop Quiz

**September 10th, 2015 Learning Activities**
- Leading positive change
- Read Chapter Ten
- Class Participation/Discussion Forum
- Complete Diagnostic Survey for Leading Positive Change Assessment
- Complete Assignment 3: A Positive Change Agenda
- Complete Pop Quiz

**September 17th, 2015 Learning Activities**
- Gain power and influence
- Read Chapter Five
- Class Participation/Discussion Forum
- Complete Gaining Power and Influence Assessment
- Complete Final Project Part 1
- Complete Pop Quiz
### September 24th, 2015 Learning Activities
- Motivating others
- Read Chapter Six
- Class Participation/Discussion Forum
- Complete Diagnosing Poor Performance and Enhancing Motivation Assessment
- Complete Assignment 5: Application Plan and Evaluation
- Complete Pop Quiz

### October 1st, 2015 Learning Activities
- Empower and delegating
- Read Chapter Eight & Chapter Three
- Class Participation/Discussion Forum
- Complete Problem Solving, Creativity, and Innovation Assessment
- Complete Assignment 6: Changing the Portfolio
- Complete Pop Quiz

### October 8th, 2015 Learning Activities
- Building Effective Teams
- Read Chapter Nine
- Class Participation/Discussion Forum
- Complete Team Development Behaviors Assessment
- Complete Final Project Part 2
- Complete Pop Quiz

### October 15th, 2015 Learning Activities
- Managing Conflict
- Read Chapter Seven
- Class Participation/Discussion Forum
- Complete Managing Interpersonal Conflict Assessment
- Complete Final Project Part 3
- Complete Pop Quiz
Grading Criteria:

- Weekly Assignments 25%
- Final Project 30%
- Class Participation/Discussion Forums 25%
- Assessments 10%
- Pop Quizzes 10%

Grading Criteria:

Letter Grading Scale:

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<thead>
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<th>% of Points Earned</th>
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<tr>
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<td>76-74</td>
<td>C</td>
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<td>B+</td>
<td>69-67</td>
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<tr>
<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
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## Appendix A

### Final Project Rubric

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<tr>
<th>Section</th>
<th>Points Possible</th>
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<tr>
<td>Further Development</td>
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<tr>
<td>Practicum</td>
<td>12 – 16 points</td>
<td>17 – 20 points</td>
</tr>
<tr>
<td>SWOT Analysis</td>
<td>12 – 16 points</td>
<td>17 – 20 points</td>
</tr>
<tr>
<td>Timeline</td>
<td>12 – 16 points</td>
<td>17 – 20 points</td>
</tr>
<tr>
<td>Well-being Aspirations</td>
<td>12 – 16 points</td>
<td>17 – 20 points</td>
</tr>
<tr>
<td>Delivery of LDP</td>
<td>12 – 16 points</td>
<td>17 – 20 points</td>
</tr>
</tbody>
</table>

**Total:** 100

#### Practicum
- Missing details of leadership role, articulation of goals and other practicum details
- Most, but not all, of the requirements described in the assignment are present. Some confusing details that require clarification.
- All requirements described in the assignment are present and clearly presented.

#### SWOT Analysis
- Missing details making the SWOT analysis ineffective.
- Most, but not all, of the requirements described in the assignment are present. Some confusing details that require clarification.
- All requirements described in the assignment are present and clearly presented.

#### Timeline
- Major pieces / requirements of the time line missing.
- Most, but not all, of the requirements described in the assignment are present. Some confusing details that require clarification.
- All requirements described in the assignment are present and clearly presented.

#### Well-being Aspirations
- Missing or not fully developed well-being aspirations.
- Most, but not all, of the requirements described in the assignment are present. Some confusing details that require clarification.
- All requirements described in the assignment are present and clearly presented.

#### Delivery of LDP
- Missing or insufficiently developed LDP
- LDP is present; may not be clearly reflective of the practicum, SWOT analysis, nor Well-Being Aspirations.
- All requirements described in the assignment are present and clearly presented.
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 without citing his sources. 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](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](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](http://www.bridgeport.edu/library).
- Stamford – Room D; Check open hours at: [http://www.bridgeport.edu/stamford](http://www.bridgeport.edu/stamford)
- Waterbury – Computer Lab; Check open hours at: [http://www.bridgeport.edu/waterbury](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](http://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

<table>
<thead>
<tr>
<th>Office</th>
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<th>Email</th>
</tr>
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<tbody>
<tr>
<td>Bridgeport Campus Security</td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>(203) 576-4692</td>
<td><a href="mailto:bursar@bridgeport.edu">bursar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:cashier@bridgeport.edu">cashier@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(203) 576-4568</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Registrar</td>
<td>(203) 576-4635</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Emergency Notification Phone</td>
<td>(203) 576-4159</td>
<td></td>
</tr>
<tr>
<td>IDEAL Office</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
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CAMPUS CONTACT INFORMATION

<table>
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<tr>
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<th>Address</th>
<th>Telephone</th>
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<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
</tr>
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</table>

Directions to IDEAL Campus locations  [http://www.bridgeport.edu/pages/2260.asp](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](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is 001416.

Federal Student Aid Information: 1-800-433-3243.