



School of Business and Technology
Human Resources Management
Course Syllabus

Course	COURSE NUMBER: MNGT 5870 Issues in Management: Future Focused Leadership SITE: Camp Lejeune, NC TERM: Fall 2, 2007	
Instructor	Name:	Jeff Nardo
	Phone:	W (910) 938-6373 H (910) 353-5710
	Email:	jeffreynardo96@webster.edu
Course Description	Current and significant issues in management are examined. The course focuses on existing theories and practices, with emphasis given to new and emerging topics in this field. This course (1) introduces students to future trends and projected changes in demographics, politics, science, technology and other factors that will have a profound effect on the future direction of businesses and organizations; (2) presents principles, tools, and techniques to help students filling leadership roles to effectively deal with these changes; and (3) develops critical skills in shaping the direction of organizations to successfully anticipate and deal with trends, changes, and issues.	
Prerequisites	None	
Course Level Learning Outcomes	The course will: <ol style="list-style-type: none">1) Make students aware of future trends affecting businesses and organizations2) Develop skills in scanning the environment to identify and analyze significant trends and issues3) Help students successfully manage, prioritize, and effectively deal with issues4) Differentiate issues and characteristics in organizations5) Develop multiple scenarios to achieve a desired future state of success6) Identify and involve community stakeholders essential to the successful process of developing a future-focused organization7) Foster strategic communication skills and help students understand their importance in affecting a successful end-state in dealing with issues	
Materials	Marx, Gary. <i>Sixteen Trends, Their Profound Impact on Our Future: Implications for Students, Education, Communities, and the Whole of Society</i> , Educational Research Service, Alexandria, VA (2006) ISBN: 1-931762-48-1 Marx, Gary. <i>Future-Focused Leadership: Preparing Schools, Students, and Communities for Tomorrow's Realities</i> , Association for Supervision & Curriculum Development, Alexandria, VA (2006) ISBN: 1-4166-0219-4	

	<p>Obtain textbooks by calling MBS Direct at 1-800-325-3252, by fax 1-800-499-0143, or at http://bookstore.mbsdirect.net/webster.htm. MBS Direct accepts credit card charge, money order or personal checks, and mails the textbook directly to your physical address. (No P.O. Boxes)</p>																						
Grading	<p>The instructor will determine final grades based upon all graded work, weighted as follows:</p> <table border="1" data-bbox="678 449 1192 600"> <tr> <td>Mid-Term Examination</td> <td>30%</td> </tr> <tr> <td>Final Examination</td> <td>30%</td> </tr> <tr> <td>Term Project</td> <td>30%</td> </tr> <tr> <td>Oral Presentation</td> <td>10%</td> </tr> </table> <p>The following table shows the grade associated with each of the different ranges of total possible weighted points:</p> <table border="1" data-bbox="727 743 1143 1008"> <tr> <td>A</td> <td>95 – 100 %</td> </tr> <tr> <td>A-</td> <td>90 – 94 %</td> </tr> <tr> <td>B+</td> <td>87 – 89 %</td> </tr> <tr> <td>B</td> <td>84 – 86 %</td> </tr> <tr> <td>B-</td> <td>80 – 83 %</td> </tr> <tr> <td>C</td> <td>75 – 79 %</td> </tr> <tr> <td>F</td> <td>Below 75 %</td> </tr> </table> <p>The criteria for Written and Oral Evaluations are explained in the Student Handbook, which is online at www.webster.edu, Camp Lejeune.</p>	Mid-Term Examination	30%	Final Examination	30%	Term Project	30%	Oral Presentation	10%	A	95 – 100 %	A-	90 – 94 %	B+	87 – 89 %	B	84 – 86 %	B-	80 – 83 %	C	75 – 79 %	F	Below 75 %
Mid-Term Examination	30%																						
Final Examination	30%																						
Term Project	30%																						
Oral Presentation	10%																						
A	95 – 100 %																						
A-	90 – 94 %																						
B+	87 – 89 %																						
B	84 – 86 %																						
B-	80 – 83 %																						
C	75 – 79 %																						
F	Below 75 %																						
Activities	<p>Learning Objectives</p> <ol style="list-style-type: none"> a. Understand the leader’s responsibility to be informed on developments and issues that affect the future of an organization b. Become aware of and demonstrate a practical understanding of 16 particular trends that will affect the future of organizations c. Demonstrate knowledge of and the ability to apply principles to guide the leadership activities of future focused leaders d. Develop and understanding of and skills in the use of tools and techniques to scan the internal and external environment for trends and issues that can affect the direction of an organization e. Show competency in identifying, analyzing, and managing the impact of trends and issues on an organization f. Develop competency in using scenarios for strategic planning g. Recognize the importance of communication in effecting future focused leadership initiatives <p>Students are expected to have read, and be prepared to discuss, the textbook chapters listed for each week. This includes the material from both texts to be covered the first night of class. In order to be awarded the full numeric values accumulated from the graded course requirements, the student must demonstrate preparation for each week’s lecture. Readings are the basis of the lecture and in-class exercises; failure to be prepared could result in reduction of one’s final grade.</p>																						

	<p>The time in class will be spent on lectures, discussion questions, and in-class activities.</p> <p>Examinations</p> <p>There will a mid-term exam and a final exam, covering the assigned textbook readings.</p> <p>Term Project - Organizational/Community Analysis</p> <p>Students will be required to conduct an analysis of an organization and/or community, consisting of an internal/external environmental scan, identification of subsequent issues and their impact on the organization, development of a process to manage each issue to include development of scenarios to facilitate the process, and consideration of strategic aspects of communication on the entire process. The instructor will provide a supplemental handout identifying specific details to be included in the assignment.</p> <p>The assignment will be turned in on paper. Number of pages are discretionary, but will effectively cover the requirements provided. The assignment will be submitted electronically to the instructor (followed by a hard copy during the class it is scheduled for presentation) and Turnitin.com and must adhere to the University guidelines of the American Psychological Association (APA) Style Manual. All support material must be readily available to provide to instructor upon request.</p> <p>Oral Presentation</p> <p>The student will conduct a 30-minute oral presentation covering the components of the analysis provided in written format. Use of handouts, overhead transparencies or PowerPoint slides, is required as a minimum.</p>
<p>Policy Statements: University Policies</p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p>Academic Honesty</p> <p>The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals</p> <p>Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the</p>

	<p>university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services</p> <p>If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances</p> <p>Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p>Student Assignments Retained</p> <p>From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p>
<p>Course Policies</p>	<p>All papers will be in accordance with guidelines found in the <i>Publication Manual of the American Psychological Association</i>, latest edition, and the Webster APA Guidelines.</p> <p>Turnitin.com</p> <p>Students are strongly encouraged to make use of this program's capabilities to help them prevent unintentional plagiarism. The information required to access the program will be forwarded to students by the instructor.</p> <p>Passports</p> <p>Students should make full use of the Webster Library's Passport capabilities to perform literature searches. It is important to cite information from reputable sources. Question the validity of information and only cite subject experts, professional journals, government agencies, or similar acceptable sources.</p> <p>Class Attendance: The following Webster University Graduate School policy is in effect for this course:</p> <ul style="list-style-type: none"> • All classes will meet the entire period a course is scheduled to meet 4 hours per night (day) for 9 weeks, or as otherwise scheduled with approval by the Director.

	<ul style="list-style-type: none"> • The student should notify the instructor prior to class if an absence is anticipated and should not miss more than 4 contact hours. Makeup work <u>will be</u> assigned and, if the absence is unexcused, the work may exceed the material presented in class. • Persistent lateness or leaving class early could result in grade point reduction. • For absences of 8 hours, (other than documented, pre-approved absences), the instructor can opt to lower the students grade significantly if all make up work is not completed in a timely fashion. The Instructor should fail the student if the assigned makeup work has not been completed upon return of absences, or the student fails to notify the instructor prior to the absences. • If a student is absent 12 hours or more, the instructor will assign the grade of “F”. It is the student’s responsibility to withdraw from the course. • For pre-approved excused absences (<i>in an extreme case</i>) when the instructor chooses to award a grade of I (Incomplete) for 6 to 12 hours missed, the student must provide acceptable documentation to verify that the absences were unavoidable (e.g. illness, military TAD, etc.). These actions will be coordinated with the Director. Students will only be allowed 30 days from date of last scheduled class to complete all outstanding tests and assignments. • In all cases, the student needs to withdraw from the regular course if he/she has more than 16 hours of credit absences. Students who fail to comply with this policy should realize they become responsible for the full tuition rate, will then receive the grade of “F” for the course and will have to retake the course in its entirety.
--	---

Weekly Schedule (May be changed, with the Director’s approval, to suit the needs of the class, participants or goals of the course)		
	Week 1	Review of course syllabus, term project assignment, oral presentation guidelines, and grading Part 1 of Future-Focused Leadership Introduction and Trends 1 and 2 of Sixteen Trends Discussion questions and activities Refer to course objectives: a and b met
	Week 2	Part 2 of Future-Focused Leadership Trends 3 and 4 of Sixteen Trends Discussion questions and activities Refer to course objectives: b and c met

	Week 3	Parts 3 and 4 of Future-Focused Leadership Trends 5 and 6 of Sixteen Trends Discussion questions and activities Refer to course objectives: b, d, e and f met
	Week 4	Mid-Term Exam (Parts 1-4 of Future-Focused Leadership and Trends 1-6 of Sixteen Trends) Part 5 and Appendices C and E of Future-Focused Leadership Refer to course objective: b, f and g met
	Week 5	Environmental Scan due Trends 7, 8 and 9 of Sixteen Trends Discussion questions and activities Refer to course objective: b and d met
	Week 6 NO CLASS 11/19 CLASS MEETS 11/26	Trends 10, 11 and 12 of Sixteen Trends Discussion questions and activities Refer to course objective: b met
	Week 7	Trends 13, 14, 15 and 16 of Sixteen Trends Discussion questions and activities Refer to course objectives: b met
	Week 8 CLASS MEETS TH 12/6	Oral Presentations Term Project due
	Week 9	Final Exam (Part 5 of Future-Focused Leadership and Trends 7-16 of Sixteen Trends) Course wrap-up

Reviewed by: Cynthia A. Rose

Approval date: 7/19/07