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Reviewing An Integrated MBA Core Course

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Reviewing an Integrated MBA Core Course

Chris A. Lockwood, Joe S. Anderson, and Neil W. Jacobs

This paper describes an integrated core course "Individuals, Teams, and Careers" as an example of how an integrated MBA core appears in a single course. In the discussion that follows, we review the process by which the course was originally developed, its positioning in the MBA program, its content, delivery and the lessons we have learned to date. It is our hope that other educators will benefit from our approach to integration of an MBA program.

DESIGN PROCESS

In 1995 the Dean and MBA Director identified potential faculty to serve on a redesign committee for the MBA curriculum. Identification criteria included a.) broad, multifunctional understanding of organizations, b.) ability to contribute to a very intense, time consuming task while fulfilling teaching and research responsibilities and c.) interest in creating a unique graduate educational experience. Those faculty identified readily agreed to serve on the redesign team. Over a three year period the team developed the entire MBA core as an integrated whole. This whole was then divided into smaller units for delivery as one to four credit course modules.

The redesign team began with results of a study showing that the business community was increasingly critical of graduate management education (Sterrett and Kunz, 1995). In response to these concerns and those identified in an alumni survey (reported in Lockwood, Conover, and Heyl, 1994), an "MBA Outcomes" document was produced which clearly described dimensions of competency to be demanded of students. Competency outcomes were developed in nine dimensions: a) Management systems perspective; b) Problem-solving; c) Leadership; d) Communication; e) Interpersonal skills; f) Self-management; g) Professional self-presentation; h) International perspective; and i) Ethical perspective. The outcome statements became a foundation upon which the redesign team built the new program. From the initial review, the redesign team determined that vital to the new program were: a) Continuous innovation and improvement of the curriculum; b) Emphasis on functional knowledge and skills with a cross-functional perspective; c) In-context learning aimed at applied understanding; and d) Intense presentation of knowledge, tools, and skills in less time. These considerations drove development of course content.

Proposed core content was developed by team members through multiple iterations of discussion and idea exchange. At first, each of the six team members prepared lists of topics felt to be vital to an MBA's knowledge. Team members represented the functional areas of economics, finance, accounting, marketing, management, and information technology. As topics were presented, the team began to acquire a tremendous amount of cross-functional learning, experiencing one of their goals for students. Many topics were identified as opportunities to present multi-functional perspectives. For example, the question "What is a firm and what does it do?" was important to economics, finance, marketing, and management. With integration of topics, delivery could be changed. For example, organizational behavior, organization theory, production and operations, and information technology were combined into a single course titled "Managing People and Processes," reducing delivery time while increasing integration among the functional perspectives.

As the content of the MBA core was being considered, each member of the redesign team was charged with producing a list of crucial topics from his/her functional area which were considered necessary in an MBA program. Faculty not on the redesign team were invited to contribute vital topics in functional areas considered important to the program but not as familiar to the team members, (e.g., production and operations management).

Once the lists of crucial topics were prepared, one by one the team members went down their lists item by item, openly defending each item for inclusion in the new program. Redesign team members questioned the importance of some items and suggested the inclusion of others. As this process continued, some items were found to be redundant or to have synergies with other topics across functional areas. The process of defending each individual topic also served to give each member of the team a better sense of his/her own functional area's potential contributions to the core MBA program as a whole. Further, we learned the language of other functional areas, and learned to converse with our colleagues using each other's terminology. Up until this point, few faculty in the college had attended each other's classes or read others' syllabi, and most of us had little idea what went on in classes other than our own. This topic sharing among the redesign faculty eventually became the basis for integrated cross-functional classes, multi-functional case work, and cross-functional team teaching.

Once the redesign team produced lists of topics vital to the program, there was a need to express how the vital items would fit together into a coherent whole. The solution was to put the topic items on cards, with the items written large enough to see from a distance. The cards were then fastened to the meeting room wall, arranged in functional area "chunks." Items from each functional area were written on different colored cards. One wall of the redesign team room became a colorful "storyboard." Later, members moved the colored cards around and to develop tentative topic clusters that provided opportunities for cross-functional or even multi-functional perspectives in courses.

Another aspect of the storyboard emerged as the cards were moved and clustered along the wall as an aid to redesign team thinking. Each topic card also included the number of contact hours necessary to present the item. Thus, when the cards were arranged in clusters of similar topics, they could be batched into modules and then into "courses," either in the traditional form of a 3-credit hour course of 45 contact hours, or less traditional 1, 2, or 4 credit hour courses of 15, 30, or 60 contact hours, respectively. With integration of topics, it was possible to consider changes in the way the courses were delivered. Clustered topics also suggested titles for the courses which would emphasize their integrated nature. To further emphasize a cross-functional perspective, courses were planned to include extensive team-teaching, always with at least two faculty members, and sometimes with three or four of the core graduate faculty in attendance during a single class session. As the courses began to emerge on the storyboard wall, vertical tape lines were added to show the semesters, and the courses which didn't fall into the regular semester schedule. One of the primary design constraints on the new program was that a full-time student who had completed all the program prerequisites (the common body of knowledge) had to be able to finish the MBA in a year. Another dimension of the storyboard was that it became easy to determine which core courses would be prerequisites to others. Further, the storyboard provided a simple way to track just-in-time provision of topics that would be needed in later courses or to support following topics in the same course. The redesign team had use of a dedicated meeting room as they developed the MBA core. This allowed the storyboard with its numerous colored cards taped to the wall to be left in place between meetings. However, to ensure that the developing information was never seriously at risk, a videotape was made of the storyboard at the end of any meeting in which the cards were moved around on the wall.

One cluster of interrelated topics that the storyboard exposed centered around organizational behavior issues of people's relationships to their organizations, but with a number of cross-functional dimensions that had not appeared in the organizational behavior or organizational theory perspectives of the previous MBA structure. This cluster of topics became the "Individuals, Teams and Careers" course. It was a stated outcome goal that the graduating MBA students would have facility with high-intensity and high-performance teams, and this became a pivotal dimension of the course. Also included were individual psychological variation topics, self-evaluation of personal strengths and weaknesses, goal setting, and career strategy topics. While life and career goal-setting and career strategies were covered in a few undergraduate courses as prerequisites to the MBA program, coverage of these topics within the MBA had been on an individual level during informal advising, rather than as part of the structure of any of the core courses.

POSITIONING THE COURSE IN THE MBA PROGRAM

The number of contact hours to complete all the topics in the Individuals, Teams and Careers course was 30, which allowed the redesign team to designate it as a 2 credit-hour course. In the first iteration of the newly redesigned MBA program, the course was scheduled for two weeks during the Christmas-New Years break between fall and spring semesters. As such, it met intensively for a week before Christmas and again for a week after New Years. The intensity of the special section was not a problem, students by the end of fall semester were used to a culture of high intensity work, both individually and in teams, and short deadlines. However, the timing of the course in its first iteration <u>was</u> a problem. Many MBA students were from out of town, and a few were from outside the USA. They resented the imposition on their break between semesters. At least one international student decided to remain in the program an extra semester and make up the course at a later time, rather than miss out on a month-long break at home in Australia.

One of the benefits of the timing of the course the first time around was that by the time topics of individual personality, communication styles, and team interaction were presented, all participants had experienced multiple examples of both functional and dysfunctional interactions among their peers. As a result of this, and the fact that the students in this course were the only ones attending classes in the College of Business during this time, a tremendous spirit of camaraderie developed among members of the class. In addition, there had been several drop-outs at the end of fall semester, and the esprit de corps was enhanced by the fact that the remaining members of the MBA class were all “survivors” of the first half of their MBA program. On the negative side, it was commonly felt among students that the preponderance of topics covered in this course should have been presented earlier in the MBA program. In that way, the topics would be of use to students during their entire MBA experience, rather than viewed in retrospect after their first semester.

Based on this feedback, Individuals, Teams, and Careers became one of two courses delivered at the very beginning of the MBA core, in the five-week summer session that precedes the regular fall semester. Along with another course which focuses on socialization and basic concepts necessary for success in the MBA program, Individuals, Teams, and Careers is the first exposure that new MBA students get to their peers, to their professors, and to the expectations and the structure of their integrated, intensive eleven-month MBA program. The development of this course has been an evolution as the integrated core developed. Because of the repeated review and continuous improvement process built into the MBA program, this course and the others in the MBA core continue to evolve even as this description is written.

CONTENT

Course content, developed through the storyboard process described above, focuses on individuals’ relationships with their co-workers and their organizations. MBA graduates are seen as future managers who will be responsible for managing their own behavior, interactions with their employees and co-workers, and for managing their own and their employees’ careers using well-developed job search skills. This course attempts to prepare future managers for those roles. Further, the outcome goals of the course are parallel to the official outcome goal statements for the MBA program in total.

The course begins by establishing a common set of expectations for professional conduct. Specifically addressed is the MBA culture of competence, expectations of faculty and other students. Students develop an MBA Code of Ethics that allows expectations for professional conduct to become more explicit. Content opens with an overview of management and what managers do in organizations. By the second class meeting[1], the topics have become much more narrowly focused, and the individual is the level of analysis. Personality and personality traits are discussed, with students completing an individual personality evaluation exercise and a survey on team roles before class. The personality evaluations help students to appreciate areas of personal strength and possible areas for development.

In addition, the initial discussions of personality contribute to a non-evaluative framework for discussing others’ behaviors, a valuable tool in their interactions with peers and professors throughout the MBA program. From personality traits, the topic turns to individual's roles in teams, adapted from Belbin, 1993 and Aranda, Aranda and Conlon, 1998. From personality and individual team roles, the topics turn to personal motivation, goal setting, and managing careers through personal strategic planning. Later, the individual’s relationships with a hiring organization are examined and discussed, focusing on selection and appraisal from the point of view of the organization. Course related workshops are presented in and [1]outside of class, covering job search related topics such as effective resume writing and interviewing skills. Legal and ethical dimensions of all these topics are added in presentations and discussions of discrimination, sexual harassment, and current legal issues facing business organizations.

A module on team dynamics and team performance follows, including economic theory and an applied management focus on conflict resolution, shirking, free-riding, and other topics germane to interactions in teams. In the meantime, breakout teams demonstrate these issues as they complete tasks during and outside of class. In this process, each MBA team develops a formal statement of expectations for team participation and performance. This “contract” forms the foundation for interaction in each team during the semester. As teams are assigned in each subsequent semester, statements of expectations continue to be an important “ritual” of team formation. Team topics also resonate through the parallel companion class as multiple professors, assignments and tasks relating to teams emphasize the importance of team issues in the MBA program.

Following closely in the footsteps of legal and ethical challenges are the challenges to management as we move further into the new century. Challenges include: greater diversity in the workplace; gender, cultural and communications issues not covered previously with sexual harassment; and management’s influence on employees’ empowerment and quality of work life. Flowing from management challenges comes discussion of leadership functions in contrast to management functions, including coverage of how organizations are changing and the demands that new organization structures put on their leaders and managers. From what organizations look for in

[1] Class sessions are two hours forty-five minutes long.

effective managers, topics return to the individual level of analysis, with concentration on interviewing and interview skills from both an organizational behavior and a marketing perspective. From the organizational behavior perspective, effective interviewing is presented as the result of positive modeling, preparation, self-monitoring, and rehearsal techniques leading to success. From the marketing perspective, effective interviewing is seen as the result of a successful sales presentation in which each interviewee is selling him- or herself, using tried and true personal selling techniques. Closing topics for the course include arbitration, mediation, and grievance process issues, culminating the ongoing discussion of relationships between employees and organizations with resolution systems for use in times when those relationships have gone wrong.

Another topic covered in this course is primarily a self-discovery exercise. While most programs of business study, both at the undergraduate and graduate level, include business strategy, the designers of this course believe that MBA students should also have modeling and practice in personal goal setting and life and career strategy. As a result, these topics are included as the project topic for students' individual term projects in this class. Students work through a workbook style approach, setting personal goals in a broad range of life-dimensions (see Blair, 1999). They then report on one of the dimensions, their career goals, including strategies for achieving those goals and an analysis of the barriers they will have to overcome and help they will need to meet their long-term goals from pivotal others. Further, career goals are framed within an overall hierarchy of goal priorities, so students can relate their career goals to other important dimensions they identify in this process. This self-directed topic rounds out the content coverage and further serves to integrate the Individuals, Teams and Careers course. The next section briefly discusses delivery of course topics.

DELIVERY

An important aspect of this course, as with many integrated courses, is its divergence from common course formats. This makes choosing textbooks a potential problem. One feature of the NAU MBA program that helps to alleviate this problem is that students buy nearly all their textbooks for all their core classes as they begin their first classes in the initial summer session. This allows early use of single chapters from textbooks they will use extensively in later courses. The integrated nature of the MBA core is emphasized by the fact that textbooks are frequently revisited at different times in different courses throughout the year-long program.

From the first meeting of the class, students begin to work in teams for in-class exercises and brief formal and informal presentations. The five-week summer session allows classes longer than those in the standard semester, two hours and forty-five minutes rather than an hour and fifteen minutes, and this format contributes much extra time to additional, collaborative activities during scheduled class time.

Most class meetings include one or two break-out sessions in which teams retire to separate rooms to solve problems, make decisions, review current issues, or generate alternatives in response to questions posed in class. Discussions in the full class then focus not only on the tasks teams have been working on, but also on team dynamics and interactions within each team.

There is a significant amount of preparatory reading for each class, and the students are responsible for producing a "synthesis and response" paper or a "response" paper for nearly every class. For assignments that include more than one reading source, a synthesis and response paper is assigned in which the multiple articles must be synthesized in terms of unifying themes. For single readings in an assignment, the written response paper is a description of the "take-aways" from the reading, discussing how the content of the reading can be made useful to the reader, and how the topics relate to the reader's experience. In a synthesis and response paper, approximately half the paper is devoted to synthesis, the other half to response to the multiple articles. Students have commented that having to produce these papers gives them a chance to appreciate the coherence and utility of the assigned material. Having required written assignments most class days helps to improve students' writing skills, because most MBA professors are very generous with their editorial and proofreading comments. A number of written assignments are forwarded to the MBA communication specialist for an additional detailed review of writing skills before being returned to the students. In addition, required written assignments on the assigned readings ensures that students' preparation of the material is at a high level, which generally contributes to enthusiastic in-class discussions and full participation in break-out team tasks. Other individual written work in addition to the synthesis and response papers includes the career goals term project and several other less extensive written assignments during the five-week summer session. There are also team-developed written assignments, including reports on the break-out exercises and the previously mentioned contracts of team expectations. A recently added team assignment was to recommend improvements to the current MBA peer evaluation form for team evaluations. This required teams to review what they had learned from their readings and experiences during the summer session and apply it to develop an actual peer evaluation format, which they then had to use to rate their peers' performance in the team.

Team-teaching is an important feature of the integrated MBA core, and this course is a good example. In addition to the primary professor in this course, communications topics are covered by the MBA Communications Specialist. A marketing professor presents marketing and sales topics, and negotiation, labor relations, collective bargaining, arbitration and grievance topics are presented by a human resources professor who is also a professional arbitrator and member of the American Arbitration Association. Guest speakers have included a past President of IBM's General Products Division, the CEO of a regional hospital, a well-known regional leadership consultant, and the Dean of the College of Business. The primary professor is in attendance during all presentations by other professors and guests. The culture of the MBA program encourages cross-functional commentary. Frequently, good-natured disagreement occurs among the professors representing different functional areas. Students have said they find it refreshing that even the professors don't appear to have all the answers to any particular question. The frequent cross-functional discussions also serve to enforce a system level view of organizations, since a common conclusion is that no single function can completely explain the whole.

MODIFICATIONS AND LESSONS LEARNED

While the basic set of topics covered by this integrated course remain intact for the most part, feedback from students, faculty and outside observers has suggested several changes. Faculty resource constraints have also necessitated change.

Initially the course required a major writing assignment in addition to the goals paper mentioned above. This requirement was dropped to reduce student preparation time to a reasonable work load. Given the number of synthesis and response papers required, this seemed a reasonable accommodation. Subsequently, the synthesis and response papers were given more weight in determining the grade for the course. Despite the deletion of the major writing assignment, substantially more attention is given to both written and oral communication than was originally envisioned.

Given the placement of the course at the beginning of the curriculum, the socialization aspects have been substantially strengthened by establishing a common set of expectations for professional conduct. Additionally, peer evaluations of team interaction have been added to the course grading mechanism to heighten the importance of cooperation and team work.

The Uniform Commercial Code segment has been removed and negotiation and arbitration added to the course topics.

Written instructions have been added to syllabus for the Synthesis/Response papers, Personal Career Goals Paper and class contribution evaluation assignments.

On the whole, after eight iterations of this course, evaluations from the students have been significantly positive. Timing issues that caused dissatisfaction in the initial presentation of the course have been overcome, and the content is seen as useful, well timed, and well presented for the most part. The career goals project receives good reviews, as does the strong emphasis on team skill development.

The resume and interviewing modules are seen to contribute positively and at an early stage to getting students in the mindset for job searching. In a one-year program, there is little opportunity for internships or job searching in the summer between academic years as can be done in a two year program. Students serious about their job searches need to begin almost at the beginning of the MBA program. To illustrate, a deliverable outcome of the work on resumes during the summer session includes publishing the MBA class resume book. Further, most students (though not all) appreciate the chance to build their knowledge of their personality profiles – some have commented this provides the starting point for understanding business strategy through beginning at the level of their personal strengths and weaknesses and planning a life strategy. In internally and externally generated surveys of the MBA program, our students have been very favorable in their responses. However, the MBA faculty continue to review the structure and content of all the core courses, including Individuals, Teams, and Careers. Changes continue to be considered even as this is written.

References

Aranda, E., Aranda L., & Conlon, K. (1998). Teams: Structure, Process, Culture,and Politics. Prentice- Hall, Upper Saddle River, NJ.

Belbin, M., (1993). Team Roles at Work. Butterworth-Heinemann, Oxford, England.

Blair, G. (1993). What are your goals: Powerful questions to discover what you want out of life. Wharton Publishers.

Lockwood, C, Conover, J, & Heyl, J. (1994). Academic assessment: An evaluation of factors alumni used to evaluate an MBA program. Proceedings of the Decision Sciences Institute Conference, Honolulu, HI.

Sterrett, J., & Kunz, D. (1995). Basic Skills and Work Values: Desirable Attributes of New Employees. The Art and Science of Entrepreneurship V III, (Monroy, Reichert, & Hoy, eds.) Upstart Publications.

APPENDIX A

Course Syllabus

INDIVIDUALS, TEAMS & CAREERS

NORTHERN ARIZONA UNIVERSITY

BA653 – Individuals, Teams, & Careers

MBA Program 2003-2004

College of Business Administration

Coordinator:	**Joe S. Anderson, Ph.D.**		**Date Prepared:**	**July 5, 2003**
Office:	**114D**		**Course Title:**	**Individuals, Teams, and Careers**
Office Hours:	**2:00 - 3:30 p.m. MTWThF And by appointment**		**Course Number:**	**BA 653**
Phone:	**520-523-1389**		**Course Number:**	**1076**
Fax:	**520-523-7331**		**Semester:**	**Summer Session 2 - 2003**
E-mail:	**Joseph.Anderson@nau.edu**		**Credit Hours:**	**2**
			Class Time:	**TTh 9:00 am – 11:45 am Friday 7/11 and 7/18 only**

Catalog Description: An introduction to human asset issues in organizations from personal, legal, and management perspectives with a special emphasis on career management.

Prerequisites or Corequisites: BA650 & BA587.

Texts: What are Your Goals: Powerful Questions to Discover What You Want Out of Life. 1999.
Gary Blair. GoalsGuy. ISBN: 1-889770-00-0
Teams: Structure, Process, Culture, and Politics. 1998. Aranda, Aranda, & Conlon. Prentice Hall.
ISBN: 0-13-494584-0
Managing Human Resources. 2001. Gomez-Mejia, Balkin, & Cardy. Prentice Hall.
ISBN: 0-13-011333-6
The Truth About Managing People, and Nothing but the Truth. 2002. Robbins. Prentice Hall.
ISBN: 0-13-066927-X
The BUSINESS WRITER'S HANDBOOK. 2003. Alred, Brusaw, & Oliu. St. Martin's Press.
ISBN: 0-312-39324-5
Also: Required handout reading as announced in class or by emails. Available in CBA Support Services, College of Business, room 111.

NOTE: Most required textbooks will be used repeatedly during the MBA program. Do not give up your books at the end of a class without checking whether they will be necessary later in the program!

Course Content: (Accounting, CIS, Economics, Finance, Management, Marketing, Statistics):

I. Managing Careers
II. Employee Selection From Employee's View
III. Interviewing Skills
IV. Orientation and Training
V. Job Analysis
VI. Employee Selection from Organization's View
VII. Evaluating Individual and Team Performance
VIII. Leadership including New Paradigm Leadership
IX. Economics of Team Performance, Coordination and Control
X. Group Processes
XI. Labor Relations and Collective Bargaining
XII. Legal Issues in Employee Selection
XIII. Management Development

Teaching Methods: Techniques include class discussion, case study, lecture, and small group discussion with individual accountability.

Peer Evaluations: Completed peer evaluation forms are due as follows: July 22 August 7

Late Assignments:
Failure to turn in an assignment on time will result in a penalty (unless there are unusual and compelling, extenuating circumstances) of two grade levels, with the maximum possible score on a late assignment being the lowest score of assignments handed in on time.

Participation:
Failure to participate constructively in class will reduce your course grade. Constructive participation is defined as questions and comments in class that are predicated on thorough preparation outside of class and contribute value to class discussions. Quality of responses will be considered. Obviously, if you are absent on a given day you will not be able to participate. Consequently class absences will decrease your participation evaluation. Please notify the professor in advance if you know you will not be in class. Please see the attached Behaviorally Anchored Rating Scale for MBA Class Contribution Performance, page 6.

Academic Integrity:
Acts of academic dishonesty will result in disciplinary procedures as specified by the University and the Arizona Board of Regents' Code of Conduct. Academic dishonesty includes: 1) plagiarism: any attempt to pass off other's work as your own; 2) cheating: any attempt to gain an unfair, hidden advantage over one's fellow students; 3) fabrication: any attempt to present information that is not true; 4) fraud: any attempt to deceive an instructor or administrative officer of the university. You should be prepared to accept the consequence of a grade of F in the course for acts of academic dishonesty. Computer projects should be individual efforts, and you should work <u>ONLY</u> with your team members on the cases unless informed otherwise by your instructor. If you are ever in doubt about the criteria for projects or assignments, ask your professors.

Evaluation: The faculty team will determine student performance by using a combination of written assignments, assessments of contributions to class discussions and a final exam. Course grades will be based on the following point distribution:

Point Count for Course

Class Discussion Contribution	150
Synthesis/Response & other Papers	400
Goal Project Paper	150
Peer evaluations of team interactions	150
Final Exam	150

Total	1,000 points

Assignment Schedule

Week 1

Tue. July 8	Key Concepts:	Introduction to the course, professors, and participants The MBA Environment: Developing an MBA Code of Ethics; New Trends; Professionalism; The Culture of Competence
	Faculty:	Anderson
	Readings:	Chapter 2 "The Effective Leader Lives by the Highest Standards of Honesty and Integrity" from *Secrets of Effective Leadership* by F. R. Manske -- Handout "The Brand Called You" by Tom Peters – handout MBA Outcomes – Handout Academy of Management Code of Ethics - handout Synthesis/Response Paper format and tips -- handout Handouts will be found in your MBA mailbox.
	Due:	**Individual synthesis/response paper, one page single-spaced maximum, covering the first three readings. In the response section, include what you want your brand to be known for. Due at beginning of class.**

Thu. July 10	Key Concepts:	1st half: Business Communication: Writing, Presenting 2nd half: Foundations of Interaction -- Personality Traits and Team Roles
	Faculty:	1st half: Marcia Metcalf, MBA Communications Specialist 2nd half: Joe Anderson
	Readings:	1st half: Review your *Business Writer's* Handbook to get a feel for the wealth of information here. Read the section on Presentations: pp. 420 - 429. In-class handouts for reading and reference after class. Begin reading Blair: *What Are Your Goals* For an overview, and begin filling out the questions as you go through the book. 2nd half: Complete and score MPI and Teams Roles surveys in the handout packet for class discussion. Read *TEAMS* through Chap 3.
	Due:	**Individual: Filled out MPI and Team Roles surveys to follow the 2nd half of class, lecture and discussion. These are for your own use, not to hand in..** **NOTE: Your resume due at beginning of the workshop tomorrow (Bring two copies, please.)** **Team: Completed and sign statements of expectations to Anderson in class.**

Fri. July 11	Key Concepts:	Business Communication: Resumes and Cover Letters When to begin the job search
	Faculty:	Metcalf, Anderson
Note: More below	Readings:	Robbins, *The Truths About Managing People*, Preface and Part 1, "The Truth About Hiring" pp xiv – 33 Business Writer's Handbook, Resume section pp. 491 – 506.
	Due:	**Completed personal resume due at beginning of class. Bring two copies, one to submit and one for your review during class.**

Week 2

Tue. July 15	Key Concepts:	Recruiting from the Organization Side
	Faculty:	Anderson
	Readings:	Gomez-Mejia et al, *Managing Human Resources* Chap 5 “Recruiting and Selecting Employees
	Due:	**Individual: Synthesis/Response paper on readings for today (Gomez-Mejia C5) and last Friday (Robbins, Part 1). One paper to cover both readings. Final version of your resume to Marcia Metcalf by 4:30 PM today.**

Thu. July 17	Key Concepts:	Career Development
	Faculty:	Anderson
	Readings:	Gomez-Mejia et al, Chapter 9 “Developing Careers” pp 293 -- 322 Blair *What are Your Goals*, Career Goals and Financial Goals pp 67 -- 87
	Due:	**Individual: Synthesis/response paper on the readings**

Fri. July 18	Key Concepts:	Selling and Selling Yourself: Interview Skills Workshop
	Faculty:	Roberts, Anderson
	Readings:	Handouts to be distributed in MBA Mailboxes
	Due:	**Individual: Synthesis/Response paper on the readings**

Week 3

Tue. July 22	Key Concepts:	Performance Appraisal in Organizations and Teams Managers’ responsibilities for evaluation
	Faculty:	Anderson
	Readings:	Gomez-Mejia et al, Chapter 7, pp 224 – 257 Robbins, Part II, The Truth about Motivation pp 35 – 72
	Due:	**Individual: Synthesis/Response paper on the readings**

Thu. July 24	Key Concepts:	Issues of Diversity in Organizations
	Faculty:	Anderson
	Readings:	Gomez-Mejia et al, Chapter 4,“Managing Diversity” pp 123 – 157 Robbins, Part V and Part VI pp 123 – 149
	Due:	**Individual: Synthesis/Response paper on the readings**

Week 4

Tue. July 29	Key Concepts:	Leadership Past, Present and Future
	Faculty:	Anderson
	Readings:	Robbins, Part III & IV, pp 73 – 122 Gomez-Mejia et al, Chapter 14 “Respecting Employee Rights and Managing Discipline” pp. 457 -- 488
	Due:	**Individual: Synthesis/response paper on the readings**

Thu. July 31 **3:30 – 6:15 PM**	Key Concepts:	Negotiation Skills, Applications and Practice
	Faculty:	Dustman, Anderson
	Readings:	***Developing Managerial Skills,*** **Chapter 6 & 7 – Packet for sale in CBA support services, room 111.**
	Due:	**Synthesis/Response paper on the readings**

Week 5

Tue. Aug 5 **3:30 – 6:15 PM**	Key Concepts: Faculty: Readings: **Due:**	Labor relations, collective bargaining, arbitration, grievance processes Dustman **Chapter 15, Gomez-Mejia et al** **S/R paper on the Chapter and Dr. Dustman's lecture** **Due in MBA Office by 4:30 Thursday Aug 7**
Wed. Aug 6	Key Concepts: Faculty: Readings: **Format** **DUE:**	**Final Examination** All contributing faculty Any assigned readings, class discussions, exercises, etc. Essay questions on topics covered since beginning of BA653 **Career Goals Term Paper due in MBA Office by 4:30 PM tomorrow.**
Thur. Aug 7	**DUE:**	**Career Goals Term Paper due in MBA Office by 4:30 PM today (Thursday)** **Last S/R paper due today by 4:30** **Last Team Evaluation sheet due by 4:30**

BA653 Summer Session II 2003 Term Project
Personal Career Goals Paper

Due August 7, 2002 by 4:30 PM in the MBA office

Your term project for BA653 is to describe your Career Goals, as you have developed them working your way through the required textbook What are your Goals: Powerful questions to discover what you want out of life, by Gary Blair.

Begin by answering the questions in Chapter 7 pp. 67 - 76, to build a foundation from which to develop your paper. Then complete the Goal Planning System for your Career Goals, as described in Chapter 11. Chapter 11 is not labeled in this edition, but begins at the top of page 104.Your paper should be built on your responses on the Goal-Guy Planning System Sheets pp. 110 -112 and your answers to the 10 questions pp. 106-109. In fact, a handy appropriate structure for the paper would simply follow the 10 questions. Use a time frame that includes completing your MBA program and beyond, what Blair would classify as “Long-Range 1-5 years.”

Focus on your Career Goals, but keep in mind that many career goals are related to other important goal categories. For example, family, community, or other goals many be vital components of your career goals and should be included as they affect career goals.

The suggested maximum length for these papers is 10 pages, double-spaced. Use an easy-to-read font of size 10 to size 12. The suggested page count does not include a title page, the executive summary and any appendices you choose to include. A “Top Ten Goals” matrix, as shown on p. 105, must be included as an appendix, so your Career Goals can be seen within the framework of your other important goals. This matrix will include headings for each of the chapter 1 – 10, covering the topics listed on p. 104 from Personal to Spiritual. Include a one-page executive summary at the beginning of the paper. Use page numbers in the body of the paper. Proofread meticulously. Use section headings for organization and clarity. Use the very handy checklist below to remind yourself of important dimensions of the paper.

Goals Paper Mini-Check List

- ☐ Scrupulous proofreading was done for accurate writing and logical development
- ☐ One-page Executive Summary is included at the beginning of the paper
- ☐ Appendix: “Top Ten Goals Matrix” is included
- ☐ Page numbers have been included
- ☐ Headings have been included for organization and clarity
- ☐ Time frame is “Long-Range” 1-5 years in the future
- ☐ I have considered the quality of submissions to be made by my peers
- ☐ A cover sheet is included, but no other cover is needed or desired
- ☐ This paper is worth 15% of my BA 653 grade

Exhibit 1
Behaviorally Anchored Rating Scale For
MBA Class Contribution Evaluation

Outstanding Contributor (>95%) Contributions in class represent exceptional preparation. Ideas offered are always substantive and provide major insight and direction for the class. Arguments are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished significantly.

Very Good Contributor (>90 – 95%) Contributions in class represent very thorough preparation. Ideas offered are often substantive, and provide very good insights and often direction for the class. Arguments, when offered, are frequently well substantiated and often persuasively presented. If this person were not a member of the class, the quality of the discussion would be diminished considerably.

Good Contributor (>85 – 90%) Contributions in class represent good preparation. Ideas offered are sometimes substantive, provide generally useful insights, and frequently offer direction to the class. Arguments, when offered, are fairly well substantiated and are moderately persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

Adequate Contributor (80 – 85%) Contributions in class represent satisfactory preparation. Ideas offered are sometimes substantive, occasionally provide useful insights, but seldom offer direction to the class. Arguments, when offered, are less well substantiated and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

Unsatisfactory Contributor (<80%) Contributions in class represent inadequate preparation or unprofessional behavior. Ideas offered are seldom substantive, provide few, if any insights, and never provide direction for the class. Integrative arguments and effective comments are rarely, if ever, presented. Class comments are, at best, "cherry picking" efforts making isolated, obvious, confusing, or distracting points. At worst the unsatisfactory contributor disrupts class discussion by unprofessional classroom conduct or absolutely pointless contributions. If this person were not a member of the class, valuable class time could be saved.

Non-Participant (<80%) This person has said little or nothing in class during the semester. Hence, there is no basis for a positive evaluation. If this person were not a member of the class, the quality of class discussion would be unchanged.

Exhibit 2
Professional Classroom Conduct

Consider the classroom as dress rehearsal for business meetings, training sessions and presentations that will be part of your future employment.

This means you should:

Be in your seat and ready to contribute the moment class starts. An attendance sheet will be placed in the front of the room, please sign it before you take your seat. The sheet will be picked up when the class starts, and there will be no opportunity for latecomers to sign in. Lack of signature will be counted as an absence and will consequently reduce your participation grade.

Bring all materials that will allow you to be a constructive participant. This includes your text, readings and copies of your assignments. You will hand the original of your assignment in at the beginning of class, so you will not be able to refer to it unless you make a copy.

Treat your classmates and professors with respect and professionalism at all times. Do not interrupt when others are speaking, and do not make personal comments about others.

Plan to sit through class sessions unless a formal break is called. Plan bathroom and other breaks to coincide with the formal breaks. Wandering in and out of class is disruptive, reflects badly on you, and will not be tolerated.

Stay awake; practice looking interested even when you are not.

If you have a laptop, use it only for legitimate classroom needs. Do not distract yourself and others around you by surfing the web, or doing other work.

Turn your cell phone off.

Exhibit 3
Team Evaluation

Evaluator: _______________________ Group: __________________

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Use this form to evaluate the contribution of other members of your group. Peer evaluations are confidential; they become the property of the instructor and will not be divulged to team members.

Rate each person in your group (excluding yourself) on the criteria indicated using a scale of 10 (Outstanding), 9 (Exceptional), 8 (Satisfactory), 7 (Less than satisfactory), 0-6 (unacceptable).

Member Name/ Evaluation Item	Name	Name	Name	Name	Name
Contribution					
Dependability					
Preparation					
Professionalism					
Overall Assessment					

Rank members of your group in terms of their overall performance. No two members can have the same ranking. Be sure to note where significant gaps in the ranking exist.

1. __________________
2. _________________ difference between next higher ranking is: Slight |___|___|___|___|___| Significant
3. _________________ difference between next higher ranking is: Slight |___|___|___|___|___| Significant
4. _________________ difference between next higher ranking is: Slight |___|___|___|___|___| Significant
5. _________________ difference between next higher ranking is: Slight |___|___|___|___|___| Significant

How could your group have worked together more effectively?

Describe your contribution to the group's work.

Is there anything else we should know as we evaluate this group?

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Synthesis/Response Papers

Multiple readings will be assigned for nearly every BA653 class meeting. For many classes, a synthesis/response paper is required as part of your preparation for the class. The following description provides a brief introduction to the structure and expectations for these papers.

Synthesis/response papers must be word-processed and may not exceed one page. Papers must be single-spaced. Professional production quality is expected; typographical and proofreading errors will result in deductions. Put the class number (i.e., BA653), your name and ID number, and the date in the header of the paper. Identify yourself by your name and SS#. Use a heading to label each section. These papers are intended to relate directly to the appropriate assigned reading(s).

Approximately the first half the paper should be devoted to synthesis, bringing the topics of the various assigned readings into a coherent whole. Beware of simply summarizing the readings, a proper synthesis elevates the topics of the individual readings to the higher level of a unifying theme.

Devote the second half of the paper to your response to the assigned reading(s). The response portion of the paper should focus on your "take-aways," your personal reactions to the concepts presented in the readings, for example:

- How are these ideas useful to you in your managerial career?
- How do the topics in the readings correspond with your personal experiences in organizations?
- How do the readings make sense to you on an applied level?

In other words, the response section answers the question "What can each student take away from the readings for his/her own use?"

When there is only one reading, you may be asked to write a Response paper. The response paper has only one section, approximately one page single-spaced, giving your personal responses to the reading.

Common Faults to Avoid in Synthesis/Response Papers:

* Typographical, grammatical, and other writing errors
* Logical errors or unclear writing style that take away from clarity
* Summary of reading(s) rather than synthesis:
  If you find yourself making extensive references to the articles, chances are good that you are summarizing rather than synthesizing. Synthesis elevates the level of analysis and focuses on unifying theme(s) for the diverse readings.
* Continuation of the synthesis discussion in your response section or vice versa
  (instead of a personal response)