MSA 501 – Managing Change with Emotional Intelligence 3(3-0)

Course Outline

Instructor: Al Zainea  
Office: Park Library 413Q  
Work Number: 989-774-3616  
Fax Number: 989-774-1188  
E-mail Address: zaine1aa@cmich.edu  
Office Hours: Available by appointment  
*Note: Week 5 is online using Blackboard due to the Thanksgiving recess.

Academic and Work Experience: Director, Academic and Professional Programs, Office of Academic Development (July 2004-current);  
Facility member, Department of Recreation, Parks, & Leisure Services Administration (RPLSA); Associate Graduate Faculty rank (1997 to current).  
ABD: Higher Education Administration (2009); MA-Recreation Administration (1991); BA-Outdoor and Environmental Recreation Administration (1989).

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Required Textbook:  


Required Supplementary Readings: Additional required readings will be posted on Blackboard. Access to a computer is necessary. Computers are available for students at several campus locations. It is your responsibility to bring printed materials from BB to class.

COURSE DESCRIPTION  
An examination of organizational leadership utilizing emotional intelligence as a foundation for managing change.
COURSE GOALS AND OBJECTIVES

Upon the examination of the origins, present status, and future directions of emotional intelligence as a leadership function, the student will demonstrate the ability to:

1. Research and analyze the history and domains of emotional intelligence to include emotional intelligence objectives.
2. Research and analyze the forces which shape various models for emotional intelligence.
3. Research, analyze and describe change management and leadership strategies.
4. Research, analyze and report examples of emotional intelligence competencies appropriate and necessary for leadership professionals.
5. Hypothesize the impact of a leader style on the organization’s strategic leadership through the use of case studies.
6. Research, analyze, synthesize and report on the emotional intelligence performance of one organization leader using a strategic decision-making process, integrating previous knowledge and skills from related core courses.
7. Examine, analyze, synthesize and report on the strengths and weaknesses of strategic leadership teams in organizations.

METHODOLOGY

- Lecture
- Group discussions
- Evaluation of case studies
- Synthesis of interdisciplinary literature
- Self-assessment/review
- Examinations
- Evaluation Assessments

COURSE OUTLINE/ASSIGNMENTS

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Review Syllabus and Keys to Success</th>
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<tbody>
<tr>
<td>Book:</td>
<td>Leadership 101 and how it relates to EQ</td>
</tr>
<tr>
<td>Part One</td>
<td>EQ Self Awareness lecture/discussion; individual and/or group work</td>
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<td>Soul of Democracy and EQ competencies for College Students</td>
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<td>MBTI and Emotional Intelligence</td>
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<td>Reading Assignment for Week 2</td>
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<tr>
<td>Week 2</td>
<td>Emotional Intelligence (EQ) Historical Foundations lecture/discussion</td>
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<tr>
<td>Book:</td>
<td>EQ Quadrants and Competencies lecture-assessment</td>
</tr>
<tr>
<td>Part One</td>
<td>Individual and/or group work</td>
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<tr>
<td>and Part Three</td>
<td>Overview of Theories of Organizational Behavior</td>
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<td></td>
<td>The Fifth Discipline concepts with EQ</td>
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<td></td>
<td>Reading Assignment for Week 3</td>
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<tr>
<td>Week 3</td>
<td>MAJOR ASSIGNMENTS DUE - Self-Assessment Review due</td>
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<tr>
<td>Book:</td>
<td>EQ- Self-reflection</td>
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<tr>
<td>Part One</td>
<td>Relationships in the workplace lecture/discussion</td>
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<td>Self-Assessment 5 minute student presentations (No PowerPoint allowed)</td>
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<td>Review and assessment of movie with EQ</td>
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<td>Review of Exam #1</td>
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<td>Week 4</td>
<td>MAJOR ASSIGNMENTS DUE - Mid-term Exam</td>
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<td></td>
<td>Assessment of EQ Self-reflection</td>
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Week 5
Book: Part Two
This week is Online using Blackboard

- Review mid-term examination results
- YouTube Biography selections and EQ
- Organizations and EQ: Promotion and recruitment of staff with EQ
- 360 Feedback and other EQ End-of-year performance assessments
- Professional Development DVD vignettes (Delotte)
- Case Study in HR
- Reading Assignment for Week 6

*Week 6
Book: Part Two and Three

- MAJOR ASSIGNMENTS DUE - Biography Paper due
- Student biography 5 minute presentations (no PowerPoint’s allowed)
- Current and future Issues in Emotional Intelligence in Human Resources training
- Change Models – Ambrose Formula for impactful change
- The Power of Emotional Intelligence and the link to the Least Preferred Coworker (LPC)
- Implementing EQ Programs in Organizations – Becoming a change agent within a leadership team.
- The impact of resonant and dissonant leaders -Making Leaders lecture/discussion

Week 7
Book: Part Three

- MAJOR ASSIGNMENTS DUE - Group EQ Organizational Review due
- Group EQ Organizational Presentations
- Continued, Making Leaders discussion and conclusion
- Specific Emotional Intelligence Competencies for change
  o (Nash) Ethical implications of leadership – Case Study Activity
  o (Hatesohi) EQ Micro Expressions lecture/discussion. It’s a communication thing!
  o (Russell) Models of Problem Solving – Case Study Activity
- Review of final exam

Assignment Due Dates:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
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<tbody>
<tr>
<td>EQ Self-Assessment Review</td>
<td>November 8, 2017</td>
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<tr>
<td>Mid-term Exam</td>
<td>November 15, 2017</td>
</tr>
<tr>
<td>Bibliography Assignment</td>
<td>November 29, 2017</td>
</tr>
<tr>
<td>EQ Group Organizational Review</td>
<td>December 6, 2017</td>
</tr>
<tr>
<td>Final Exam</td>
<td>December 13, 2017</td>
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CRITERIA FOR EVALUATION

Type of Performance:
Final grades will be based on performance on the two exams totaling (320 points); EQ Self-Assessment review (150 points); Biography review (150 points); and an EQ Group Organizational Review paper and presentation (300 points). Class participation is assessed through attendance, classroom discussion, and individual performance for presentations (80 points or 10 points per class). Grades listed on Blackboard will be scored in terms of course points. Feedback on assignments will also be presented in Blackboard. There is a total of 1000 course points possible.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Points</th>
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<tr>
<td>Classroom participation</td>
<td>80</td>
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**Evaluation Criteria:**

**Exams:** Two exams are given during the course. Each may consists of multiple-choice, true/false, short answer, and essay questions. Exam responses will be evaluated based on accuracy, precision, and clarity. The final exam is cumulative.

**Papers and Exams and other documents:**
(All papers are to follow APA format and the student must keep a copy for their records)

**Self-assessment Review** – Research, analyze, synthesize and report student’s current skill-set (strengths and weaknesses) within the domains of emotional intelligence. A six to eight page paper of synthesized work.

**EQ Biography Review** – Select a biography of a leader (do not choose an autobiography). The student will research, analyze, synthesize and report to the class the inferences of this business, civic, cultural, or political leader using the emotional intelligence theory. A six to eight page paper of synthesized work.

**EQ Group Organizational Review** – The student will be assigned to a group of three or four. The group will be provided a current company to investigate the current EQ practice of that selected company. In order to accomplish the proposal, the group must research, analyze, synthesize and report the current personnel, ethical and organizational environment of the chosen company. A minimum of 15 pages of synthesized work which must include a minimum of three topics specific to emotional intelligence, leadership and change theories and concepts. You will be graded on the group presentation on Week 7.

<table>
<thead>
<tr>
<th>Approximate Guide for GPA Percent</th>
<th>Papers and Writing Quality</th>
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<tr>
<td>90 to 100% (4.0 to 3.7)</td>
<td>The response to the assignment reflects a high degree of accuracy, it is written clearly, and represents thoughtful consideration of the material.</td>
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<tr>
<td>80 to 89% (3.69 to 2.7)</td>
<td>The response to the assignment is mostly accurate, written in an acceptable fashion, and/or represents a generally thoughtful consideration of the material.</td>
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<tr>
<td>70 to 79% (2.69-1.7)</td>
<td>The response to the assignment is inaccurate in some important ways, has a number of grammatical errors, and/or demonstrates a limited amount of thoughtful consideration of the material.</td>
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<tr>
<td>1 to 69% (1.7 to .1)</td>
<td>The response is mostly inaccurate, written in a way that is very unclear, and/or demonstrates a very limited amount of thoughtful consideration of the material.</td>
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Attendance and Participation: Classroom participation will be evaluated with responses to the chapters and other classroom discussions. During each chapter/week, there will be case studies, reflections and other opportunities for individual and group reactions to the class. The following rubric will be used to grading participation each week:

<table>
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<tr>
<th>Points</th>
<th>Weekly Classroom Participation</th>
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<tbody>
<tr>
<td>10</td>
<td>Comments are rich in content/insight/analysis. Clear connections to course material and real life.</td>
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<tr>
<td>7.5</td>
<td>Contents contain substantial information. Connection to course material and real life are made but they are not clear.</td>
</tr>
<tr>
<td>5</td>
<td>Generally competent commentary. Limited and vague connections to course material or real life.</td>
</tr>
<tr>
<td>2.5</td>
<td>Superficial content. No connections to course material or real life.</td>
</tr>
<tr>
<td>0</td>
<td>No Activity or absent. Attendance is mandatory.</td>
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Group Ratings for EQ Organization Review: Each student will assess all group members at the conclusion of the group project. Group an individual scores will vary based on the assessments from your group members. The rubric is posted in the blackboard shell. It must be completed and sent to the instructor no later than the final day of class.

Late Assignments: Late assignments will not be accepted unless pre-approved by the faculty member. If pre-approved, (i.e. papers, exams) will be penalized 10% of the assignment grade for each day the assignment is late. Late assignments may be submitted to the instructor via email attachment. However, receipt of a late assignment via email is subject to verification of the attachment’s functioning.

Make-Ups and Rewrites: Make-ups for exams and papers require official documentation from a doctor or other authoritative source. Assuring appropriate conditions for the make-up exam are the responsibility of the student.

Instructor Responses to Email: The instructor will strive to respond to a student’s email and phone communication with 24 hours. If the instructor has not responded with 48 hours, please send your email again and/or contact the instructor by phone.

Timing of Grading of Assignments: The instructor will strive to grade assignments within 4 days after the due date.

Graduate Grading Scale:
- A = 940-1000 Course points (94 – 100%)
- A- = 900 – 939 Course points (90 – 93%)
- B+ = 870-899 Course points (87 – 89%)
- B = 840 – 869 Course points (84 – 86%)
- B- = 800 – 839 Course points (80 – 83%)
- C+ = 770 – 799 Course points (77 – 79%)
- C = 730 -769 Course points (73 -76%)
- C- = 700 – 729 Course points (70 – 74%)
- B = Below 700 Course points (<73%)
**Undergraduate Grading Scale***:

- **A**: 940-1000 Course points (94 – 100%)
- **A-**: 900–939 Course points (90 – 93%)
- **B+**: 870-899 Course points (87 – 89%)
- **B**: 840–869 Course points (84 – 86%)
- **B-**: 800 – 839 Course points (80 – 83%)
- **C+**: 770 – 799 Course points (77 – 79%)
- **C**: 730 -769 Course points (73 -76%)
- **C-**: 700 – 729 Course points (70 -72%)
- **D+**: 670 – 699 Course points (67 -69%)
- **D**: 630- 669 Course points (63 -66%)
- **D-**: 600-629 Course points (60 -62%)
- **E**: Below 600 Course points (<60%)

*Undergraduate Students*: MSA 501 is available for any undergraduate student who meets the prerequisites. The grading scale will stay the same. The UG student will work with the instructor to realign the assignments to meet the UG expectation for the class. Most students in the on-campus section of the course are graduate students and this course is built for the GR group.

**Incomplete**: The (I) Incomplete is a temporary grade used in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. An (I) Incomplete is assigned in cases in which the student has completed satisfactorily the major portion (50%) of the course requirements and has the ability to complete the remaining work without re-reregistering for the course. Further information on (I) Incomplete can be found in the Graduate Bulletin.

**Copies of Assignments**: Attention CMU students: It is your responsibility to retain a copy of any materials that you mail or hand in to a center or to your instructor. This includes, but is not limited to, exams, assignments, cases, or reports.

**Academic Dishonesty**: Academic dishonesty (e.g., plagiarism or cheating) will not be tolerated and will normally result in an “E” grade for the semester (see the current CMU Bulletin for additional information on this topic). Written or other work which students submit must be the product of their own efforts. Plagiarism, cheating, and other forms of academic dishonesty, including dishonesty involving computer technology, are prohibited. Further information on Academic Dishonesty can be found in the current CMU Bulletin.

**ADA**: CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the Student Disability Services office in Park Library 120, telephone (989) 774-3018 and TDD (989) 774-2568.

**Cell Phone, pagers, and other classroom details**: Please mute any cellular devices during class. If you have an emergency which requires you to respond to a call, please notify the instructor prior to class that you may need to respond to a call. You will be asked to leave the classroom for any disturbances. Absolutely no one other than the instructor, students and special guests invited by the professor will be allowed into the classroom. If you have small children, please plan appropriately for child care plans. The buildings and classrooms are strictly used for educational purposes.

**Bibliography**:

MSA 501, Managing Change with Emotional Intelligence


