CENTRAL MICHIGAN UNIVERSITY

MSA 608 COURSE SYLLABUS

I. IDENTIFYING INFORMATION

Course: MSA 608  
Course Title: Succession Planning  
EPN: 22375440  
Term: Fall II, 2019  
Location: Rowe 214  
Course Days and Times: 21 October – 9 December 2019 Mondays at 5:30-10:20 p.m.  
Instructor: Dr. Yucel Henderson  
E-Mail Address: hende1y@cmich.edu  
Phone Numbers: 213-500-1590 (Cellular Phone)  
Office Hours: Before and after class sessions, by appointment, and always available by text.

Academic Biography:

Dr. Yucel Henderson received her doctorate degree in Organization Management with a specialty in Global Leadership from Colorado Technical University. She holds an MA degree in Management and Leadership from Webster University with a comparative analysis thesis on the American and Arab business management practices. Her Bachelor’s degree is in Architecture and Design from Bilkent University in Turkey with a minor in Environmental Design.

For over a decade Dr. Henderson served in a variety of increasingly responsible positions with the Department of Defense programs in Europe and the U.S. and she spent the last few years working at executive levels with the Marine Corps. Dr. Henderson is proud to be part of the MSA team at Central Michigan and takes this opportunity as the next step in her colorful career. Her area of expertise include international business, organization behavior, gender and generational issues in work place, multiculturalism, and cross-cultural leadership. Dr. Henderson’s research interest is in initial trust formation between socio-culturally diverse work groups and cross-cultural marketing.

Blackboard:

Blackboard is a web-based learning management system licensed by CMU. Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you prior to the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of registration status. To access Blackboard, open a web browser and enter https://blackboard.cmich.edu/webapps/login/. After the site loads, enter your CMU Global ID
and password in the respective spaces provided. Click the "login" button to enter Blackboard and then the link to the appropriate course to enter the course's Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available at https://blackboard.cmich.edu/webapps/login/.

II. COURSE DESCRIPTION

An examination of the processes and practices required to effectively use succession planning as a part of a talent management strategy, and to link these approaches to organizational objectives. This course may be offered in an online or hybrid format.

III. PREREQUISITES

None

IV. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Title: Effective Succession Planning
Author: Rothwell, W.J.
Edition: 5th
Publisher: AMACON
Required: Yes

V. COURSE GOALS AND OBJECTIVES

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

1. Identify and explain the theory, practice, principles concepts and language of employee selection, recruiting, career management in regards to succession management.
2. Analyze the interrelatedness of recruitment, staffing, and career management processes.
3. Develop an integrated recruitment strategy for various organizational environments.
4. Incorporate the key elements of succession management into an organization’s strategic goals.
5. Propose a succession planning process and implementation plan that supports an organization’s business strategy.
6. Evaluate methods of accessing performance and potential as part of succession management.
7. Compare various communication strategies for succession planning.
8. Recommend strategies for successfully creating a diverse talent pool.
VI. METHODOLOGY

Course methodology will include, but is not limited to, lecture, discussion, current issues, case study reviews, examinations, research papers, presentations, and group activities.

VII. COURSE OUTLINE

U.S. Eastern Time

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings**</th>
<th>Activities/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Getting Started!</td>
<td>Syllabus &amp; Bb Tutorials</td>
<td>Pre-class tasks:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Read syllabus</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Explore the Blackboard online classroom</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Purchase textbook</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Post introductions on discussion board</td>
</tr>
<tr>
<td>I</td>
<td>What is Succession Planning and Management</td>
<td>Rothwell: Chs 1 &amp; 2</td>
<td>Lecture and discussions</td>
</tr>
<tr>
<td>October 21</td>
<td>Trends Influencing Succession Planning and Management</td>
<td></td>
<td>Group work teams are assigned.</td>
</tr>
<tr>
<td>II</td>
<td>Moving to a State-of-the-Art Approach</td>
<td>Rothwell: Chs 3 &amp; 4</td>
<td>Chapter presentations, if applicable</td>
</tr>
<tr>
<td>October 28</td>
<td>Competency Identification, Values Clarification, and Ethics</td>
<td></td>
<td>Lecture and discussions</td>
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<tr>
<td></td>
<td>Making the Case for Major Change</td>
<td></td>
<td>(article review paper due)</td>
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<tr>
<td>III</td>
<td>Starting a Systematic Program</td>
<td></td>
<td>Chapter presentations, if applicable</td>
</tr>
<tr>
<td>November 4</td>
<td>Refining the Program</td>
<td></td>
<td>Lecture and discussions</td>
</tr>
<tr>
<td></td>
<td>Assessing Present Work Requirements and Individual Job Performance</td>
<td></td>
<td>(article review paper due)</td>
</tr>
<tr>
<td>IV</td>
<td>Assessing Future Work Requirements and Individual Potential</td>
<td></td>
<td>Chapter presentations, if applicable</td>
</tr>
<tr>
<td>November 11</td>
<td>Assessing Future Work Requirements and Individual Potential</td>
<td></td>
<td>Lecture and discussions</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>V</th>
<th>November 18</th>
<th>Developing Internal Successors Assessing Alternatives to Internal Development</th>
<th>Rothwell: Chs 10 &amp; 11</th>
<th>Chapter presentations, if applicable Lecture and discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI</td>
<td>November 25</td>
<td>Integrating Recruitment with Succession Planning Integrating Retention with Succession Planning</td>
<td>Rothwell: Chs 12 &amp; 13</td>
<td>Chapter presentations, if applicable Lecture and discussions</td>
</tr>
<tr>
<td>VII</td>
<td>December 2</td>
<td>- Using Technology to Support Succession Planning and Management Programs - Evaluating Succession Management and Planning Programs</td>
<td>Rothwell: Chs 14, 15 &amp; 16</td>
<td>Chapter presentations, if applicable Lecture and discussions</td>
</tr>
<tr>
<td>VIII</td>
<td>December 9</td>
<td>The Future of Succession Planning and Management</td>
<td>Succession Plan paper due Succession plan paper presentation</td>
<td></td>
</tr>
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</table>

*Additional course materials may be assigned. See the weekly folders for details.*

** All Week 8 tasks are due by the last day of the class – Monday, 9 December 2019

**Post-Class Assignment:**

None. All work is completed by the end of week 8.

**Student Involvement Hours:**

It is critical to be prompt with your reading, homework, exams and other education duties. It is recommended you spend at least 9-12 hours per week on this course. Some weeks will not as much but others will be time consuming.

**VIII. CRITERIA FOR EVALUATION**

Final grades will be based on performance on the following assignments: Scholarly article review paper (200 points), Midterm Exam (200 points); Group Project - Chapter Presentations
(200 points), Participation in Class Discussions (100 points), Development of a Succession Plan Paper (200 points), and Succession Plan Paper Presentation (100 Points).

This course is placed at the graduate level to reflect the social and intellectual maturity required to integrate and synthesize knowledge, skills, and applications with real-world experiences. The students are expected to critique, analyze and construct supporting documents on theoretical and practical aspects of the course material. All papers should reflect graduate-level writing (proper grammar, sentence structure, and spelling). All papers are to follow APA format and the student must keep a copy for their records.

*You must support your analysis with at least five (5) scholarly references. Make sure that these references are not used as required or recommended readings in this course. You will find that the CMU library is an excellent place to find these sources. However, this does not preclude you from using additional credible sources, including newspapers, trade journals, government reports, and white papers. You may also use course required or recommended readings as other sources over the required five (5) references.

**Your references should be no older than five (5) years for the five (5) references that are required. However, if you find some historical data that is applicable to your assertions, opinions, or thinking, by all mean provide. Nevertheless, they cannot count as part of the five (5) references as stated above.

Scholarly Article Review Paper:

This is a 3-4 page paper (excluding the title and references pages). You need to find a scholarly journal article related to succession planning, and written in the past five (5) years. The first half of the paper should be a summary of the article. The second half of the paper should be your critique of the article (what do you agree and/or disagree with), and your reasoning. Be sure to provide the APA citation for the article at the end of the paper on a separate References page. The paper is due by the end of Week 3.

Group Weekly Chapter Presentations

The first week of class, students will be divided into groups and assigned chapters to present, beginning in Week 2. Assignment due date varies per group. Each group will decide how they are going to present their assigned chapters. The presentations should be approximately 8-10 slides in length.

a. **Presentations** should be approximately 20-30 minutes long and they should include visual presentation (e.g. PowerPoint presentation, videos, handouts etc.)
b. Select the most critical aspects of the chapters and develop 3-5 questions that could be used to stimulate classroom discussions.
c. Discuss what your group would have done differently and why?

**Development of a Succession Plan Paper**
This is an 8-10 page paper where you will individually develop a succession plan for an organization of your choosing. This should preferably be an organization where you currently work or one that you have worked at in the past. You may also choose an organization that you are familiar with or that the general reader would know.

Utilizing the course textbook and course readings/articles as well as your professional opinion, develop a succession plan for the organization of your choice. Your plan should address one or more aspects from each of Chapters 5-15 of the Rothwell textbook.

**Max 5 slides per presentation (excluding the title and references slides)**

**Discussions/Participation:**

Discussions are your opportunity to engage with your colleagues regarding the class materials and your personal opinions. Participation in class sessions (100 points) 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, (4) in a group, whether the students play the roles of leaders and followers well.

**Mid-Term:**

The exams will consist of short essay questions (2-3 fully developed paragraphs). The questions will be designed to elicit your thoughts and opinions regarding the course materials.

**Grading Scale:**

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. Course assignments and points are listed as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly article review paper</td>
<td>Three- Four page paper</td>
<td>200 points</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>Short essay questions</td>
<td>200 points</td>
</tr>
<tr>
<td>Group Project - Chapter Presentations</td>
<td>Weekly reading and Presentation</td>
<td>200 points</td>
</tr>
<tr>
<td>Participation in Class Discussions</td>
<td></td>
<td>100 points</td>
</tr>
<tr>
<td>Development of a Succession Plan Paper</td>
<td></td>
<td>200 points</td>
</tr>
<tr>
<td>Development of a Succession Plan Paper Presentation</td>
<td></td>
<td>100 points</td>
</tr>
</tbody>
</table>

**TOTAL POINTS:** 1,000 points
Final semester grade is on a percentage scale (points earned / total points) as follows:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94% or above</td>
<td>A</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>B+</td>
</tr>
<tr>
<td>77% - 79%</td>
<td>C+</td>
</tr>
<tr>
<td>90% - 93%</td>
<td>A-</td>
</tr>
<tr>
<td>84% - 86%</td>
<td>B</td>
</tr>
<tr>
<td>74% - 76%</td>
<td>C</td>
</tr>
<tr>
<td>80% - 83%</td>
<td>B-</td>
</tr>
<tr>
<td>Below 74%</td>
<td>E</td>
</tr>
</tbody>
</table>

IX. COURSE POLICIES AND EXPECTATIONS:

**Attendance and Participation:** Required. 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.

**Late Assignments:** Students are responsible for ensuring assignments are submitted on time and that their submissions are received. Late assignments will not be accepted unless pre-approved by the faculty member. All assignments and examinations must be submitted or taken on the scheduled dates unless other arrangements have been made with the professor prior to the scheduled dates. 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. Any late assignments receive zero credit if not pre-approved by the professor.

**Assignment submissions:** All assignments are submitted via appropriate assignment section on the Blackboard. Verification of assignment submission is an exclamation mark (!) in respective assignment area in Gradebook. Submissions are to be in MS Word put all your work on one word document. Multiple file submissions will be returned for resubmission as a single file, if the resubmit is after the due date the submission will be considered a late submission. Exams must be taken within the schedule window identified above. Failure to do so eliminates the opportunity to submit Scores will be posted on the website under Gradebook--if a score is missing or entered incorrectly let me know. You should review your grades at least once a week NLT Week 4 of the session.

**Make-ups and Rewrites:** There are no make-up assignments or rewrites. There will be no extra-credit assignments or extra-credit work accepted at any time during this course, unless specifically approved by the professor. Requests for extensions must be made in advance and accompanied by appropriate written documentation. Computer problems are not an acceptable reason for not meeting course requirements/expectations.

**Academic Integrity:** Because academic integrity is a cornerstone of the University’s commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin (https://bulletins.cmich.edu/).
**Student Rights and Responsibilities:** Each member of the Central Michigan University community assumes an obligation regarding self-conduct to act in a manner consistent with a respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of [Student Rights, Responsibilities and Disciplinary Procedures at https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx.](https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx)

**Instructor Communication:** The Instructor will respond to email inquiries within 48 hours. The Instructor will grade all assignments within one week of the due date.

**Netiquette (Internet + etiquette):** All members of the class are expected to follow rules of common courtesy in all email messages, discussions and live chats. Following are a few tips for appropriate netiquette:

- Use your name in all correspondence
- Make the subject line informative in your e-mails and discussion posts
- Use appropriate Salutations (i.e. "Hello Dr. Smith", "Dear Dr. Smith") "Jane" " Hey " is inappropriate when addressing a classmate or a member of the faculty).
- Messages should be concise and to the point. Write in short paragraphs; this makes things easier for the readers.
- Avoid abbreviations
- Use a cheerful tone but be cautious when using humor. Tone is sometimes lost in an email or discussion post and your joke might be taken seriously or sound offensive.
- Use upper and lower case letters. ALL UPPER CASE means you are shouting! Carefully use exclamation mark in your emails and discussion posts. Use of the unnecessary exclamation mark (!!!!) in the email demonstrates anger or excitement.
- Read your message before you send it. Always consider how your reader might interpret your message when they read it.
- Understand that inappropriate communications will result in a lower overall grade
X. SUPPORT SERVICES AND OTHER REQUIREMENTS

**Library Services:** CMU offers you a full suite of library services through the University Library. Reference librarians will assist you in using research tools and locating information related to your research topic. The library's Documents on Demand office will help you obtain copies of the books and journal articles you need. Check out the library website at [https://www.cmich.edu/library/Pages/default.aspx](https://www.cmich.edu/library/Pages/default.aspx) for more information.

**Writing Center:** The CMU Writing Center is a free service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. For additional information and to submit work, visit [https://www.cmich.edu/colleges/chsbs/Centers/WritingCenter/Pages/default.aspx](https://www.cmich.edu/colleges/chsbs/Centers/WritingCenter/Pages/default.aspx).

**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 TTY (989) 774-2568 or sds@cmich.edu. Please see additional ADA information and forms at [https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx](https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx).

Note: CMU Administration will notify faculty if applicable; otherwise, the student will provide a "Notification Letter to the Instructor" outlining the accommodations the student is approved to receive.

**VRC (Veterans Resource Center):** The VRC serves CMU students who are; Veterans, Active Military (including National Guard and Reserve), Spouses and dependents of Veterans and Active Military.

The VRC Staff helps students:
- Get the most out of their CMU experience,
- Access educational benefits, including those applicable to spouses and dependents
- Build academic and social networks,
- Successfully make the transition from military environments to our centers across the U.S., our main campus, or online learning.

Veterans' Resource Center Contacts -
Phone: (989) 774-7991
Email: veterans@cmich.edu
XI. BIBLIOGRAPHY

Books


Articles


