Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:
• Use this set of forms for all proposals sent to the Curriculum Committee.
• Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
• Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
• Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Dr. Jennifer Edmonds, Mrs. Karen Alessi
   MBA Program | Sidhu School of Business & Leadership
   Jennifer.edmonds@wilkes.edu | 570.408.4719

2. Proposal Title: Tracks in the MBA Program

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).

   - [ ] New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and by
     Major = minimum of 30 credits, minor = minimum of 18 credits.
   - [ ] New Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary.
     Concentration = minimum of 12 credits, certification, endorsement and track are discipline specific.
   - [ ] Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by
     the Provost and APC.
   - [ ] Elimination of Concentration, Track, or Certificate. The Provost determines if review and approval by
     APC is necessary.
   - [ ] Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost
     determines if review and approval by APC is necessary.
   - [ ] General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be
     reviewed and approved by the Provost.
   - [ ] Creation of new departments, elimination of existing department. This requires prior review and approval by
     the Provost and APC.
   - [ ] Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to
     permanent courses).
   - [ ] Change in course credit or classroom hours.
   - [ ] Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites.
     (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty
     for approval).
   - [ ] Other (Specify)
4. Indicate the number of course modification forms that apply to this proposal:

<table>
<thead>
<tr>
<th>Number</th>
<th>Form Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Course Addition Forms (plus syllabi)</td>
</tr>
<tr>
<td>2</td>
<td>Course Deletion Forms</td>
</tr>
<tr>
<td>5</td>
<td>Course Change Form</td>
</tr>
</tbody>
</table>

5. **Executive Summary of Proposal.** Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

The intent of this proposal is to continue the trend of enhancements to the Wilkes MBA Program. Specifically, we propose to:

1. organize the set of elective courses related to **Management**,
2. organize the set of elective courses related to **Global/International Business**,
3. introduce a series of **Leadership** elective courses.

...in order to allow MBA students to select specializations or tracks within the bounds of the MBA curriculum. A **track** is defined as three electives concentrated in one area.

6. **Other specific information.**

The required course that serves as the basis for the Management track is Organizational Behavior. We propose to transition the current **Foundations in Management** course (MBA 505) to the MBA 550 course number (with a new title), so it is no longer perceived as a ‘foundation’ course. This is a ‘new’ course; course deletion and addition forms are included.

The required course that serves as the basis for the Leadership track is MBA 552. We propose to transition the current **Organizational Behavior & Leadership** course (MBA 552) to an LDR prefix, LDR 500 (with a more focused title). This is also a ‘new’ course; course deletion and addition forms are included.

For the leadership track, we are also proposing to extend the use of the LDR prefix to builds the framework for further enhancements that are specific to the Leadership discipline. This also further illustrates our commitment to leadership education in the Sidhu School.
7. Program Outline.

<table>
<thead>
<tr>
<th>FOUNDATIONS</th>
<th>BUSINESS ESSENTIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(0 to 3 credits)</td>
<td>(9 credits)</td>
</tr>
<tr>
<td>MBA 504: Foundations in Finance</td>
<td>MBA 520: Marketing Management</td>
</tr>
<tr>
<td>MBA 506: Foundations in Accounting</td>
<td>MBA 550: Organizational Behavior</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DECISION MAKING</th>
<th>LEADERSHIP &amp; ETHICS</th>
<th>STRATEGY/ CAPSTONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(9 credits)</td>
<td>(6 credits)</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>MBA 532: Managerial Economics</td>
<td>LDR 500: Leadership Perspectives &amp; Pratices</td>
<td>MBA 591: Strategic Management and Policy</td>
</tr>
<tr>
<td>MBA 540: Financial Management</td>
<td>MBA 580: Social, Legal, and Ethical Concepts</td>
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<tr>
<td>MBA 560: Financial and Managerial Accounting</td>
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</table>

<table>
<thead>
<tr>
<th>ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(9 credits)</td>
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</tbody>
</table>

The Foundation and Business Essential courses should be completed first.

In addition, students can choose nine credits of elective courses to complement their business administration program. Students can pursue one of the following tracks:

- Global/International Business
- Management
- Leadership

The Management track is comprised of the following elective courses:

- LDR 505. Leading Organizational Change
- MBA 510. Project Management
- MBA 555. Human Resources
- MBA 556. Corporate Citizenship
- MBA 585. Corporate Entrepreneurship
- MBA 586. Nonprofit Management

The Global/International Business track is comprised of the following elective courses:

- MBA 513. Global Operations Management
- MBA 526. Global eBusiness
- MBA 536. International Business
• MBA 537. Global Business Experience

The Leadership track is comprised of the following elective courses:
• LDR 555. Leading Organizational Change
• LDR 556. Leadership Practice: Vision, Awareness and System (1-cr)
• LDR 557. Leadership Practice: Relationships, Crisis, and Conflicts (1-cr)
• LDR 558. Leadership Practice: Group Dynamics (1-cr)
• LDR 560. Building Leading Capacity
• LDR 580. Leadership and Ethics
• LDR 591. Applied Leadership Reflection and Planning* (1-cr)

*Students must complete LDR 591.

Students can also pursue a general MBA, and complete any of the elective course offerings above, or one of the following - these courses do not align with any of the above tracks.
• MBA 516. Supply Chain Management
• MBA 546. Topics in Finance
• MBA 566. Topics in Accounting
• MBA 577. Topics in Healthcare Management
• MBA 595/596. Independent Research
• MBA 592. Advanced Projects in Business
• MBA 598. Topics
8. Signatures and Recommendations. (please date)

- Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
- If a potential signatory disagrees with a proposal he/she should write “I disagree with this proposal” and a signed statement should be attached to this submission.

Dr. Jennifer Edmonds  
MBA Program Director  
Signature  
Date  
09 APR 2018

Prof. Ruth Hughes  
Chair - FAM Department  
Signature  
Date  
4/9/18

Dr. Ge. Xiao  
Chair - MELSH Department  
Signature  
Date  
4/9/18

Dr. Abel Adekola  
Dean - Sidhu School of Business & Leadership  
Signature  
Date  
4/9/18

Mrs. Susan Hritzak  
Registrar  
Signature  
Date  
4/10/18

NA

Dr. Anne Skleder  
Provost (For new programs, significant revisions and revisions to the General Education Program revisions only). Provost should check here ___ if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

Signature  
Date

NA

Print Name  
Signature  
Date
Chair, Academic Planning Committee. For new programs, program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.

NA

Print Name  
Signature  
Date
Chair, General Education Committee. For revisions to General Education program only. (Signature indicates that the proposal has been approved by GEC).
The core course that serves as the basis for the Management track is Organizational Behavior. We propose to transition the current Foundations in Management course (MBA 505) to the MBA 550 course number, so it is no longer perceived as a ‘foundation’ course.

The **Management** track is comprised of the following elective courses:
- LDR 505. Leading Organizational Change - new course (proposed with the leadership track)
- MBA 510. Project Management - new course
- MBA 555. Human Resources
- MBA 556. Corporate Citizenship - new course
- MBA 585. Corporate Entrepreneurship – course change
- MBA 586. Nonprofit Management - new course *(although previously offered as a topics course)*
Discussion: MBA 505 is currently entitled ‘Foundations of Management’ and is proposed to be enhanced to reflect true graduate level management content. To accurately reflect that this is not a foundation course, we propose to transition this course from the foundation level MBA 50X series of courses. Corresponding course deletion and new course forms are included.

Wilkes University Curriculum Committee
COURSE DELETION FORM

1. Course Title: Foundations in Management
2. Course Number: MBA 505
3. Course Credit Hours: 3
4. Effective date of course deletion (semester/year): Spring 2018
**Discussion:** MBA 505 is currently entitled ‘Foundations of Management’ and is proposed to be enhanced to reflect true graduate level management content. To accurately reflect that this is not a foundation course, we propose to transition this course from the foundation level MBA 50X series of courses. Corresponding course deletion and new course forms are included.

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**Wilkes University Curriculum Committee**

**COURSE ADDITION FORM**

1. **Course Title:** Organizational Behavior

2. **Course Number:** MBA 550

   Coordinate with Registrar to insure course number is available

3. **Course Credit Hours:** 3

4. **Course Prerequisites:** NA

5. **Course Description (as proposed for the Bulletin):**

   Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   Organizations function in a dynamic, complex environment that must balance resource utilization with organizational and societal relevance. This course considers both internal (closed) systems and external (open) systems. This course will review internal systems such as structure, human capital, management, operating policies, employee ethics, and fiscal responsibility as well as external capacities such as industry functionality and compliance, governmental standards and reporting, competitive considerations, technology, market functionality and new media, and strategic response mechanisms.
Course Description. Organizations function in a dynamic, complex environment that must balance resource utilization with organizational and societal relevance. This course considers both internal (closed) systems and external (open) systems. This course will review internal systems such as structure, human capital, management, operating policies, employee ethics, and fiscal responsibility as well as external capacities such as industry functionality and compliance, governmental standards and reporting, competitive considerations, technology, market functionality and new media, and strategic response mechanisms.

Course Learning Objectives:

- Understand the major concepts of organizational behavior.
- Understand how the structures of organizational systems affect human behavior.
- Increase familiarity with the kinds of issues managers encounter and with principles, practices and models that help managers deal with these issues.
- Examine the relationships among people within organizational systems and see how they influence organizational effectiveness.
- Deepen understanding of own behavior in organizations and improve their interpersonal and managerial skills and thus their professional success.
- Understand how organizations function in society.

Required Materials:


Course Content:

**Part 1: Introduction to Organizational Behavior**
Chapter 1: The Field of Organizational Behavior
Chapter 2: Organizational Justice, Ethics, and Corporate Social Responsibility

**Part 2: Basic Human Processes**
Chapter 3: Perception and Learning: Understanding and Adapting to the Work Environment
Chapter 4: Individual Differences: Personality, Skills, and Abilities
Chapter 5: Coping with Organizational Life: Emotions and Stress

**Part 3: The Individual in the Organization**
Chapter 6: Work-Related Attitudes: Prejudice, Job Satisfaction, and Organizational Commitment
Chapter 7: Motivation in Organizations

Part 4: Group Dynamics
Chapter 8: Group Dynamics and Work Teams
Chapter 9: Communication in Organizations
Chapter 10: Decision-Making in Organizations
Chapter 11: Interpersonal Behavior at Work: Conflict, Cooperation, Trust, and Deviance

Part 5: Influencing Others
Chapter 12: Power: Its Uses and Abuses in Organizations
Chapter 13: Leadership in Organizations

Part 6: Organizational Processes
Chapter 14: Organizational Culture, Creativity, and Innovation
Chapter 15: Organizational Structure and Design
Chapter 16: Managing Organizational Change: Strategic Planning and Organizational Development

Class Format: This course will be seminar driven with a combination of lecture, discussion, case analysis, and student presentations for our classes. Discussion and class participation are important (see Grading). Please note that you cannot participate if you do not attend class. And if you cannot participate you cannot receive credit for participation.

Research has demonstrated that learning is more effective when students are actively involved and responsible for the experience. The major approaches to gaining mastery in this course will be individual study, reflection, a conversational classroom environment that encourages a sharing of ideas through projects and presentations. To make the most of class:
- Be prepared for class (read assignments)
- Relate learning to external sources and your own work environment
- Attend and participate in class
- Complete all exercises, examinations, and assignments
- Take risks in terms of getting involved

Assignments: Assignments are contained in the Course Schedule below and as updated on the course in LIVE/D2L. You should be prepared to discuss the readings and related content on the dates indicated. We will also discuss current topics that either you or I find during the week.

Use APA formatting for all assignments; this will get you into excellent practice, which will help with your major marketing management project. Please be advised that TurnItIn is now embedded in LIVE/D2L to safeguard against plagiarism and to verify originality of work and proper citing of referenced sources. Students should strive for 60% original discussion and no more than 40% vetted references.

Grading: Your final grade will be calculated on the basis of:

- Coursework (individual and group) 40%
  - Homework (individual)
  - White paper / journal article reviews, case study reviews and applications (individual or group)
  - Quiz (individual)
  - Blog and in-class participation (individual)
- Group Project and presentation 20%
- Exams (2) 20%
- Final 20%
Group Project. Each team will choose a case study from the verified list provided by the professor at the beginning of the semester. Then the teams will use the material learned in the course to demonstrate mastery of the skills taught in the course, and present them in class and/or in a regional conference. Team size to be determined by number of students in class. There will be a semi-project report. Findings will be presented towards the end of semester. Students are expected to have a professional appearance during presentations.

Grading Scale:
- 93-100    4.0 A
- 85-92.9   3.5 B+
- 80-84.9   3.0 B
- 75-79.9   2.5 C+
- Below 75   0 Failing

Course Citizenship
Please note that class participation is part of your grade. Students must be prepared, attend class, pay attention, be engaged, and contribute as an equal member. Please turn cell phones off during class. If you have a family/personal emergency or a work-related call, please let me know in advance. Try to coordinate such calls for breaks. Each violation of cell phone infringement, personal texting, or IMing on iPad or computer is 10 points per offense. Social loafing is not acceptable. However, using technology such as an iPad or computer is allowed for taking notes, referencing slides, or accessing the Internet as appropriate for course-related activities.

Class Attendance Policy: Classes will start promptly. If you expect to be late or to miss a class, please call (and leave a message if necessary) or email me. Illnesses require documentation.

Written Assignments: The Wilkes University Jay S. Sidhu School of Business has officially adopted the American Psychological Association’s (APA) documentation style for research papers. All sources referenced must be cited within the text of the paper in the form of parenthetical references and in a separate page the references containing bibliographic information on each source.

Academic Integrity: Academic Integrity is a basic guiding principle for all academic activity at Wilkes University, allowing the pursuit of scholarly activity in an open, honest, and responsible manner. Accordingly, you must neither engage nor tolerate academic dishonesty. This includes, but is not limited to: cheating, plagiarism, fabrication of information or citations, facilitating acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person or work previously used in another course without informing the instructor, or tampering with the academic work of other students.

Academic Honesty: Academic Honesty requires students to refrain from cheating and plagiarism, which are serious academic offenses that cannot be tolerated in a community of scholars. The practice of academic honesty includes completing your own work, completing and logging research hours honestly, citing all resources used, refraining from duplicating assignments, projects, or presentations across courses (self-plagiarism), and refraining from plagiarizing by submitting the work or ideas of others as your own, including Internet sources.

Penalties for violations of academic honesty may range from failure for the particular assignment to failure for the course. In accordance with the academic grievance procedures of Wilkes University, cases of academic dishonesty will be addressed first by the instructor. Any appeal by the student should be directed to the department or program chairperson. Violations of academic honesty will be addressed at the programmatic and university levels and may result in a decision of course failure or program dismissal.

Types of Plagiarism include:

1. Deliberate Plagiarism centers on the issue of intent. If a student claims another’s language, ideas, or other intellectual or creative work as their own, they are engaged in a form of intellectual theft. This is not tolerated in academic, business, and professional communities, and confirmed instances of plagiarism usually result in serious consequences. Similarly, submitting the work of another person or submitting a
paper purchased / downloaded from another person or agency is a clear case of intentional plagiarism for which students will be subject to the severest penalties.

(2) **Unintentional Plagiarism** often results from misunderstanding conventional documentation, oversight, or inattentive scholarship. Unintentional plagiarism can include forgetting to give authors credit for their ideas, transcribing from poor notes, and even omitting relevant punctuation marks.

(3) **Self-plagiarism** occurs when students submit papers presented for another course. Students may submit papers for more than one course only if all instructors involved grant permission for such simultaneous or recycled submissions.

**Disabilities**

Wilkes University maintains reasonable accommodations within classrooms and residence halls for students with physical and learning disabilities. Such accommodations are made, whenever reasonably possible, to allow students with disabilities to undertake tasks essential to their programs of instruction. Services are coordinated by the Office of the Deans of Student Affairs and University College in cooperation with Health Services, the University Learning Center, Registrar’s Office, Campus Security, and Office of Campus Counseling. Please refer to the Student Handbook for additional information.

**Important Note:** The minimum dress standard for all in-person interactions is business casual.
**Directions:** Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

**Discussion:** Current courses with a prerequisite of MBA 505 need to be updated to MBA 550.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Existing Prerequisite</th>
<th>Proposed Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 532</td>
<td>Managerial Economics</td>
<td>MBA 505</td>
<td>MBA 550</td>
</tr>
<tr>
<td>MBA 536</td>
<td>International Business</td>
<td>MBA 505</td>
<td>MBA 550</td>
</tr>
<tr>
<td>MBA 555</td>
<td>Human Resources Law and Compensation</td>
<td>MBA 505</td>
<td>MBA 550</td>
</tr>
<tr>
<td>MBA 580</td>
<td>Social, Legal, and Ethical Concepts</td>
<td>MBA 505</td>
<td>MBA 550</td>
</tr>
</tbody>
</table>
1. Course Title: Project Management

2. Course Number: MBA 510

   Coordinate with Registrar to insure course number is available

3. Course Credit Hours: 3

4. Course Prerequisites: MBA 501

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   The use of projects and project management is increasingly relevant in business. Businesses regularly are challenged to accomplish unique outcomes with limited resources under critical time constraints. As a result, there is need for managers to increase proficiency with the process of planning and controlling a project, which entails the application of insights and skills to the definition, scheduling, and monitoring of activities in order to meet or exceed stakeholder expectations from a project. This course develops a foundation of concepts and solutions that supports the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a project.
Course Description. The use of projects and project management is increasingly relevant in business. Businesses regularly are challenged to accomplish unique outcomes with limited resources under critical time constraints. As a result, there is need for managers to increase proficiency with the process of planning and controlling a project, which entails the application of insights and skills to the definition, scheduling, and monitoring of activities in order to meet or exceed stakeholder expectations from a project. This course develops a foundation of concepts and solutions that supports the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a project.

Prerequisite: MBA 501

Course Learning Objectives:

- Understand project management design, development, and deployment
- Use project management tools, techniques, and skills
- Employ strategies to address the ubiquitous issue of resistance to change
- Align critical resources for effective project implementation
- Understand the implications, challenges, and opportunities of organizational dynamics in project management
- Identify and use key performance metrics for project success
- Understand how to manage project cost, quality, and delivery
- Engage and lead effective project management teams in your organization
- Impart project management knowledge, tools, and processes to your colleagues
- Recognize and mitigate the early seeds of failure in the project life cycle

Required Materials:

Project Management (book-TBD)
Harvard Business Review case studies

Course Content:

- Introduction to Project Management
- Team Building, Conflict, Negotiation
- Risk, Project Definition, Needs, & Solutions
- Cost Estimation, Budgeting
- Project Scheduling
- PM Leadership, Code of Ethics
- Evaluation and Control
• Risk Management
• Balanced Scorecard
• Documenting Lessons Learned

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**Course Citizenship**

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Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Corporate Citizenship

2. Course Number: MBA 556
Coordinate with Registrar to insure course number is available

3. Course Credit Hours: 3

4. Course Prerequisites: MBA 550

5. Course Description (as proposed for the Bulletin):
Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

This course presents an introduction and overview of corporate citizenship. This 3-credit course addresses how today's businesses and corporations approach philanthropy, corporate social responsibility, ethics, environmental sustainability, and community and society interactions while maintaining profitability and a strong stakeholder approach. For legal and tax considerations, the course will have a US-centric view, however, global considerations and other models will be reviewed.
**MBA 556**  
*Corporate Citizenship*

**Dr. Morgan Clevenger, Assistant Professor of Entrepreneurship**  
Office: UCOM 223B  
Office Phone: 570.408.4491  
Email: morgan.clevenger@wilkes.edu  
Office Hours: By appointment; email!

**Course Description.** This course presents an introduction and overview of corporate citizenship. This 3-credit course addresses how today's businesses and corporations approach philanthropy, corporate social responsibility, ethics, environmental sustainability, and community and society interactions while maintaining profitability and a strong stakeholder approach. For legal and tax considerations, the course will have a US-centric view, however, global considerations and other models will be reviewed.

The World Economic Forum (2002) has universally defined *corporate citizenship* as:

> The contribution a company makes to society through its core business activities, its social investment and philanthropy programmes, and its engagement in public policy. The manner in which a company manages its economic, social and environmental relationships, as well as those with different stakeholders, in particular shareholders, employees, customers, business partners, governments and communities determines its impact. (p. 1)

**Prerequisite: MBA 550**

**Course Learning Objectives:**

- Understand the essentials of corporate citizenship
- Understand the impact of businesses giving back and engaging in the American society v Gaining insight into the “real world” frustrations and rewards of corporate citizenship v Applying decision models used by today’s businesses and corporations
- Learning how to analyze a company’s corporate social responsibility and sustainability
- Understand multi-national corporations and their signature platforms
- Improve research and data analysis skills
- Improve critical thinking
- Improve creative presentation and communication abilities
- Improve analytical utilization

**Required Materials**


**Class Format:** This course will be seminar driven with a combination of lecture, discussion, case analysis, and student presentations for our classes. Discussion and class participation are important (see Grading). Please note
that you cannot participate if you do not attend class. And if you cannot participate you cannot receive credit for participation.

Research has demonstrated that learning is more effective when students are actively involved and responsible for the experience. The major approaches to gaining mastery in this course will be individual study, reflection, a conversational classroom environment that encourages a sharing of ideas through projects and presentations. To make the most of class:
- Be prepared for class (read assignments)
- Relate learning to external sources and your own work environment
- Attend and participate in class
- Complete all exercises, examinations, and assignments
- Take risks in terms of getting involved

**Assignments:** Assignments are contained in the *Course Schedule* below and as updated on the course in LIVE/D2L. You should be prepared to discuss the readings and related content on the dates indicated. We will also discuss current topics that either you or I find during the week.

Use APA formatting for all assignments; this will get you into excellent practice, which will help with your major marketing management project. Please be advised that TurnItIn is now embedded in LIVE/D2L to safeguard against plagiarism and to verify originality of work and proper citing of referenced sources. Students should strive for 60% original discussion and no more than 40% vetted references.

**Grading:** Your final grade will be calculated on the basis of:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>150</td>
<td>15.0%</td>
</tr>
<tr>
<td>10 graded Assignments and Quizzes @ 40 points each</td>
<td>400</td>
<td>40.0%</td>
</tr>
<tr>
<td>Corporate Citizenship Analysis Paper</td>
<td>200</td>
<td>20.0%</td>
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<tr>
<td>Presentation</td>
<td>100</td>
<td>10.0%</td>
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<tr>
<td>Book Report</td>
<td>150</td>
<td>15.0%</td>
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<tr>
<td><strong>Total</strong></td>
<td>1,000</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Grading Scale:**

- 93-100 4.0 A
- 85-92.9 3.5 B+
- 80-84.9 3.0 B
- 75-79.9 2.5 C+
- Below 75 0 Failing

<table>
<thead>
<tr>
<th>Class Meeting Date</th>
<th>Topic(s)</th>
<th>Class Preparation (Assignments) Hint: Readings are due and will be discussed on date noted. Look ahead to prepare for the next class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/23</td>
<td>Course Introduction</td>
<td>Syllabus Overview; Getting to Know You</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Read</td>
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<tr>
<td>5/30</td>
<td>Part 2: Corporate Governance and Strategic Management Issues</td>
<td>Read:</td>
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<td></td>
<td></td>
<td>Chapter 4: Corporate Governance: Foundational Issues</td>
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<td>Chapter 5: Strategic Management and Corporate Public Policy</td>
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<td></td>
<td></td>
<td>Chapter 6: Issue, Risk, and Crises Management</td>
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<tr>
<td>6/6</td>
<td>Library Research Methodologies with Brian Sacolic</td>
<td>Activity 2 Due: Corporation of Interest Farley</td>
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<td></td>
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<td>Bibliography Room (downstairs)</td>
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<td></td>
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<td>Activity 3: Library Worksheet</td>
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<tr>
<td>6/13</td>
<td>The Corporation</td>
<td>Movie night!</td>
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<td>Meet in Karambelas 129. Activity 4:</td>
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<td>Movie Analysis</td>
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<td>6/20</td>
<td>Part 3: Business Ethics and Management</td>
<td>Read:</td>
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<td>Chapter 7: Business Ethics Fundamentals</td>
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<td>Chapter 8: Personal and Organizational Ethics</td>
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<td>Chapter 9: Business Ethics and technology</td>
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<td>Chapter 10: Ethical Issues in a Global Arena</td>
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<tr>
<td>6/27</td>
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<td>Book Reports</td>
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<td>7/4</td>
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<td>No Class ~ 4th of July Holiday</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<td>7/11</td>
<td><strong>Part 4: External Stakeholder Issues</strong></td>
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<td></td>
<td>Who are stakeholders?</td>
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<td>Read:</td>
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<td></td>
<td>Chapter 11: Business, Government, and Regulation</td>
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<td>Chapter 12: Business Influence on Government and Public Policy</td>
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<td>Chapter 13: Consumer Stakeholders: Information Issues and Responses</td>
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<td><strong>Activity 6: Quiz on Chapters 7 to 13</strong></td>
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<td>7/18</td>
<td><strong>Part 4: External Stakeholder Issues (continued)</strong></td>
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<td>Who are stakeholders?</td>
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<td>Chapter 14: Consumer Stakeholders: Product and Service Issues</td>
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<td>Chapter 15: Sustainability and the Natural Environment</td>
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<td>Chapter 16: Business and Community Stakeholders</td>
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<td><strong>Activity 7: Case Analysis</strong></td>
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<td>7/25</td>
<td><strong>Project work</strong></td>
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<td><strong>Activity 8: Research Project Update</strong></td>
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<td></td>
<td>In class activities.</td>
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<td>8/1</td>
<td><strong>Part 5: Internal Stakeholder Issues</strong></td>
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<td></td>
<td>Employee concerns</td>
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<td>Read:</td>
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<td></td>
<td>Chapter 17: Employee Stakeholders and Workplace Issues</td>
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<td>Chapter 18: Employee Stakeholders: Privacy, Safety, and Health</td>
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<td>Chapter 19: Employment Discrimination and Affirmative Action</td>
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<td><strong>Activity 9: Quiz on Chapters 14 to 19</strong></td>
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<tr>
<td>8/7</td>
<td><strong>Submittal</strong></td>
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<td></td>
<td>ALL CORPORATE CITIZENSHIP ANALYSIS PAPERS DUE BY MIDNIGHT</td>
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<tr>
<td>8/8</td>
<td><strong>Student Presentations</strong></td>
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<td><strong>Activity 10: Peer Reviews</strong></td>
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<tr>
<td>8/15</td>
<td>Backup week if needed.</td>
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</tbody>
</table>

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2. Unintentional Plagiarism often results from misunderstanding conventional documentation, oversight, or inattentive scholarship. Unintentional plagiarism can include forgetting to give authors credit for their ideas, transcribing from poor notes, and even omitting relevant punctuation marks.

3. Self-plagiarism occurs when students submit papers presented for another course. Students may submit papers for more than one course only if all instructors involved grant permission for such simultaneous or recycled submissions.

Disabilities

Wilkes University maintains reasonable accommodations within classrooms and residence halls for students with physical and learning disabilities. Such accommodations are made, whenever reasonably possible, to allow students with disabilities to undertake tasks essential to their programs of instruction. Services are coordinated by the Office of the Deans of Student Affairs and University College in cooperation with Health Services, the University Learning Center, Registrar’s Office, Campus Security, and Office of Campus Counseling. Please refer to the Student Handbook for additional information.

Important Note: The minimum dress standard for all in-person interactions is business casual.
Wilkes University Curriculum Committee
COURSE CHANGE FORM

**Directions:** Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

**Course Number:** MBA 585  
**Course Title:** Topics in Entrepreneurship

**Discussion:** This proposed change is a modification to the course title – to refresh the intent of the curriculum.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Topics in Entrepreneurship</td>
<td>Corporate Entrepreneurship</td>
</tr>
<tr>
<td><strong>Course Credit hours.</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><em>(Indicate classroom, lab or “other” hours.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Prerequisites</strong></td>
<td>MBA 501</td>
<td>MBA 550</td>
</tr>
<tr>
<td><strong>Course Description (as proposed for Bulletin)</strong></td>
<td>This course presents an exploration of entrepreneurship in its many forms and manifestations. In addition to entrepreneurship, the course will deal with innovation, venturing, and new product development. Topics will include processes, management practices, organizational culture, current practices and trends, and opportunities within a corporate environment.</td>
<td>This course presents an exploration of corporate entrepreneurship in its many forms and manifestations. In addition to entrepreneurship, the course will deal with innovation, venturing, and new product development. Topics will include processes, management practices, organizational culture, and opportunities within a corporate environment.</td>
</tr>
</tbody>
</table>

1 Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.
1. Course Title: Nonprofit Management

2. Course Number: MBA 586

   Coordinate with Registrar to insure course number is available

3. Course Credit Hours: 3

4. Course Prerequisites: MBA 550

5. Course Description (as proposed for the Bulletin):
   Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course presents an introduction and overview of nonprofit management. For legal and tax considerations, the course will have a US-centric view, however, global considerations and other models will be reviewed. Nonprofit organizations constitute a major emphasis in the US economic and social landscapes.
Course Description. This course presents an introduction and overview of nonprofit management. For legal and tax considerations, the course will have a US-centric view, however, global considerations and other models will be reviewed. Nonprofit organizations constitute a major emphasis in the US economic and social landscapes.

Prerequisite: MBA 550

Course Learning Objectives:

- Understand the essentials of nonprofit management
- Understand the impact of nonprofits in the American society
- Gaining insight into the “real world” frustrations and rewards of operating a nonprofit
- Applying decision models used by today’s nonprofit organizations
- Learning how to analyze a nonprofit
- Understand nonprofits (or non-governmental organizations, NGOs) in other countries
- Improve research and data analysis
- Improve critical thinking
- Improve creative abilities
- Improve analytical utilization

Required Materials:


Class Format: This course will be seminar driven with a combination of lecture, discussion, case analysis, and student presentations for our classes. Discussion and class participation are important (see Grading). Please note that you cannot participate if you do not attend class. And if you cannot participate you cannot receive credit for participation.

Research has demonstrated that learning is more effective when students are actively involved and responsible for the experience. The major approaches to gaining mastery in this course will be individual study, reflection, a conversational classroom environment that encourages a sharing of ideas through projects and presentations. To make the most of class:

- Be prepared for class (read assignments)
- Relate learning to external sources and your own work environment
- Attend and participate in class
Complete all exercises, examinations, and assignments
- Take risks in terms of getting involved

**Assignments:** Assignments are contained in the *Course Schedule* below and as updated on the course in LIVE/D2L. You should be prepared to discuss the readings and related content on the dates indicated. We will also discuss current topics that either you or I find during the week.

Use APA formatting for all assignments; this will get you into excellent practice, which will help with your major marketing management project. Please be advised that TurnItIn is now embedded in LIVE/D2L to safeguard against plagiarism and to verify originality of work and proper citing of referenced sources. Students should strive for 60% original discussion and no more than 40% vetted references.

**Grading:** Your final grade will be calculated on the basis of:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>150 Points</th>
<th>15.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>150</td>
<td>150</td>
<td>15.0%</td>
</tr>
<tr>
<td>10 graded Assignments @ 25 points each</td>
<td>250</td>
<td>250</td>
<td>25.0%</td>
</tr>
<tr>
<td>Nonprofit Management Analysis Paper</td>
<td>200</td>
<td>200</td>
<td>20.0%</td>
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<tr>
<td>Presentation</td>
<td>100</td>
<td>100</td>
<td>10.0%</td>
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<tr>
<td>Book Report</td>
<td>150</td>
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<td>15.0%</td>
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<td>8 hours community service</td>
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<td>1,000</td>
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</table>

**Grading Scale:**
- 93-100 4.0 A
- 85-92.9 3.5 B+
- 80-84.9 3.0 B
- 75-79.9 2.5 C+
- Below 75 0 Failing

<table>
<thead>
<tr>
<th>Class Meeting Date</th>
<th>Topic(s)</th>
<th>Class Preparation (Assignments) Hint: Readings are due and will be discussed on date noted. Look ahead to prepare for the next class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/24</td>
<td>Course Introduction</td>
<td>Syllabus Overview; Getting to Know You</td>
</tr>
<tr>
<td></td>
<td>Review: Four Sector Model, Pluralism, Nonprofit origins</td>
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<tr>
<td>Date</td>
<td>Part I: Studying nonprofit organizations</td>
<td>Read:</td>
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<td>5/31</td>
<td>Part II: Dimensions</td>
<td>Chapter 1: Studying nonprofit organizations</td>
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<td>Chapter 2: Historical background</td>
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<td>Chapter 3: Concepts</td>
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<tr>
<td>6/7</td>
<td>Read:</td>
<td>Chapter 8: Theories of nonprofit organizations 990s</td>
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<td></td>
<td>Activity 1 Nonprofit Engagement</td>
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<tr>
<td>6/14</td>
<td>Library Research</td>
<td>Activity 2 Due: Nonprofit Area of Interest Farley</td>
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<td>Methodologies with Brian Sacolic</td>
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<td></td>
<td>Activity 3: Library Worksheet</td>
<td>Bibliography Room (downstairs)</td>
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<td>Proposed Project</td>
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<td>6/28</td>
<td>Read:</td>
<td>Chapter 7: Civic engagement</td>
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<td>1:1 Meetings with Dr. Clevenger on projects</td>
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<tr>
<td>7/5</td>
<td>Part IV: Managing nonprofit organizations</td>
<td>Read:</td>
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<td>Chapter 9: Approaches to giving and philanthropy</td>
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<td>Chapter 10: Studying civic engagement, volunteering, and social entrepreneurship</td>
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<td>Activity 6: Data List for Nonprofit Management</td>
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<td>7/12</td>
<td>Book Reports</td>
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<td>7/19</td>
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<td>Activity 7: Research Project Update</td>
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<td>Chapter 11: Organizational behavior and performance</td>
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<td>Chapter 12: Management models and tools</td>
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<td>Chapter 13: Financing nonprofit organizations</td>
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</table>
Activity 8

7/26

Read:
Chapter 14: Leadership and human resources
Chapter 15: Governance, accountability, and transparency
Chapter 16: State-nonprofit relations

8/2

Part V: Current issues and developments
Read:
Chapter 17: International aspects and globalization
Chapter 18: Policy issues and developments

Activity 9

8/8
Submittal
ALL NONPROFIT MANAGEMENT ANALYSIS PAPERS DUE BY MIDNIGHT

8/9
Student Presentations
Activity 10: Peer Reviews

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**Disabilities**

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**Important Note:** The minimum dress standard for all in-person interactions is business casual.
The Global/International Business track is comprised of the following elective courses:

- MBA 513. Global Operations Management - new course (has been offered as a special topics course)
- MBA 526. Global eBusiness
- MBA 536. International Business
- MBA 537. Global Business Experience
1. Course Title: Global Operations Management

2. Course Number: MBA 513
   
   *Coordinate with Registrar to insure course number is available*

3. Course Credit Hours: 3

4. Course Prerequisites: MBA 512, MBA 550

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

Operations Management involves the responsibility of ensuring that business operations are efficient in terms of using as little resource as needed, and effective in terms of meeting customer requirements. Throughout the semester, we will incorporate global perspectives in operations management - specifically, the comparative position of U.S. manufacturing and service firms against global competition. The focus is on covering those aspects of operations management that can help firms become more competitive globally. The aim of the course is to provide the managers with an understanding of the production of goods and services in an international environment through a review and critique of current literature.
Course Description. Operations Management involves the responsibility of ensuring that business operations are efficient in terms of using as little resource as needed, and effective in terms of meeting customer requirements. Throughout the semester, we will incorporate global perspectives in operations management - specifically, the comparative position of U.S. manufacturing and service firms against global competition. The focus is on covering those aspects of operations management that can help firms become more competitive globally. The aim of the course is to provide the managers with an understanding of the production of goods and services in an international environment through a review and critique of current literature.

Prerequisite: MBA 512, MBA 550

Course Learning Objectives:

- Demonstrate an understanding of the foundations of operations management in business;
- Discuss how competition is enhanced through global operations;
- Demonstrate an understanding of product and process development and management;
- Demonstrate an understanding of the implementation of quality, supply chain and inventory management philosophies and practices.
- Demonstrate an incorporation of diversity and ethical issues into management perspectives; and
- Integrate critical thinking into the evaluation and synthesis of findings in semester project.

Required Materials

Class Format: This course will be seminar driven with a combination of lecture, discussion, case analysis, and student presentations for our classes. Discussion and class participation are important (see Grading). Please note that you cannot participate if you do not attend class. And if you cannot participate you cannot receive credit for participation.

Research has demonstrated that learning is more effective when students are actively involved and responsible for the experience. The major approaches to gaining mastery in this course will be individual study, reflection, a conversational classroom environment that encourages a sharing of ideas through projects and presentations. To make the most of class:
- Be prepared for class (read assignments)
- Relate learning to external sources and your own work environment
- Attend and participate in class
- Complete all exercises, examinations, and assignments
- Take risks in terms of getting involved

Assignments: Assignments are contained in the Course Schedule below and as updated on the course in LIVE/D2L. You should be prepared to discuss the readings and related content on the dates indicated. We will also discuss current topics that either you or I find during the week.

Use APA formatting for all assignments; this will get you into excellent practice, which will help with your major marketing management project. Please be advised that Turnitin is now embedded in LIVE/D2L to safeguard against plagiarism and to verify originality of work and proper citing of referenced sources. Students should strive for 60% original discussion and no more than 40% vetted references.

Grading: Your final grade will be calculated on the basis of:

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<thead>
<tr>
<th>Category</th>
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<tr>
<td>International Perspective</td>
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<td>Writing Critique</td>
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<td>Book Report</td>
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<td>Homework Assignments</td>
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<td>Final Project</td>
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Grading Scale:
- 93-100 4.0 A
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- 80-84.9 3.0 B
- 75-79.9 2.5 C+
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USING OPERATIONS TO COMPETE
<table>
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<tr>
<th>JAN. 18th</th>
<th>Competing with Operations</th>
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<td>o Productivity Improvements (1, 2)</td>
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<td>o Global Competition (1, 2)</td>
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<td>o Rapid Technological Change (1, 2, 3)</td>
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<td>Operations Strategy</td>
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<td>o Mission Statements (500)</td>
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<td>o Corporate Strategies</td>
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<td>o New Product Development</td>
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<td>Wrap-Up of Competing with Operations</td>
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**MANAGING PROCESSES**

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<td>Process Strategy (recap)</td>
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**Process Layouts**

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**Process Analysis**

- Documenting Processes
- Evaluating Performance (1, 2)
- Importance of Good Quality (1, 2, 3)
- Total Quality Management
How to Improve Patient Satisfaction When Patients Are Already Satisfied: A Continuous Process-Improvement Approach

FEB. 22nd
Capacity Planning & Constraint Management – Online Class session

  - Short vs. Long-Term Capacity Strategies (1, 2)
  - Theory of Constraints (1, 2)
  - Bottleneck vs. Non-Bottleneck Management Strategies (1, 2)
  - Economies and Dis-economies of Scale (1, 2)
  - Safety Capacity (Capacity Cushions) (1, 2)

FEB. 29th
Capacity Planning (recap)
- An Introduction to the Theory of Constraints and How it Can Be Applied to Medical Management

Process Quality & Performance
- Costs of Poor Quality (1)
- Statistical Process Control (1)
- Six Sigma (1)
- ISO (and other) Certifications (1, 2, 3)
  - Employees’ perspective on the effectiveness of ISO 9000 certification: A Total Quality Management framework
- Quality Awards & Recognition (1)

MAR. 7th
NO CLASS – SPRING BREAK

MAR. 14th
Process Quality & Performance (recap)

Managing Processes (Part I) (recap)

Lean Systems
  - Toyota Production System
  - Process Considerations (1, 2, 3, 4)
    - Lean Success Stories

MANAGING VALUE CHAINS

MAR. 21st
Lean Systems (recap)
- Just in Time, JIT (1, 2)
  - JIT Success Stories
  - Effective Process Improvement Developing Poka-Yoke Processes
    § Poka Yoke Examples (1, 2)

Managing Processes (Part II) (recap)
### Supply Chain Design & Integration

- Supply Chain Processes & Management
- Supply Chain Strategies (1, 2, 3, 4) & Dynamics (1)
  - *Modeling Lean, Agile, and Leagile Supply Chain Strategies*

### Supply Chain Management For A Better World

#### MAR. 28th

**Supply Chain Coordination – Online Class session**

A Review of Supply Chain Management
- Order Fulfillment at Amazon (1)
  - A simple explanation of the bullwhip effect

Supply Chain Coordination
- Virtual supply chains (1)
- ABC News Report On Outsourcing To India (1)

Logistics Coordination (1)
- Transportation Options
- FedEx SupplyChain Global Distribution Center
- Kanban Logistics - A Top 3PL Company

**The Future Supply Chain**

Emerging Trends in Responsible Supply Chain Practices *(a talk from one of the authors of article above)*

#### APR. 4th

**Supply Chain Coordination (recap)**

- *Supply Chain Inventory Control: A Comparison Among JIT, MRP, and MRP With Information Sharing Using Simulation* (Hussam)

**Human Resources**


**HR Strategies**

- Job Design & Specification (1, 2)
- *Overtime Activists Take on Corporate Titans: Toyota, McDonald’s and Japan’s Work Hour Controversy*

**Motivation Theory (1, 2)**

- Salary & Benefits

- *(click the image for video)*

- Quality of Worklife

- Incentives
APR. 11th | Human Resources (recap)
---|---
Motivation & Incentives
Rewards
- Job Satisfaction of Experienced Professors at a Liberal Arts College
Ethics & the Work Environment (1, 2)

APR. 18th | Facility Location
---|---
- The Influence of Wages and Industrial Relations Environments on the Production Location Decisions of U.S. Multinational Corporations

APR. 25th

MAY 2nd | Final Presentations

Course Citizenship
Please note that class participation is part of your grade. **Students must be prepared, attend class, pay attention, be engaged, and contribute as an equal member.** Please turn off cell phones during class. If you have a family/personal emergency or a work-related call, please let me know in advance. Try to coordinate such calls for breaks. Each violation of cell phone infringement, personal texting, or IMing on iPad or computer is 10 points per offense. Social loafing is not acceptable. However, using technology such as an iPad or computer is allowed for taking notes, referencing slides, or accessing the Internet as appropriate for course-related activities.

Class Attendance Policy: Classes will start promptly. If you expect to be late or to miss a class, please call (and leave a message if necessary) or email me. Illnesses require documentation.

Written Assignments: The Wilkes University Jay S. Sidhu School of Business has officially adopted the American Psychological Association’s (APA) documentation style for research papers. All sources referenced must be cited within the text of the paper in the form of parenthetical references and in a separate page the references containing bibliographic information on each source.

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*Important Note: The minimum dress standard for all in-person interactions is business casual.*
The current core course that serves as the basis for the Leadership track is MBA 552-Organizational Behavior & Leadership – in addition to a course title change (to allow a focus solely on leadership content), we propose to move this leadership course to the LDR prefix. The corresponding course deletion and addition forms are included.

The **Leadership** track is comprised of the following elective courses:

- LDR 580. Leadership and Ethics
- LDR 555. Leading Organizational Change
- LDR 560. Building Leading Capacity
- LDR 556. Leadership Practice: Vision, Awareness and System (1-cr)
- LDR 557. Leadership Practice: Relationships, Crisis, and Conflicts (1-cr)
- LDR 558. Leadership Practice: Group Dynamics (1-cr)
- LDR 591. Applied Leadership Reflection and Planning* (1-cr)
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Wilkes University Curriculum Committee
COURSE DELETION FORM

1. Course Title: Organizational Behavior & Leadership
2. Course Number: MBA 552
3. Course Credit Hours: 3
4. Effective date of course deletion (semester/year): Summer 2018
The current core course that serves as the basis for the Leadership track is MBA 552-Organizational Behavior & Leadership – in addition to a course title change (to allow a focus solely on leadership content), we propose to move this leadership course to the LDR prefix. The corresponding course deletion and addition forms are included.

Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Leadership Perspectives & Practices

2. Course Number: LDR 500
   
   *Coordinate with Registrar to insure course number is available*

3. Course Credit Hours: 3

4. Course Prerequisites: NA

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course lays a solid foundation for students to understand leadership, and enhances their readiness and motivation to lead and follow in ways that advance business. It introduces students to a wide range of issues and debates in Leadership Studies that helps them conceptualize leadership broadly. The course aims to broaden students’ perspectives by requiring them to read and critique classic and contemporary theories and models that have dominated Leadership Studies in the last one hundred years. The course also introduces students to core leading tasks in business organizations and firms. It engages students in analyzing the characteristics and dynamics of leadership in executive, sub-system, and group contexts.
LDR 500
Leadership Perspectives and Practices

Dr. Kedir Tessema, Assistant Professor of Leadership
Office:
Office Phone:
Email: kedir.tessema@wilkes.edu
Office Hours: before or after class; by email

Course Description. This course lays a solid foundation for students to understand leadership, and enhances their readiness and motivation to lead and follow in ways that advance business. It introduces students to a wide range of issues and debates in Leadership Studies that helps them conceptualize leadership broadly. The course aims to broaden students’ perspectives by requiring them to read and critique classic and contemporary theories and models that have dominated Leadership Studies in the last one hundred years. The course also introduces students to core leading tasks in business organizations and firms. It engages students in analyzing the characteristics and dynamics of leadership in executive, sub-system, and group contexts.

Course Learning Objectives:

The objective of the course is to lay a foundation in understanding leadership in diverse contexts. To this effect, students will:

- critique the dominant ways leading and leadership are conceptualized;
- read and critique classic, contemporary and emerging models, theories, and concepts in Leadership Studies;
- be introduced to the major tasks, dynamics and contexts of leading,
- identify and broadly examine the dynamics of leadership at executive, group, and sub-system levels.
- identify and examine local, national, and global business issues that have ramifications for business leadership by focusing on the changing dynamics of business organizations and its implications for leading at various levels.

Required Materials:

...

Course Content:

- Conception of leading, leadership, following and followership
- Theories of leadership
- Theories of followership
- The contexts of core tasks and functions in leading
  - Defining and clarifying visions
  - Reimagining system, organizational culture, norms
  - Aligning purpose, people and system
  - Mobilizing people and system;
- The Contexts of leadership
  - Leadership in business context
  - Leading in organizational contexts
Leading hierarchical organizations
○ Leading flat organizations
• Leading teams
• Leading, activism and social movements

Class Format: This course will be seminar driven with a combination of lecture, discussion, case analysis, and student presentations for our classes. Discussion and class participation are important (see Grading). Please note that you cannot participate if you do not attend class. And if you cannot participate you cannot receive credit for participation.

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*Important Note: The minimum dress standard for all in-person interactions is business casual.*
1. Course Title: Leadership Ethics

2. Course Number: LDR 580

   Coordinate with Registrar to insure course number is available

3. Course Credit Hours: 3

4. Course Prerequisites: LDR 500

5. Course Description (as proposed for the Bulletin):

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   The purpose of the course is to examine ethical leadership using an interdisciplinary approach. The value for, and central tenants of, ethical leadership will be reviewed across a variety of business and not for profit contexts. Specifically, the course will focus on three central topics: (1) ethical and character related behavior; (2) an examination of values-based leadership theories and approaches; and (3) creating an ethical organizational climate.
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Course Learning Objectives:

The course objective is to help students understand, manage, and effectively lead people through placing strong ethics at the forefront of decision-making.

- Students will study a number of theoretical approaches and practical applications to fully understand ethics and leadership in an organizational setting.
- Learning through writing helps students crystallize their thoughts regarding a selected topic.
- Analytical and behavioral approaches are used to investigate the underlying leading research of the organization.
- Decision-making requires the identification of the problem, analysis of issues and possible solutions, and a recommendation of a suitable course of action.
- The course will help the student understand how ethical behavior and leadership styles influence decision-making using competencies such as reading, researching, critique writing, and presenting.

Prerequisite: LDR 500. Leadership Perspectives & Practices

Required Materials:


Course Content:

Unit 1  Ethics theory and framework overview.
        Defining organizational/leadership ethics

Unit 2  Components of personal ethical development
        Review of assessment tools
| Unit 3 | Ethical decision making  
First individual project presentations |
|--------|--------------------------------------------------|
| Unit 4 | Practicing interpersonal ethics in an organization  
First individual project presentations |
| Unit 5 | Exercising ethical influence  
Ethical approaches to conflict management  
First individual project presentations |
| Unit 6 | Practicing leadership ethics  
Review adaptive, servant and transformational leadership approaches |
| Unit 7 | Ethical followership  
Ethical issues related to group development |
| Unit 8 | Building an ethical organization  
Second individual project presentation |
| Unit 9 | The organization as a citizen  
Second individual project presentation |
| Unit 10 | Toxic leadership and its effects of an organization  
Second individual project presentation |
| Unit 11 | Ethics – inclusion and diversity  
LMX theory |
| Unit 12 | Ethical issues on a global scale.  
Group presentations |
| Unit 13 | Group Presentations  
Case study analysis |
| Unit 14 | Reflection session – tying it all together |

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- Below 75 0 Failing

Course Citizenship
Please note that class participation is part of your grade. **Students must be prepared, attend class, pay attention, be engaged, and contribute as an equal member.** Please turn cell phones off during class. If you have a family/personal emergency or a work-related call, please let me know in advance. Try to coordinate such calls for breaks. Each violation of cell phone infringement, personal texting, or IMing on iPad or computer is 10 points per offense. Social loafing is not acceptable. However, using technology such as an iPad or computer is allowed for taking notes, referencing slides, or accessing the Internet as appropriate for course-related activities.

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**Important Note:** The minimum dress standard for all in-person interactions is business casual.
1. Course Title: Leading Organizational Change

2. Course Number: LDR 555

   Coordinate with Registrar to insure course number is available

3. Course Credit Hours: 3

4. Course Prerequisites: LDR 500

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   We live and conduct business in a rapidly changing world yet it is human nature to resist change. The overwhelming majority of major organizational change initiatives fail. The purpose of the course is to offer an in-depth analysis of organizational change and how to successfully lead major change initiatives. Specifically, the course will focus on: the dynamic and complex nature of change across a variety of contexts with an emphasis on organizational change; several current and relevant leadership and change theories and approaches diagnosing organizational readiness and applying effective leadership strategies to implement change.
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Course Learning Objectives:

- Understand the complexities and interconnected structures and processes of organizations
- Understand the similarities and differences involving change across a variety of contexts
- Understand the organizational culture relative to change
- Learn to develop an effective vision
- Understand several change theories, models and approaches
- Learn to diagnose the need for change and effectively lead and manage the process
- Learn to apply feedback systems
- Understand how to deal with conflicts; create safe, innovative and dynamic working environments
- Understand the importance of inclusivity in a workforce
- Conduct leadership inquiries and apply action research to improve opportunities for success in change implementation

Prerequisite: LDR 500. Leadership Perspectives & Practices

Required Materials:


Course Content:

Unit 1

- Conceptual perspectives on leading change
- Defining the organization through a systems approach

Unit 2

- Leading change in organizational contexts
- Understanding cultures and subcultures in organizations
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Change diagnosis – urgent or emergent</td>
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<tr>
<td></td>
<td>Understanding the qualitative interview in preparation for change agent interview</td>
</tr>
<tr>
<td>4</td>
<td>Kotter approach – learned and applied</td>
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<td></td>
<td>First individual project presentations</td>
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<tr>
<td>5</td>
<td>Peters, Grenny, Collins approach(s) – learned and applied</td>
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<tr>
<td></td>
<td>First individual project presentations</td>
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<tr>
<td>6</td>
<td>Lewin, Satir, Scott and Jaffe, Bridges approaches – learned and applied</td>
</tr>
<tr>
<td>7</td>
<td>EXAM</td>
</tr>
<tr>
<td>8</td>
<td>Leading community in organizational change</td>
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<td></td>
<td>Second individual project presentation</td>
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<tr>
<td>9</td>
<td>Leading political and social change</td>
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<td></td>
<td>Second individual project presentation</td>
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<tr>
<td>10</td>
<td>Global change and leadership</td>
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<tr>
<td></td>
<td>Second individual project presentation</td>
</tr>
<tr>
<td>11</td>
<td>Leader power and inclusivity</td>
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<tr>
<td></td>
<td>Change agent interview presentations</td>
</tr>
<tr>
<td>12</td>
<td>Feedback systems.</td>
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<tr>
<td></td>
<td>Change agent interview presentations</td>
</tr>
<tr>
<td>13</td>
<td>Group Presentations</td>
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<tr>
<td></td>
<td>Case study analysis</td>
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<tr>
<td>14</td>
<td>Group Presentations</td>
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<tr>
<td></td>
<td>Case study analysis</td>
</tr>
<tr>
<td>15</td>
<td>Reflection session – tying it all together</td>
</tr>
</tbody>
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<thead>
<tr>
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<tr>
<td>Attendance &amp; Participation</td>
<td>10%</td>
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<tr>
<td>Organizational Change Assessment</td>
<td>20%</td>
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<tr>
<td>Writing Critique Component</td>
<td>20%</td>
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<tr>
<td>Oral Presentations</td>
<td>20%</td>
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<tr>
<td>Qualitative Interview – Change Agent</td>
<td>10%</td>
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<tr>
<td>Class Conversation Facilitation</td>
<td>10%</td>
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<tr>
<td>Exam</td>
<td>10%</td>
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*Important Note: The minimum dress standard for all in-person interactions is business casual.*
1. Course Title: Building Leading Capacity

2. Course Number: LDR 500

   Coordinate with Registrar to insure course number is available

3. Course Credit Hours: 3

4. Course Prerequisites: LDR 500

5. Course Description (as proposed for the Bulletin):

   Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

Leadership is a learning process. The capacity to lead and collaborate with leaders requires continuous skills development. This requires organizations to create and develop their capacity to train their employees, managers, and executives for better leading and following capability. This course provides learning experiences in which students acquire knowledge and skills necessary to formulate and conduct leader development programs. It introduces students to diverse approaches, methods and tools that are proven to be effective in various organizations. It also engages students in various leader development experimentations throughout the course.
LDR 560
Building Leading Capacity

Dr. Kedir Tessema, Assistant Professor of Leadership
Office:
Office Phone:
Email: kedir.tessema@wilkes.edu
Office Hours: before or after class; by email

Course Description. Leadership is a learning process. The capacity to lead and collaborate with leaders requires continuous skills development. This requires organizations to create and develop their capacity to train their employees, managers, and executives for better leading and following capability. This course provides learning experiences in which students acquire knowledge and skills necessary to formulate and conduct leader development programs. It introduces students to diverse approaches, methods and tools that are proven to be effective in various organizations. It also engages students in various leader development experimentations throughout the course.

Course Learning Objectives:

The main objective of the course is to help students acquire knowledge and skills necessary to introduce and conduct development activities. More specifically, the objectives of the course are to help students

- Understand the theory underlying leader development;
- Examine various approaches, methods and tools used for on-the-job leadership training
- Creating organizational capability to continuously train employees, managers, and executives to engage in building leading capacity;
- Practice leader training
- Facilitate leader development activities
- Understand and use leader and leadership assessment tools

Prerequisite: LDR 500. Leadership Perspectives & Practices

Required Materials:

Case studies and scholarly articles as assigned through course site

Course Content:

- Conceptions of leader skills development
- Leader development models
- Leader development program formulation
- Leader approaches and methods
- Leader assessment
- Leader coaching
- Leadership inquiry: observations and interviews

Class Format: This course will be seminar driven with a combination of lecture, discussion, case analysis, and student presentations for our classes. Discussion and class participation are important (see Grading). Please note
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<tr>
<td>Writing Critiques</td>
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<tr>
<td>Reflective Leadership Essay</td>
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<tr>
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1. Course Title: Leadership Practice: Vision, Awareness, and System

2. Course Number: LDR 556
   
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours: 1

4. Course Prerequisites: LDR 500

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This leadership practice course provides students the opportunity to experiment leadership in one of the core areas of the organization. By using the classroom as a leadership laboratory, students imagine an organizational system and deal with adaptive challenges that require envisioning and intervention.
**Course Description.** This leadership practice course provides students the opportunity to experiment leadership in one of the core areas of the organization. By using the classroom as a leadership laboratory, students imagine an organizational system and deal with adaptive challenges that require envisioning and intervention.

**Course Learning Objectives:**

The objective of this course is to provide an authentic context for students to practice leadership at a micro-organization level. Students plan, implement and assess micro-leading projects to:

- envision and embrace the future
- develop their awareness of self, other, and wider environment and the relationship among the three
- understand people’s relations to authority
- influence others without formal authority

**Prerequisite:** LDR 500. Leadership Perspectives & Practices

**Required Materials:**

Case studies and scholarly articles as assigned through course site

**Practice Areas (Course Content):**

- Practicing setting visions of various magnitude
- Practicing clarifying visions in various constituency contexts
- Analyzing self in relation to system
- Analyzing others in relation to system
- Introducing and analyzing examples of leading without formal authority

**Class Format:** This one-credit course will be very participative, with a combination of lecture, discussion, case analysis, and student presentations for our classes. Discussion and class participation are important (see Grading). Please note that you cannot participate if you do not attend class. And if you cannot participate you cannot receive credit for participation.

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<tr>
<td>Case Study Discussion</td>
<td>20%</td>
</tr>
<tr>
<td>Leadership Planning Activity</td>
<td>20%</td>
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<tr>
<td>Exam</td>
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## Wilkes University Curriculum Committee
### COURSE ADDITION FORM

1. **Course Title:** Leadership Practice: Relationships, Crisis, and Conflicts

2. **Course Number:** LDR 557  
   *Coordinate with Registrar to insure course number is available*

3. **Course Credit Hours:** 1

4. **Course Prerequisites:** LDR 500

5. **Course Description (as proposed for the Bulletin):**  
   Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This leadership practice course provides students the opportunity to experiment building relationships and effectively deal with organizational phenomena that adversely affect engagement and performance. By using the classroom as a leadership laboratory, students imagine an organizational system, implement interventions that build relationships, deal with conflicts, and address organizational non-engagement/disengagement. In addition, the course will focus on assessing on-going and predictable organizational threats, planning for crisis, and successfully leading an organization through crisis.
LDR 557  
*Leadership Practice: Relationships, Crisis, and Conflict*

**Dr. Kedir Tessema, Assistant Professor of Leadership**  
Office:  
Office Phone:  
Email: [kedir.tessema@wilkes.edu](mailto:kedir.tessema@wilkes.edu)  
Office Hours: before or after class; by email

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**Course Learning Objectives:**

The objective of this course is to provide an authentic context for students to practice leadership at a micro-organization level. Students plan, implement and assess micro-leading projects to:

- Build relationship
- Effectively deal with conflicts
- Initiate partnerships and collaborations
- Understand the life cycle of crisis as it relates to the organization
- Learn to develop a crisis response team and action plan in line with the organization’s strategic planning and values
- Learn ethical leadership decision making in handling crisis
- Develop opportunities to strengthen an organization, as an outcome, through effective crisis leadership

**Prerequisite:** LDR 500. Leadership Perspectives & Practices

**Required Materials:**


Case studies and scholarly articles as assigned through course site

**Practice Areas**

- Initiate relationships between organizational members and subsystems
- Dealing with various types of workplace conflicts
- Initiating partnerships and collaborations
- Introduce and analyzing examples of leading with(out) formal authority
- Exploring the crisis leadership landscape
- Ethics and Crisis
- Strengthening the organization through crisis
Class Format: This one-credit course will be very participative, with a combination of lecture, discussion, case analysis, and student presentations for our classes. Discussion and class participation are important (see Grading). Please note that you cannot participate if you do not attend class. And if you cannot participate you cannot receive credit for participation.

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Assignments: Assignments are contained in the Course Schedule below and as updated on the course in LIVE/D2L. You should be prepared to discuss the readings and related content on the dates indicated. We will also discuss current topics that either you or I find during the week.

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Grading Scale:
- 93-100 4.0 A
- 85-92.9 3.5 B+
- 80-84.9 3.0 B
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Course Citizenship
Please note that class participation is part of your grade. **Students must be prepared, attend class, pay attention, be engaged, and contribute as an equal member.** Please turn cell phones off during class. If you have a family/personal emergency or a work-related call, please let me know in advance. Try to coordinate such calls for breaks. Each violation of cell phone infringement, personal texting, or IMing on iPad or computer is 10 points per offense. Social loafing is not acceptable. However, using technology such as an iPad or computer is allowed for taking notes, referencing slides, or accessing the Internet as appropriate for course-related activities.

Class Attendance Policy: Classes will start promptly. If you expect to be late or to miss a class, please call (and leave a message if necessary) or email me. Illnesses require documentation.
**Written Assignments:** The Wilkes University Jay S. Sidhu School of Business has officially adopted the American Psychological Association’s (APA) documentation style for research papers. All sources referenced must be cited within the text of the paper in the form of parenthetical references and in a separate page the references containing bibliographic information on each source.

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**Types of Plagiarism include:**

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1. Course Title:  Leadership Practice: Group Dynamics

2. Course Number:  LDR 558
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:  1

4. Course Prerequisites: LDR 500

5. Course Description (as proposed for the Bulletin):
   Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This leadership practice course provides students the opportunity to practice leadership in small group contexts. By using the classroom as a leadership laboratory, students imagine an organizational system and engage in group relations and leading.
Course Description. This leadership practice course provides students the opportunity to practice leadership in small group contexts. By using the classroom as a leadership laboratory, students imagine an organizational system and engage in group relations and leading.

Course Learning Objectives:

The objective of this course is to provide an authentic context for students to practice leadership at a micro-organization level. Students plan, implement and assess micro-leading projects to:

- actively participate in group-level sessions organized both in and outside the classroom;
- initiate and participate in various groups as a leader and a member; and
- initiate and participate in virtual teams as a leader and a member.

Prerequisite: LDR 500. Leadership Perspectives & Practices

Required Materials:

Case studies and scholarly articles as assigned through course site

Practice Areas

- Transforming groups into teams
- Leading a team
- Engaging effectively in teams as active followers
- Facilitating teams projects
- Forming and engaging in virtual teams

Class Format: This one-credit course will be very participative, with a combination of lecture, discussion, case analysis, and student presentations for our classes. Discussion and class participation are important (see Grading). Please note that you cannot participate if you do not attend class. And if you cannot participate you cannot receive credit for participation.

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Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Applied Leadership Reflection and Planning

2. Course Number: LDR 591

   Coordinate with Registrar to insure course number is available

3. Course Credit Hours: 1

4. Course Prerequisites: LDR 500

5. Course Description (as proposed for the Bulletin):

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   The purpose of the course is to utilize all learning products/projects from other leadership courses (stored in an e-portfolio) for the purpose of reviewing the assignments in combination with other leadership assessments to perform a strengths profile and gap analysis.
Dr. Mark Allen, Adjunct Professor of Leadership
Office: 
Office Phone: 570.408.4103 
Email: mark.allen@wilkes.edu 
Office Hours: before or after class; by email

**Course Description.** The purpose of the course is to utilize all learning products/projects from other leadership courses (stored in an e-portfolio) for the purpose of reviewing the assignments in combination with other leadership assessments to perform a strengths profile and gap analysis.

**Course Learning Objectives:**

- Learn to synthesize data from completed leadership assignments and assessments to provide meaning to the student
- Relate scholarly works to better understand strengths and skill gaps
- Develop short and long-term leadership goals and an action plan to successfully meet those goals

**Prerequisite:** LDR 500. Leadership Perspectives & Practices

**Required Materials:**

- Costs associated for assessments (Strengthfinder and 360 degree feedback)
- Articles identified in literature review
- Articles assigned by instructor relative to reflective writing

**Practice Areas**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessment and portfolio review</td>
</tr>
<tr>
<td></td>
<td>Explanation and implementation of Strengthsfinder and 360 degree feedback</td>
</tr>
<tr>
<td>2</td>
<td>Survey of leadership styles/approaches across disciplines</td>
</tr>
<tr>
<td>3</td>
<td>Conducting scholarly literature review</td>
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<tr>
<td></td>
<td>Practice of reflective writing</td>
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<tr>
<td>4</td>
<td>Goal development and action planning</td>
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<tr>
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<td>Review/sharing of final projects</td>
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