Catalog description (2009-2011 Catalog):
Draws together the most significant achievements in the study of work motivation and leadership. Presents a theory that puts most of this research into a single, understandable perspective and shows through a workshop format the practical applications of this research.

Is course New, Revised, or Modified? Revised

Required texts/other materials:

Revision date: Course coordinator:
Fall 2011 Carl Kovelowski, (609) 570-3461, kovelowc@mccc.edu

Course Requirement:
The student must...
1) Research at least five current articles pursuant to the topics being studied during the semester.
2) Be prepared to present the article orally to the class.
3) Your instructor will announce the due date or dates for the article’s submission.

Article Preparation:
1) The article must be as current as possible (within one calendar year.)
2) The article should be summarized in the student’s own words.
3) The article must also be critiqued; that is to say, the author’s main ideas should be brought to bear relative to their effects on current market situations. (See attached required format)

Suggested Resources:
Assignment Completion Requirements:

Upon completion of this assignment students will demonstrate the ability to read and summarize articles from periodicals that relate to topics discussed in this class. Student papers will demonstrate coherence, decisiveness, and conciseness.

Required Format:

<table>
<thead>
<tr>
<th>Name</th>
<th>Section:</th>
<th>BUS 225</th>
</tr>
</thead>
</table>

A REACTION PAPER

Title of Article:

Source and Date:

Author:

Summary of Article:

Reaction and Recommendations:
Course-specific General Education Knowledge Goals and Core Skills:

### GENERAL EDUCATION

**CORE COMPETENCIES, GOALS AND OBJECTIVES**

<table>
<thead>
<tr>
<th>Course</th>
<th>BUS 225</th>
<th>Prepared by</th>
<th>Carl Kovelowski</th>
<th>Date</th>
<th>May 2010</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>MCCC General Education Core Competencies</th>
<th>Activities, projects, assignments, and exams that will evaluate student learning of the core competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  Written and Oral Communication in English: Students will communicate effectively in speech and writing, and demonstrate proficiency in reading. (See General Education Goal 1.)</td>
<td>Treated in General Education Goal 1 and associated objectives.</td>
</tr>
<tr>
<td>B  Critical Thinking and Problem-Solving: Students will use critical thinking and problem solving skills in analyzing information.</td>
<td></td>
</tr>
<tr>
<td>B1 Students will distinguish among opinions, facts, and inferences.</td>
<td></td>
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<tr>
<td>B2 Students will identify and critique underlying or implicit assumptions.</td>
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</tr>
<tr>
<td>B3 Students will thoughtfully evaluate diverse perspectives and alternative points of view.</td>
<td></td>
</tr>
<tr>
<td>B4 Students will ask informed questions and make informed judgments.</td>
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</tr>
<tr>
<td>B5 Students will solve problems by applying discipline-appropriate methods and standards.</td>
<td></td>
</tr>
<tr>
<td>C  Ethical Decision-Making: Students will recognize, analyze and assess ethical issues and situations.</td>
<td></td>
</tr>
<tr>
<td>C1 Students will identify ethical implications of an issue or a situation.</td>
<td></td>
</tr>
<tr>
<td>C2 Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.</td>
<td></td>
</tr>
<tr>
<td>C3 Students will integrate their knowledge, take a position on an ethical issue or a situation, and defend it with logical arguments.</td>
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</tr>
<tr>
<td>D  Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.</td>
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</tr>
<tr>
<td>D1 Students will recognize the value of using information to strengthen arguments and articulate a research question.</td>
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<tr>
<td>D2 Students will identify resources needed and develop and modify appropriate search strategies to obtain the information required to answer a research question.</td>
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<tr>
<td>D3 Students will recognize the factors that affect the quality of information and extract the pertinent information needed for the specific research question.</td>
<td></td>
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<tr>
<td>D4 Students will integrate the information located in a cohesive manner that addresses the research question and communicate the information to the appropriate audience.</td>
<td></td>
</tr>
<tr>
<td>D5 Students will respect the privacy, security, and ownership of the information they locate and use. Students will identify the ethical considerations relevant to the use of information, with a particular focus on how to prevent plagiarism.</td>
<td></td>
</tr>
</tbody>
</table>
| **E** Computer Literacy:  
Students will use computers to access, analyze or present information, solve problems, and communicate with others. |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>E1 Students will demonstrate proficiency in using major categories of computer software such as word processing, spreadsheet and presentation software.</td>
</tr>
<tr>
<td>E2 Students will be proficient in using an interface and managing files.</td>
</tr>
<tr>
<td>E3 Students will use email and communication software effectively and appropriately.</td>
</tr>
<tr>
<td>E4 Students will use a web browser and search engines to seek information and will recognize types of information and sources.</td>
</tr>
<tr>
<td>E5 Students will understand the impact of computers on society.</td>
</tr>
</tbody>
</table>

| **F** Collaboration and Cooperation:  
Students will develop the interpersonal skills required for effective performance in group situations. |
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>F1 Students will demonstrate communication skills that promote effective function and interpersonal relations within group situations or settings.</td>
</tr>
<tr>
<td>F2 Students will recognize and employ strategies and role-playing which encourage a productive and supportive group climate.</td>
</tr>
<tr>
<td>F3 Students will employ aspects of reflective thinking to solve problems utilizing brainstorming and consensus within collaborative projects.</td>
</tr>
<tr>
<td>F4 Students will identify leadership, task/maintenance and self-serving roles and their effect on group function.</td>
</tr>
</tbody>
</table>

| **G** Intra-Cultural and Inter-Cultural Responsibility:  
Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness. |
<table>
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<tbody>
<tr>
<td>G1 Students will understand the privileges and responsibilities of being a citizen in a democratic society.</td>
</tr>
<tr>
<td>G2 Students will demonstrate understanding of the behaviors and beliefs of different social groups within a pluralistic society, including groups based on culture, ethnicity, race, religion, creed, disability, marital status, national origin or ancestry, age, gender, economic status, and sexual orientations.</td>
</tr>
<tr>
<td>G3 Students will utilize strategies for effective cross-cultural communication.</td>
</tr>
<tr>
<td>G4 Students will respect and appreciate diverse points of view.</td>
</tr>
<tr>
<td>G5 Students will use inclusive language.</td>
</tr>
</tbody>
</table>

| **Goal 1** Written and Oral Communication in English:  
Students will communicate effectively in speech and writing, and demonstrate proficiency in reading. |
<table>
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<tbody>
<tr>
<td>1.1 Students will read, write, and listen actively, critically, and reflectively.</td>
</tr>
<tr>
<td>1.2 Students will logically, informatively, persuasively, and creatively respond orally and/or in writing to what they read, hear, and see.</td>
</tr>
<tr>
<td>1.3 Students will evaluate and revise their written and/or oral communication.</td>
</tr>
<tr>
<td>1.4 Students will write and speak clearly and effectively in formal American English.</td>
</tr>
<tr>
<td>1.5 Students will understand, analyze, and assess nonverbal, cultural, and gender communication in both small group and public communication settings.</td>
</tr>
</tbody>
</table>
| Goal 2 Quantitative Understanding:  
Students will demonstrate quantitative understanding by appropriately using mathematical and statistical concepts and operations to interpret data accurately and to solve problems. |
<table>
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</thead>
<tbody>
<tr>
<td>2.1 Students will develop graphical, numeric, analytical and verbal models to describe quantitative relationships that exist in the world and explain the connections between these various models.</td>
</tr>
<tr>
<td>2.2 Students will investigate and interpret these models using the mathematical skills, tools and reasoning appropriate to each type of model.</td>
</tr>
<tr>
<td>2.3 Students will draw logical conclusions by applying a variety of mathematical problem-solving strategies.</td>
</tr>
<tr>
<td>2.4 Students will be able to communicate mathematical concepts effectively.</td>
</tr>
<tr>
<td>2.5 Students will demonstrate an appreciation for mathematics, its historical development, its use as a precise language, and its value as a tool for solving complex problems in many disciplines.</td>
</tr>
</tbody>
</table>
| Goal 3 Natural Science:  
Students will apply the scientific method of inquiry to draw conclusions based on verifiable evidence, use scientific theories and knowledge to understand the natural world, and assess the impact of scientific theories, discoveries and technological changes on society. |
| 3.1 Students will identify and analyze scientific information and theories, and, integrating and applying this knowledge, will use the scientific method to solve problems and draw conclusions from data. |
| 3.2 Students will integrate scientific principles and scientific discovery, and will critically investigate the impact of science and scientific discovery on our understanding of the natural universe. |
| Goal 4 Technology:  
Students will use technology to access, analyze or present information, solve problems, and communicate with others. |
| 4.1 Students will demonstrate proficiency with electronic communications as appropriate to their program. |
| 4.2 Students will demonstrate a working knowledge of a major domain of technological application. |
| 4.3 Students will demonstrate the ability to use a particular technology or group of technologies to analyze or solve problems in general and within their academic discipline. |
| 4.4 Students will explain the social and ethical issues that surround a particular technology or group of technologies and articulate their opinions about such issues using written and oral communications tools. |
COURSE OBJECTIVES

The purpose of this course is to equip the student with motivational and leadership skills necessary to develop a productive organizational culture.

COURSE COMPLETION STANDARDS

The student will be able to:

1) Describe leadership as a process and assess and measure its effects.
2) Differentiate between power and influence.
3) Identify and explain leadership values, traits and behaviors.
4) Describe the relationship between leadership, job satisfaction, and performance.
5) Explain at least two leadership theories that are contingent on the situation.

Unit 1  Leadership as a Process

Learning Objectives

The student will be able to:

1) Explain the common methods used to assess leadership and associated strengths and weaknesses.
2) Describe common techniques used to measure the effects of leadership.
3) Identify the differences between the three types of research methodologies.
4) Describe the differences between maxims and theories of leadership.

Lesson Content

Lesson Completion Requirements

Next Assignment

Power vs. Influence

Unit 2  Power vs. Influence

Learning Objectives

The student will be able to:

1) Define and distinguish between power, influence, and influence tactics.
2) List, define, and illustrate French and Raven’s five sources of power and discuss effectiveness as used by leaders.
3) List, describe, and relate the nine influence tactics to the five power sources.
4) Describe the difference between personalized and socialized power.

Lesson Content

Lesson Completion Requirements

Next Assignment

Values and Personality
Unit 3  Values and Personality

Learning Objectives
The student will be able to:

1) Define values and relate leadership effectiveness.
2) Discuss how values develop (Massey).
3) Describe and recognize Kohlberg’s stages of moral development.
4) Identify and explain why “good people do bad things” (i.e. euphemistic labeling, diffusion of responsibility, dehumanization).
5) Define attitudes and components.
6) Compare and contrast Theory X versus Theory Y.
7) Identify the gender differences in leadership roles.
8) Explain the cross-cultural challenges of leadership.
9) Describe the Great Man Theory.
10) Define personality and relate to leadership effectiveness.
11) List, describe and recognize the “Big Five” model dimensions.
12) Discuss the relationship of the “Big Five” model dimensions and leadership success.
13) Identify common “dark” side personality traits.
14) Compare and contrast traits and types.
15) Describe and recognize the MBTI preference dimensions.
16) Define leadership focusing on the “process”.
17) Discuss leadership as both a science and art.
18) Discuss the rational and emotional aspects of leadership.
19) Describe the similarities and differences between leadership and management.
20) Explain the leader-follower leadership theory.
21) Identify common leadership myths.
22) Describe the Interactional Framework (LFS Model).
23) Explain the significance of the L-F-S interactions.
24) Contrast Leadership and Management in the content of the interactional framework.
25) Identify and apply the Spiral of Experience (AOR Model).
26) Explain common perceptual biases and their roles in the AOR Model.
27) Compare single- versus double-loop learning.
28) Appreciate usefulness and shortcomings of thinking frames.
29) Describe practices that help leaders learn from experience (i.e. journalizing).
30) Describe common educational and training techniques used in formal leadership development programs (i.e. case studies, role-playing, in-basket exercises).
31) Describe the various methods for measuring leadership.
32) Explain the shift from early studies of leader personality to studying leader behaviors.
33) Compare and contrast the Ohio State and University of Michigan leadership studies.
34) Discuss 360-degree and multi-rater feedback.
35) Identify common “derailment” factors and “self-defeating” behaviors.
36) Recognize the components for a successful developmental plan.
37) Understand how coaching and mentoring can be utilized for behavioral change.

Lesson Content

Lesson Completion Requirements
Next Assignment
Theories of Motivation

Unit 4  Theories of Motivation

Learning Objectives
The student will be able to:

1) Define motivation, performance, and satisfaction.
2) Compare and contrast need theories, individual differences theories, cognitive theories and situational approaches of motivation.
3) List, describe, and identify the need levels in Maslow’s hierarchy.
4) Compare and contrast Maslow’s Hierarchy of Needs, Alderfer’s ERG theory and Herzberg’s Two-Factor theory.
5) Describe achievement orientation.
6) Describe intrinsic and extrinsic motivation.
7) Explain over-justification effect.
8) Describe factors associated with effective goal setting.
9) Describe the components of expectancy theory.
10) Explain the ProMES process of motivation.
11) List the five critical job characteristics of the Job Characteristic Model.
12) Describe effective application of the Operant Approach using the following terms: reward, punishment, contingent, non-contingent, and extinction.
13) Understand the different schedules of reinforcement.
14) Explain Equity Theory.

Lesson Content

Lesson Completion Requirements

Next Assignment
Group Dynamics

Unit 5  Group Dynamics

Learning Objectives
The student will be able to:

1) Define a group.
2) List, describe and identify the costs and benefits of increasing group size.
3) List, describe and identify the four stages of group development.
4) Compare and contrast task, relationship, and dysfunctional roles in groups.
5) Discuss the Stanford Prison Experiment.
6) Define group norms and their function.
7) Identify positive and negative effects associated with greater group cohesion.
8) Identify symptoms of groupthink.
9) Distinguish groups from teams.
10) Describe and identify factors which distinguish successful teams.
11) Understand the key variables in Hackman’s Team Effectiveness Leadership Model.
12) Discuss the considerations of geographically separated teams.

Lesson Content

Lesson Completion Requirements

Next Assignment
Situational Leadership Models

Unit 6 Situational Leadership Models

Learning Objectives
The student must be able to:

1) Explain in detail the normative model.
2) Describe the situational leadership theory.
3) Explain the contingency model.
4) Discuss in detail the path-goal theory.
5) Compare and contrast Burn’s theory of transformational and transactional leadership.
6) Describe leader, follower, and situational characteristics which can impact charismatic leadership.
7) Understand gender differences when discussing charismatic leadership.
8) Describe the various functions comprising transformational and transactional leadership assessed by the Multifactor Leadership Questionnaire.

Lesson Content

Lesson Completion Requirements

Evaluation of student learning:

Grading Criteria:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>(3) Exams*</td>
<td>50%</td>
</tr>
<tr>
<td>Class Participation and Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Reaction Papers</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
*All test questions will relate to the chapter learning objectives indicated in the course outline. All of the chapter objectives will be accomplished with at least a 60% accuracy level. Objectives will be measured utilizing at least one (1) of the following methods:

a) Essay questions  
b) Objective – true, false, matching, or multiple choice type questions  
c) A combination of Essay and Objective type questions

**Grading Scale:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Nominal %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
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<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

**Academic Integrity Statement:**

MCCC  ACADEMIC INTEGRITY POLICY  OMB 210

Mercer County Community College is committed to Academic Integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The College recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

A. **Uses or obtains unauthorized assistance in any academic work.**
   - Copying from another student’s exam
   - Using notes, books, electronic devices or other aids of any kind during an exam when prohibited
   - Stealing an exam or possessing a stolen copy of an exam

B. **Gives fraudulent assistance to another student.**
   - Completing a graded academic activity or taking an exam for someone else
   - Giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity
   - Sharing answers during an exam by using a system of signals

C. **Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.**
   - Submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source
   - Using another author’s words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately
   - Presenting another individual’s work as one’s own
   - Submitting the same paper or academic assignment to another class without the permission of the instructor
     - Falsifying bibliographic entries
• Submitting any academic assignment which contains falsified or fabricated data or results

D. Inappropriately or unethically uses technological means to gain academic advantage
   • Inappropriately or unethically acquiring material via the Internet or by any other means
   • Using any electronic or hidden devices for communication during an exam

Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

Consequences for Violations of Academic Integrity

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

Appeals

The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

Approved: Board of Trustees
           May 19, 1983

Revised:  May 18, 2000
          March 18, 2004

ATTENDANCE POLICY

Students are expected and required to attend all classes. If you cannot avoid an absence, contact your instructor for assignments. Prolonged absences due to illness, injury, bereavement for an immediate family member should be reported to the office of the Executive Dean for Student Affairs. If for a valid reason you require an excused absence, you may obtain consent from your instructor, provided you fulfill all course requirements.