IDENTIFYING INFORMATION

Course: MSA 501 Managing Change with Emotional Intelligence

Term: Fall II, 2018
CRN: 22359430
Location: Rowe 229
Course Dates and Times: Wednesdays 5:30-10:20 p.m.; 10/24/2018 – 12/12/2018 (No class 11/21/18)

Instructor: Dr. Michael Dillon
E-Mail Address: dillo1md@cmich.edu
Phone Numbers: Cell: 989-941-6330
Office Hours: I would be happy to set a time to speak/meet with you. Please call or email for arrangements.

Academic Biography:
Dr. Michael Dillon has been a fixed term faculty member, and now a Lecturer II, at Central Michigan University since January of 2016 for the Master of Science of Administration program, and has taught MSA 502, 503, 506, 510, 600, 601, 602, 603, 604, 647, 677, 698, and 699. Prior to his current role, he has served as an adjunct faculty member at various universities. He has a work history in higher education and finance, has taken leadership roles in multiple non-profits, and has numerous academic publications and conference presentations. Research interests include collaborative action and power dynamics, adult learning theory, organizational learning, critical human resource and organizational development theory, leadership theory, action research methodology, hybrid and online learning, and qualitative research. Dr. Dillon holds an Ed.D. in Adult Education and Human Resource and Organizational Development from the University of Georgia, a Master of Arts in Organizational Leadership from Gonzaga University, a Dual Bachelors of Arts in Economics and Philosophy from the University of Pittsburgh, and recently completed a Project Management certificate at Central Michigan University. Dr. Dillon is originally from Pittsburgh, PA and currently resides in Midland, MI with his two teenage children.

Prerequisites: 86 semester hours completed or Admission into a graduate program

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Required Texts:

III. COURSE DESCRIPTION

An examination of organizational leadership utilizing emotional intelligence as a foundation for managing change. This course is approved for offering in a distance learning format.

IV. COURSE GOALS AND OBJECTIVES

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

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

V. METHODOLOGY

Specific course methodologies include: Interactive lectures, discussions, possibly group work (including small and large group projects and activities), papers, case studies, simulations, and presentations. Classroom time will be used to engage in dialogue regarding key concepts from the assigned text chapters.

VI. COURSE OUTLINE/ASSIGNMENTS

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Readings</th>
<th>Assignments*</th>
<th>Class Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10/24 – 10/28</td>
<td>E.I. Chs 1-2</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>10/29 – 11/4</td>
<td>E.I. Chs 3-5</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

Fall II 18 - MSA 501 Managing Change with Emotional Intelligence

### VII  CRITERIA FOR EVALUATION

#### Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Event Application (Graduate Students only)</td>
<td>9</td>
</tr>
<tr>
<td>Emotional Intelligence Appraisal Reflection – part 1</td>
<td>28</td>
</tr>
<tr>
<td>Primal Leadership Paper</td>
<td>28</td>
</tr>
<tr>
<td>Emotional Intelligence Appraisal Reflection – part 2</td>
<td>28</td>
</tr>
<tr>
<td>Class Engagement</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 Grad / 90 Undergrad</strong></td>
</tr>
</tbody>
</table>

**Assignment Detail:**

**Emotional Intelligence Appraisal Reflection – part 1** – After taking the Emotional Intelligence Appraisal (see your EI book), write a paper that briefly details your results, and more importantly – provides an action plan regarding those results that you will focus on during this class. Paper should be APA format, using APA section headings, 5 double spaced pages (not including font and back matter), with at least 3 references. Detailed Rubric will be provided in Blackboard.

**Emotional Intelligence Appraisal Reflection – part 2** – Now that you have taken the Emotional Intelligence Appraisal, and have had time to work on your plan from part 1. How is it going? Write a paper that provides and update since part 1, and more importantly – provides an action plan regarding those results that you will focus after this class. Additionally, take one of the [CMU Career Services Assessments](https://www.cmucareers.com) (many of which are free) and talk about how that impacts your plan. Paper should be APA format, using
APA section headings, 5 double spaced pages (not including font and back matter), with at least 3 references. Detailed Rubric will be provided in Blackboard.

**Primal Leadership Paper** - Based on what you have learned from “Primal Leadership”, your personal EI assessment, and the course in general, you will write a Personal Leadership Plan. Be sure to include: a) brief background of the context, and b) your leadership plan. How what you have learned in this class can be applied to your organization’s goals and strategy? Paper should be APA format, using APA section headings, 5 double spaced pages (not including font and back matter), with at least 3 references. Detailed Rubric will be provided in Blackboard.

**Current Event Application Presentation** – Each student will present on a current event and how it relates to emotional intelligence. Be prepared to speak approx. 15 minutes and answer questions from classmates. PowerPoint is optional but encouraged if it helps to keep you on track.

**Late Assignments:** 20% penalty for each day late. No work accepted after 12/12.

**Make-ups and Rewrites:** Not accepted

**Attendance Policy:** Students need to be present and engaged for each class meeting, and to keep abreast of any announcements in Blackboard.

**Class Engagement:** grade will be based on his or her attendance and engagement as described below.

<table>
<thead>
<tr>
<th>Class Engagement</th>
<th>Preparation (outside of class)</th>
<th>Participation (in class)</th>
</tr>
</thead>
</table>
| I am Fully Engaged | Exemplary Preparation  
I read carefully and research background information on the author/topic ahead of time.  
I research social, cultural, historic, economic, political connections to the text/topic.  
I consider the course’s Essential Questions as I prepare. | Animated Participation  
I attend class and I speak daily.  
I try to advance the conversation by presenting evidence to support my ideas.  
I present related research, implications, or complexities in the text/situation/topic. |
| I am Occasionally Engaged | Novice Preparation  
I read assignments ahead of time. | Occasional Participation  
I attend class daily.  
I speak occasionally—mainly |
I do basic research to understand the material, but I do not go beyond the obvious. Sometimes I consider the course’s Essential Questions as I prepare. when called upon by the professor. Sometimes I present general evidence to support my position.

I’m not sure how to be engaged; I need some direction. Inadequate preparation. Sometimes I do the reading. I don’t research to understand the material, nor do I go beyond the obvious.

Inadequate participation. My attendance is inconsistent. I participate only when prompted.

I am Disengaged. No Preparation. I neither read nor research before class. No Participation. My attendance is inconsistent. I do not speak in class.

Source: Stephanie Almagno, PhD, http://www.facultyfocus.com/articles/effective-teaching-strategies/participation-points-making-student-engagement-visible/?utm_campaign=Faculty%20Focus&utm_content=50702409&utm_medium=social&utm_source=linkedin

Grading Scale:

**Undergraduate Students:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94% or above</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 93%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>84% - 86%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79%</td>
</tr>
<tr>
<td>C</td>
<td>74% - 76%</td>
</tr>
<tr>
<td>D+</td>
<td>67%-69%</td>
</tr>
<tr>
<td>D</td>
<td>64%-66%</td>
</tr>
<tr>
<td>E</td>
<td>Below 60%</td>
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</table>

**Graduate Students:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94% or above</td>
</tr>
<tr>
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</tr>
<tr>
<td>C+</td>
<td>77% - 79%</td>
</tr>
<tr>
<td>C</td>
<td>74% - 76%</td>
</tr>
<tr>
<td>D</td>
<td>60%-63%</td>
</tr>
</tbody>
</table>

**General:**

1. **Academic Dishonesty:** Written or other work which a student submits must be the product of his/her 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 Bulletin.

2. **ADA:** CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact Student Disabilities Services at 989-774-3016 or by e-mail at sds@cmich.edu at least 4-6 weeks prior to the start of class. SDS is located in
the Park Library, room 120. Students may find additional information and forms at [http://www.cmich.edu/Student_Disability_Services.htm](http://www.cmich.edu/Student_Disability_Services.htm).

**Student's Rights and Responsibilities:**
[http://www.cmich.edu/policies-procedures/code-student-rights](http://www.cmich.edu/policies-procedures/code-student-rights)

**SELECTED BIBLIOGRAPHY**


