

CENTRAL MICHIGAN UNIVERSITY
MSA 503 SYLLABUS

IDENTIFYING INFORMATION

Course: MSA 503, Gender/Generational Supervision

Term: Spring II, 2019

CRN: 22365556

Location: Rowe 229

Course Dates and Times: Tuesdays, 5:30-10:20 p.m., 03/12 to 04/30, 2019

Instructor: Dr. David Freed

E-Mail Address: freed1de@cmich.edu

Phone Numbers: Cell: 517-290-0564

Office Hours: Before and after class sessions, by appointment, and always available by phone

Academic Biography:

The instructor holds a B.A. degree from the University of Michigan-Flint, an M.S. degree from Michigan State University, and a Doctorate in Public Administration from Western Michigan University. He has held a variety of managerial and executive positions working for the State of Michigan for over 32 years, and has taught in the MSA Program for 17 years. Dr. Freed is currently an Assistant Professor in the Master of Science in Administration Degree Program at Central Michigan University. He teaches MSA 502, 503, 510, 600, 601, 603, 604, 698 and 699.

I. Course Description

The course analyzes how gender and generational differences manifest themselves in the workplace, and how to effectively work within and manage those differences.

II. Prerequisites

Must be enrolled at the master's or undergraduate senior's level.

III. Rationale for Course Level

This course assumes a basic level of understanding of workplace dynamics, and previous exposure to literature relating to management/supervision/leadership.

IV. Textbooks and Other Materials To Be Furnished by the Student

- Johnson, Meagan and Johnson, Larry (2010). Generations, Inc. New York: AMACOM, ISBN -13:978-0-8144-1573-3
- Powell, Gary N. (2019). Women and Men in Management. Thousand Oaks, California: Sage Publications, Inc. ISBN - 978-1-5443-2743-3
- Havens, Jeff (2015). Us vs. Them. Old Tappan, New Jersey: Pearson Education, Inc. ISBN - 13:978-0-13-419510-0

V. Special Requirements of the Course

None

VI. General Methodology Used in Conducting the Course

Lectures, discussions, group work (including small and large group projects and activities), papers, presentations and examinations.

VII. Course Objectives

After successful completion of this course, the student will be able to:

1. Identify the different generations in the workforce
2. Understand the similarities and differences between the generations, and how to effectively manage and supervise those differences.
3. Demonstrate an understanding of gender differences in communication styles, and how to recognize and react to those differences.
4. Understand the gender issues and challenges in working with diverse teams and leading people.
5. Demonstrate an understanding of dealing with sexuality in the workplace, as well as work/family issues.
6. Identify specific approaches to address situations where gender/generational issues can lead to conflict or misunderstanding.

VIII. Course Outline

Date	Topic(s)	Reading(s) / Material(s)	Assignment(s) Due
March 12	- Sex, Gender, and Work	Johnson and Johnson – Chapter 1 Havens – Chapter 1 Powell – Chapter 1	- Chapter Groups formed for presentation of assigned material
March 19	- Yesterday and Today - Becoming Women and Men - Baby Boomers	Powell – Chapters 2 and 3 Havens – Chapters 2 and 3 Johnson and Johnson– Chapters 2 and 3	
March 26	- Making Employment Decisions - Generation X	Powell – Chapter 4 Havens – Chapters 4 and 5 Johnson and Johnson – Chapters 4 and 5	- Scholarly journal article paper
April 2		Midterm Examination	- Midterm Exam
April 9	- Generation Y - Working in Diverse Teams	Johnson and Johnson – Chapters 6 and 7 Havens – Chapter 7 Powell – Chapter 5	- Chapter group presentations Interview paper**
April 16	- Traditional Generation - Linkster Generation	Johnson and Johnson – Chapters 8, 9, 10, and 11.	- Chapter group presentations

	- Leading People - Dealing with Sexuality in the Workplace	Havens – Chapter 8 Powell – Chapters 6 and 7	
April 23	- Managing the Work-Family Interface - Promoting Nondiscrimination, Diversity, and Inclusion	Powell – Chapter 8 and 9 Havens – Chapters 9, 10, and 11	- Personal Effectiveness Game Plan Paper
April 30	Closing	Final Examination	- Final Exam

** This Interview Paper is the additional requirement for graduate students only!!

IX. Evaluation

Category	Points
Chapter Presentation (Group Project)	150 points
Personal Effectiveness Game Plan: Paper	150 points
Scholarly journal article review paper	150 points
Midterm exam	150 points
Final exam	150 points
Participation	100 points
Interview paper* (Graduate Students Only!!)	150 points
Undergraduate Total:	850 points
Graduate Total:	1,000 points

Semester Grading Scale: Please note that the grade of "C-" will not count towards a graduate degree.

Graduate Students		Undergraduate Students	
94-100%	A	94-100%	A
90-93%	A-	90-93%	A-
87-89%	B+	87-89%	B+
84-86%	B	84-86%	B
80-83%	B-	80-83%	B-
77-79%	C+	77-79%	C+
74-76%	C	74-76%	C
<74%	E	73-70%	C-
		67-69%	D+
		64-66%	D
		60-63%	D-
		<60%	E

Class Participation:

A student's participation grade will be based on the Instructor's assessment of the quality of the student's constructive contributions to the learning experiences of all course participants. Participation will be evaluated on the basis of (1) the regularity of the students' participation,(2) whether the students take the leading roles in certain discussions, (3) asking reading-informed questions about course subject matter, and (5) in a group, whether the students play the roles of leaders and followers well.

Late Assignments:

Late assignments receive zero credit unless pre-approved by the professor, and are only accepted with emergency documentation, then with a 10% penalty per day late.

Make-ups and Rewrites:

None. There will be no extra-credit assignments or extra-credit work accepted at any time during this course.

Attendance Policy:

Attendance, demonstrated in task participation, is mandatory to be able to contribute in a timely manner to course learning experiences. There will be no exceptions to this policy.

General:

1. Academic Dishonesty: Written or other work which a student submits must be the product of her/his 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 Disability Services at 989-774-3018 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 .

Student's Rights and Responsibilities:

<http://www.cmich.edu/policies-procedures/code-student-rights>

X. Bibliography

ARTICLES

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