

# Introduction to Managing & Organizing

## MGT 101 001

### Spring 2025

#### Instructor and Course Information

<b>Instructor:</b>	Thomas Ptashnik, Ph.D.
<b>Office:</b>	Ryan Center for Business Studies 363
<b>Email:</b>	<a href="mailto:tptashnik@providence.edu">tptashnik@providence.edu</a>
<b>Office Hours:</b>	Thursdays 2:30–4:00pm and available for virtual meetings on Fridays
<b>Canvas:</b>	The most up-to-date course syllabus, assignments, articles, and grades are located on Canvas. Check the Modules tab at the start of each week
<b>Fulfills:</b>	Management major requirement
<b>Credits:</b>	3
<b>Class Time:</b>	Tuesdays and Thursdays 1:00–2:15pm
<b>Class Location:</b>	Phillips Memorial Library   Room LL01

#### A personal invitation to Introduction to Managing and Organizing

About what am I passionate? • How do I want the world to be different because of my influence? • How do I live a meaningful life? • How do I fulfill my potential?

What is my responsibility towards others? • How do I effectively communicate with someone about their impact on me to improve our relationship? • How do I become aware of my impact on others and change it for the better?

What organizations will I join? • How will I decide? • What responsibility do I have for my organization's outcomes on others and the environment? • How do organizations (culture, norms, values, and ideology) that I belong to impact how I think and behave and what I value?

What is important in life that I care about and value? • How does that influence my values, actions, behaviors, and how I might manage others? • How do I understand someone else's experience?

We believe pursuing the answers to questions like these is necessary to live a happy, fulfilled, and impactful life. It is our vision that this course will help you begin to discern and, in the future, fulfill your purpose and potential at work and in your life generally—the significant impact you wish to have through your actions, interactions, and organizing with others. We hope to facilitate this by increasing your self-awareness and developing your ability to lead, manage, and “team” to organize with others to have a positive impact in the world through taking responsibility for yourself and your actions.

This course's primary learning objective is to lay the foundation for you to be an effective team and organizational member that will allow you to become an effective manager. The achievement of this objective will be centered on facilitating your learning and development to effectively organize with others to positively impact others in the Providence College community or the broader community. In this process, you will:

- acquire general knowledge in the core business disciplines. (*PCSB (Providence College School of Business) Learning Goal 1A – Business Knowledge*)
- develop and demonstrate an understanding of how to be effective team members (*PCSB Learning Goal 4A – Teamwork & Leadership*)
- develop and demonstrate an awareness of their leadership strengths and weaknesses to understand how they can contribute to collective effectiveness (*PCSB Learning Goal 4B – Teamwork & Leadership*)
- develop your ability to be proficient in oral communication (*Oral Communication Core Proficiency*)
- develop your ability to engage in self-reflection to increase your self-understanding
- develop your ability to engage in self-management
- improve your ability to learn from, and through, your experience
- develop your ability to be an effective, engaged, and responsible team and organizational member
- develop your understanding of significant issues facing today's business organizations.

### **Course Description**

Beginning with a deeper understanding of self and their individual and collective purpose, students gain knowledge of managing, leading, and collaborating for impact in the teams and organizations to which they belong. That knowledge will then be applied to an experiential learning opportunity; students will organize into self-managed teams to create a positive impact on our college or local community.

### **Required Materials**

Barry Schwarz (2015), *Why we Work*. Simon & Schuster/TED

Kory Kogon, Suzette Blakemore, & James Wood (2015). *Project Management for the Unofficial Project Manager: A FranklinCovey Title*. Dallas, TX: BenBella Books

Patrick Lencioni (2002). *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco, CA: Jossey-Bass

### **How your learning and development will be facilitated**

#### **Class Participation and Attendance (Roughly 10% of final grade)**

- **Class attendance is mandatory.** If you miss class, you cannot participate and learn. Thus, if you miss class, your participation and attendance grade will be negatively impacted.
- **You are required to be in class before it starts.** It is disruptive to students' learning when a fellow student enters the class after it has begun. If you are late, this also limits your level of class participation. If you demonstrate a pattern of being late for class, this will negatively affect your class participation grade.
- **Grading Scale** (these are qualitative descriptions that are to create an image definitive description of each grade category)
  - A/A-: You consistently and meaningfully contribute to class discussions. You ask

meaningful questions and offer educated (based on the class readings) opinions and insights. You present current topics to discuss. You show great motivation and interest and are passionate about your learning. You challenge, engage, and listen attentively to your classmates. You respect your classmates and their learning. You have attended all classes or possibly missed 2 classes.

- **B+/B/B-:** You are an active participant in class discussions. You ask meaningful questions and offer educated (based on the class readings) opinions and insights. You demonstrate a great interest in the course and class discussions. You demonstrate an interest in your classmates and their opinions. You have missed 3 classes.
- **C+/C/C-:** You participate in class discussion at an acceptable level. You may be a naturally quiet person, but you pay attention and show interest. You respect your classmates and their opinions. You have missed 3-4 classes.
- **D+/D/D-:** You are physically present in class but rarely contribute to class discussions. You do not seem to be actively listening or care about your classmates or their opinions. Even when called on, you have little to say. You have missed 4 or more classes.
- **F: –** You do not participate in class. You have missed more than 5 classes and show no interest in the course or your fellow classmates.

### **Reading Reflection and Other Written Assignments (Roughly 50% of final grade)**

For Reading Reflection assignments, you will answer a set of reflective questions based on assigned reading to deepen your understanding of the course content by relating it to your lived experience, yourself, and your Self-Managed Teaming Initiative. You will also read and respond to your classmates' reflections to learn from their experiences. Through this process, you will increase your self-awareness and your ability to make sense of—and learn from—your lived experience. In addition to the reading reflections, you will complete other written assignments to facilitate your learning and personal development.

In order to ensure that you are keeping up with the class readings and understanding the main takeaways, there will be three pop quizzes throughout the semester. These will be four to five questions long, based on the main points of the articles, and will be taken at the start of class.

### **Self-Managed Teaming Initiative (Roughly 40% of final grade: 20% based on team performance and 20% based on your performance on your team)**

This is a semester-long experiential learning opportunity in which you will organize into self-managed teams to make a positive impact at Providence College or in the community. Through this experience, you will increase your self-awareness, leverage your strengths, develop your ability to learn from - and through - your experience, and understand the power of purpose. Applying course concepts and leadership, management, and collaborative skills, you will improve your ability to effectively make decisions, lead, manage, and “team.”

- **Peer Feedback.** A few times during the semester, you will receive structured feedback from your team members concerning your contribution to the team. You will also provide them with your feedback. The purpose of these assignments is to first increase your self-awareness as a member of your self-managed team and, second, to learn how to give and receive feedback geared to ongoing improvement in overall team effectiveness.
- **Individual Updates.** Twice during the semester, through a series of guiding questions, you will make sense of the feedback you receive from your team members and, based on that understanding, determine what you might change to become a more effective team member.
- **Team Updates.** Twice during the semester, your team will document the work of your team,

present this status, and receive feedback from your course instructor to help your team learn from both your successes and failures and to develop future actions to improve the effectiveness of your team in carrying out its impact initiative.

- **Interim Team Update Presentations.** You will engage in two presentations based on your team updates. This will provide you with an opportunity to present the status and intended impact of your initiative to your classmates and professor, for us to learn from your experience, and to provide you with feedback on ways to improve your presentation so that you can effectively use it to gain potential supporters of and partners for your initiative and to prepare your team for its final presentation. These presentations will be 10–15 minutes in length (3 minutes of speaking time per student) with an additional roughly 5 minutes of feedback from your classmates and professor.
- **Final Team Presentation.** This presentation is an opportunity to capture and share with your classmates the journey, learning, team development, and self-development from your team’s engagement in your Self-Managed Teaming Initiative. These presentations will be 20 minutes in length (4 minutes of speaking time per student) with an additional roughly 5 minutes of feedback from your classmates and professor.

## Grading

<b>Composition of Course Grade:</b>	<b><u>Points Toward Final Grade</u></b>
▪ Class Participation and Attendance	250
▪ Reading Reflections and Assignments	1,275
○ Reading-Reflection Assignments	
○ Peer Feedback Reflections	
○ Reading Comprehension Pop Quizzes	
▪ Self-Managed Teaming Initiative Team Performance	575
○ Research	
○ Team Charter	
○ Interim Team Update Presentations	
○ Final Team Presentation	
○ Other Team Assignments	
▪ Individual Contribution to Self-Managed Team	500
○ Peer Feedback	
	<b><u>2,600</u></b>

## Grade Scale

Grade	A	A-	B+	B	B-	C+	C	C-	F
Percent (%)	93–100	90–92.99	87–89.99	83–86.99	80–82.99	77–79.99	73–76.99	70–72.99	0–69.99

**Final Grades:** I take grading seriously and assign grades with care and thought. If you have

a final grade goal for the semester, note the course requirements at the beginning of the semester and establish a plan to reach that goal. Your grade will be determined based on the above. Grades for assignments will be posted via the Canvas Gradebook within two weeks of their submission but most likely within a week. *Your final grade will not be bumped up no matter how close to the next letter grade you are.*

The final presentations are scheduled at the time designated on the College's [final exam schedule](#). See the schedule of classes below, and make your travel plans accordingly.

<b>Course Schedule</b>		
<b>Date</b>	<b>Topic:</b>	<b>Readings/Assignments/In-class Activities:</b>
Tuesday, Jan 14	<b>Class 1: Course Introduction</b>	<b>Read before class</b> <ul style="list-style-type: none"> <li>○ Course syllabus and bring your questions that you want answered</li> </ul> <b>In Class</b> <ul style="list-style-type: none"> <li>○ Go over the course syllabus</li> <li>○ Introduce yourself by sharing a personal experience that has significantly impacted the person you have become and what you find important in life.</li> </ul>
Thursday, Jan 16	<b>Class 2: Finding Purpose</b>	<b>Watch before class</b> <ul style="list-style-type: none"> <li>○ <a href="#">Free the Children</a></li> </ul> <b>In Class</b> <ul style="list-style-type: none"> <li>○ Moments of Obligation Exercise</li> </ul>
Tuesday, Jan 21	<b>Class 3: Why We Work</b>	<b>Read before class</b> <ul style="list-style-type: none"> <li>○ <i>Why We Work</i></li> </ul> <b>Submit before class</b> <ul style="list-style-type: none"> <li>○ Reading Reflection – <i>Why We Work</i></li> </ul> <b>In Class</b> <ul style="list-style-type: none"> <li>○ Discuss <i>Why We Work</i></li> </ul>
Thursday, Jan 23	<b>Class 4: Self-Awareness, Response- ability, and Learning from One’s Experience</b>	<b>Read before class</b> <ul style="list-style-type: none"> <li>○ <a href="#">College Students Should Study More</a></li> <li>○ <a href="#">How to Move from Self-Awareness to Self-Improvement</a></li> <li>○ <a href="#">To Improve Your Team, First Work on Your Self</a></li> </ul> <b>In Class</b> <ul style="list-style-type: none"> <li>○ Discuss readings</li> <li>○ Self-Awareness and Self-Management Reflection 1</li> </ul>

Tuesday, Jan 28	<b>Class 5: Cognitive Biases</b>	<p><b>Read before class</b></p> <ul style="list-style-type: none"> <li>○ Equitable Decision Making Article– on Canvas</li> </ul> <p><b>Submit before class</b></p> <ul style="list-style-type: none"> <li>○ Self-Awareness and Self-Management Developmental Activity</li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>○ Relational Awareness and Response-ability Towards Others Exercise</li> </ul>
Thursday, Jan 30	<b>Class 6: PCSB Vision &amp; Mission</b>	<p><b>Read before class</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Manifesto for a Moral Revolution Summary</a></li> </ul> <p><b>Submit before class</b></p> <ul style="list-style-type: none"> <li>○ <i>Responses to Questions about PCSB Mission, Vision, and Values and Manifesto for a Moral Revolution</i></li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>○ Discuss our responses to the questions for the above assignment</li> </ul>
Tuesday, Feb 4	<b>Class 7: Teaming</b>	<p><b>Read before class</b></p> <ul style="list-style-type: none"> <li>○ <i>Leading Teams</i> reading and view <i>Interactive Illustrations – 1-31</i> – on Canvas</li> </ul> <p><b>Submit before class</b></p> <ul style="list-style-type: none"> <li>○ Reading Reflection – <i>Leading Teams</i></li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>○ Discuss <i>Leading Teams</i> reading</li> </ul>

<p>Thursday, Feb 6</p>	<p><b>Class 8: Teaming</b></p>	<p><b>Read before class</b></p> <ul style="list-style-type: none"> <li>○ <i>Leading Teams Reading and Interactive Illustrations</i> – 31-40 – on Canvas</li> <li>○ <i>Secrets of Great Teamwork</i> – on Canvas</li> </ul> <p>Although there is no formal written reflection to be submitted on Canvas, we want you to continue to follow the guidelines we used last class:</p> <ul style="list-style-type: none"> <li>○ Find 2–4 passages in the <i>Leading Teams</i> pages 31-40 and in the <i>Secrets of Great Teamwork</i> article and explain why each is important in creating an effective self-managed team, and</li> <li>○ What actions can you and your self-managed team take to incorporate this understanding to improve the likelihood your team will fulfill its purpose/achieve its impact?</li> <li>○ Also, come with any questions or insights you have.</li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>○ Overview of Self-Managed Teaming Initiative</li> <li>○ Former students will share their experience with their Self-Managed Teaming Initiative of course</li> <li>○ Discuss <i>Leading Teams Reading and Interactive Illustrations</i> – <a href="#">31-40</a> and <i>Secrets of Great Teamwork</i></li> </ul>
<p>Tuesday, Feb 11</p>	<p><b>Class 9: Orienting Your Self-Managed Teams</b></p>	<p><b>Read before class</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Self-Management</a></li> <li>○ <a href="#">Evolutionary Purpose</a></li> <li>○ <a href="#">Wholeness</a></li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>○ Discuss FriarHub</li> <li>○ Brainstorm and Research Impact Initiatives</li> </ul>

<p>Thursday, Feb 13</p>	<p><b>Class 10: Potential Impact Reflection and Formation of Self-Managed Teams</b></p>	<p><b>Read before class</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">There's more to life than being happy</a> – on Canvas</li> </ul> <p><b>Watch before class</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Sinek, Start with why</a></li> <li>○ <a href="#">Amber Alert: The Power of Response-Ability</a></li> </ul> <p><b>Submit before class</b></p> <ul style="list-style-type: none"> <li>○ <i>Potential Impact Reflection</i> assignment</li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>○ Self-organize into Self-Managed Impact Initiative Teams</li> </ul>
<p><b>NO CLASS</b> Tuesday, Feb 18</p>	<p><b>President's Day Holiday!</b></p>	
<p>Thursday, Feb 20</p>	<p><b>Class 11: Team Purpose &amp; Potential Impact Initiatives</b></p>	<p><b>Read before class</b></p> <ul style="list-style-type: none"> <li>○ <i>Project Management for the Unofficial Project Manager</i> book, Introduction and Chapter 1 (pages 1-37)</li> </ul> <p><b>Review and Read before class</b></p> <ul style="list-style-type: none"> <li>○ The “Golden Circle” part of <a href="#">the Sinek video</a></li> <li>○ There are some useful resources online for how to create a “Why?” statement. <a href="#">Here is one.</a></li> <li>○ The <a href="#">Nominal Group Technique document on Canvas</a> to employ this technique to brainstorm Impact Initiatives</li> <li>○ There are also company examples of “Why?” statements; do some Google searches. These will help your group create a Why? Statement</li> </ul> <p><b>Submit before class</b></p> <ul style="list-style-type: none"> <li>○ Developing Your Self-Managed Team’s Why? Statement and Possible Impact Initiatives Assignment on Canvas</li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>○ Teams will share, discuss, and receive feedback on the Why? Statement and impact initiatives</li> </ul>

<p>Tuesday, Feb 25</p>	<p><b>Class 12: Public Narrative</b></p>	<p><b>Read before class</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">The Generosity Network, Connecting through narrative: The power of your story</a> – on Canvas</li> <li>○ <a href="#">O’Hara, How to tell a great story</a> – on Canvas</li> </ul> <p><b>Submit before class</b></p> <ul style="list-style-type: none"> <li>○ <i>Developing Your Public Narrative</i> Assignment</li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>○ Share and receive feedback on Public Narratives</li> </ul>
<p>Thursday, Feb 27</p>	<p><b>Class 13: Key Stakeholders</b></p>	<p><b>Read before class</b></p> <ul style="list-style-type: none"> <li>○ <i>Project Management for the Unofficial Project Manager</i> book, Chapter 3 (pages 38-76)</li> </ul> <p><b>Submit before class</b></p> <ul style="list-style-type: none"> <li>○ Revised Public Narrative</li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>○ Identifying Your Key Stakeholders Assignment</li> <li>○ Discuss Key Stakeholders</li> </ul>
<p>Tuesday, March 4</p>	<p><b>Class 14: Strengths Report</b></p>	<p><b>Watch before class</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">The Social Dilemma Documentary</a></li> </ul> <p><b>Submit before class</b></p> <ul style="list-style-type: none"> <li>○ Strengths Assignment</li> <li>○ Self-Awareness and Self-Management Reflection 2</li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>○ Discuss <i>Strengths</i> assignment, reflection, and teaming initiative</li> </ul>
<p>Thursday, March 6</p>	<p><b>Class 15: Planning your Project</b></p>	<p><b>Read before class</b></p> <ul style="list-style-type: none"> <li>○ <i>Project Management for the Unofficial Project Manager</i> book, Chapter 4 (pages 77-124)</li> </ul> <p><b>Submit before class</b></p> <ul style="list-style-type: none"> <li>○ Project Planning: Mind Maps and Project Scheduling Assignment</li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>○ Discuss Project Scheduling</li> </ul>

<p><b>NO CLASS</b> March 8–16</p>	<p><b>Spring Break!</b></p>	
<p>Tuesday, March 18</p>	<p><b>Class 16: Team Charter</b></p>	<p><b>Read before class</b></p> <ul style="list-style-type: none"> <li>○ Chapter 5 (“Planning”) of <i>Project Management for the Unofficial Project Manager</i> book (pages 125-159)</li> <li>○ <a href="#"><i>How to establish values on a small team</i></a></li> </ul> <p><b>Watch before class</b></p> <ul style="list-style-type: none"> <li>○ <a href="#"><i>TEDx - Are you an ideal team player?   Patrick Lencioni</i></a></li> </ul> <p><b>Complete before class</b></p> <ul style="list-style-type: none"> <li>○ Team Peer Assessment Survey - you have been sent the link through email</li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>○ <i>Developing Your Visual Team Charter</i> assignment</li> <li>○ Present Visual Team Charters</li> </ul>
<p>Thursday, March 20</p>	<p><b>Class 17: Accountability</b></p>	<p><b>Read before class</b></p> <ul style="list-style-type: none"> <li>○ <a href="#"><i>The Right Way to Hold People Accountable</i></a> – on Canvas</li> <li>○ <a href="#"><i>The Feedback Fallacy</i></a> – on Canvas</li> </ul> <p><b>Submit before class</b></p> <ul style="list-style-type: none"> <li>○ Self-Managed Teaming Initiative – Individual Update</li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>○ Discuss experience of receiving feedback and how to provide effective feedback and productively hold someone accountable using concept mapping</li> </ul>

Tuesday March 25	<b>Class 18: Self-Managed Team Update</b>	<p><b>You will do an in-class, semi-formal Team Status Report presentation for your classmates, based on your submitted <i>Self-Managed Teaming Initiative - Team Update</i> assignment</b></p> <p><b>Submit before class</b></p> <ul style="list-style-type: none"> <li>○ Self-Managed Teaming Research Assignment</li> <li>○ Self-Managed Teaming Initiative - Team Update</li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>○ Semi-Formal Team Status Report Presentations (following Team Update assignment)</li> </ul>
Thursday, March 27	<b>Class 19: 5 Dysfunctions of Teams</b>	<p><b>Read before class</b></p> <ul style="list-style-type: none"> <li>○ <i>The Five Dysfunctions of Teams</i> - pages vii – 184</li> </ul> <p><b>Submit before class</b></p> <ul style="list-style-type: none"> <li>○ Reading Reflection – <i>The Five Dysfunctions of Teams</i></li> <li>○ ITP Metrics Conflict Management Styles Assessment</li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>○ Discuss <i>The Five Dysfunctions of Teams</i> based on Reading Reflection</li> </ul>
Tuesday, April 1	<b>Class 20: 5 Dysfunctions of Teams</b>	<p><b>Read before class</b></p> <ul style="list-style-type: none"> <li>○ <i>The Five Dysfunctions of a Team, The Model</i> - pages 185 – 224</li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>○ Discuss the <i>5 Dysfunctions of Teams</i></li> </ul>
Thursday, April 3	<b>Class 21: Inner Game of Work</b>	<p><b>Read before class</b></p> <ul style="list-style-type: none"> <li>○ <a href="#"><u><i>The Inner Game of Work: Building Capability in the Workplace</i></u></a></li> </ul> <p><b>Submit before class</b></p> <ul style="list-style-type: none"> <li>○ Self-Awareness and Self-Management Reflection 3</li> <li>○ Reading Reflection – <i>The Inner Game of Work: Building Capability in the Workplace</i></li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>○ Screen Time Activity</li> <li>○ Discuss the <i>Inner Game of Work</i></li> </ul>

Tuesday, April 8	<b>Class 22: Working Session</b>	<b>Self-Managed Teaming Initiative working session</b> <ul style="list-style-type: none"> <li>○ Use class time to prepare your upcoming individual and team updates</li> </ul> <b>Complete before class</b> <ul style="list-style-type: none"> <li>○ Team Peer Assessment survey – you have been sent the link through email</li> </ul>
Thursday, April 10	<b>Class 23: Self-Managed Teaming Initiative – Individual Update</b>	<b>Submit before class</b> <ul style="list-style-type: none"> <li>○ Self-Managed Teaming Initiative - 2nd Individual Update</li> </ul> <b>In Class</b> <ul style="list-style-type: none"> <li>○ Discuss individual feedback as a team and how to use the feedback to improve one's individual and the team's performance</li> <li>○ Screen Time Activity Follow-up</li> </ul>
Tuesday, April 15	<b>Class 24: Self-Managed Team Initiative</b>	<b>Submit before class</b> <ul style="list-style-type: none"> <li>○ Self-Managed Team Initiative – 2<sup>nd</sup> Team Update</li> </ul> <b>In Class</b> <ul style="list-style-type: none"> <li>○ 15-Minute, Semi-Formal Team Update Presentation as preparation for Final Presentation</li> </ul>
<b>NO CLASS</b> Thursday, April 17	<b>Easter Recess</b>	
Tuesday, April 22	<b>Class 25: How We Relate to Others</b>	<b>Read Class Preparation Instructions on Canvas. You will present in your self-managed teams.</b> <b>Read before class</b> <ul style="list-style-type: none"> <li>○ <a href="#"><i>Martin Buber: Are You 'Thou' or an 'It'</i></a></li> </ul> <b>Watch before class</b> <ul style="list-style-type: none"> <li>○ <a href="#">60 Minutes Opioid Playbook</a></li> </ul> <b>In Class</b> <ul style="list-style-type: none"> <li>○ Discuss readings and video</li> </ul>

Thursday, April 24	<b>Class 26: Leadership</b>	<p><b>Submit before class</b></p> <ul style="list-style-type: none"> <li>○ SET Leadership Reports for your teammates</li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>○ Review and discuss SET Leadership Reports</li> </ul>
Tuesday, April 29	<b>Class 27: Making an Impact &amp; Working Session</b>	<p><b>Read Class Preparation Instructions on Canvas. You will present in your self-managed teams.</b></p> <p><b>Watch before class</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Peter Singer TED Talk</a></li> </ul> <p><b>Read before class</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Rob Henderson Article</a></li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>○ Discuss video and reading</li> </ul>
Thursday, May 1	<b>Class 28: End-of-Semester Reflection</b>	<p><b>Submit before class</b></p> <ul style="list-style-type: none"> <li>○ End-of-Semester Reflection</li> <li>○ Self-Awareness and Self-Management Reflection 4</li> </ul> <p><b>Complete before class</b></p> <ul style="list-style-type: none"> <li>○ Team Peer Assessment Survey - you have been sent the link through email.</li> </ul> <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>○ Group reflection on our shared experience this semester</li> <li>○ Review criteria for final project presentation</li> </ul>
Tuesday, May 6 1:30– 3:30pm	<b>Class 29: Final Assessments</b>	<p><b>Final Presentations</b></p> <p><b>Do not make travel plans to leave prior to your final assessment time, as you must attend your team's final presentation</b></p>

This is your written agreement with the instructor regarding the purpose, direction, and requirements of this course. Any parts of the above syllabus and class schedule may change due to unforeseen circumstances. If changes to this syllabus and class schedule are made, I will notify you of them as soon as possible. **You are required to monitor the class Canvas site for changes. Once the syllabus has been updated on Canvas, it is your responsibility to be aware of it and adjust accordingly.**

### PROVIDENCE COLLEGE POLICIES AND PROCESSES

You should read the current Providence College Catalog to become familiar with the College’s academic policies and procedures. This includes, but is not limited to, academic integrity, sexual harassment, access to student records, student privacy, and other such issues. A few key policies follow.

#### Technology Policy


**Laptops will not be allowed to be used during lectures.** During activities that require the use of technology, you will be allowed to use your laptop but will put it away after the activity is complete. Cell phones are strictly prohibited during class.

#### Statement on Inclusivity & Diversity

*“Providence College seeks to ensure that diversity, in its many forms, is considered in every aspect of campus life by making diversity a factor in, and component of, all decision making, and resolving to increase and retain the diversity, in its many forms, on campus.”*

#### On-Campus Academic Accommodations & Academic Support

The **Student Success Center (SSC)** is located on the second floor of the Phillips Memorial Library. The SSC offers a variety of academic support services, which are available both in person and online to all PC students, free of charge. Below is an abbreviated list of services. If you would like more information, please visit <https://academic-services.providence.edu/> or call (401) 865-2494.

Service	Contact/Make an Appointment
<p style="text-align: center;"><b><u><a href="#">Christie Family Tutoring Center</a></u></b></p> <p>Peer tutoring is available in a variety of subject areas, including DWC.</p>	<p>Christie Family Tutoring Center: 401-865-2855</p> <p>Writing Center: 401-865-1286</p>
<p style="text-align: center;"><b><u><a href="#">Writing Center</a></u></b></p> <p>Writing consultations are available at any stage of the process – from brainstorming an outline to polishing a final draft.</p>	<p style="text-align: center;"><b><u><a href="#">For self-service online appt. scheduling:</a></u></b></p> <div style="text-align: center;">  </div>

Service	Contact/Make an Appointment
<p style="text-align: center;"><u><a href="#">Accessibility Services</a></u> 401-865-1121</p> <p>The SSC facilitates equal access to College academic programs and activities for students with documented disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.</p>	<p>Students who may require <b>academic accommodations</b> should visit <a href="https://academic-services.providence.edu/services/">https://academic-services.providence.edu/services/</a> or email <a href="mailto:accommodations@providence.edu">accommodations@providence.edu</a></p>
<p style="text-align: center;"><u><a href="#">Academic Coaching</a></u> 401-865-2679</p> <p>Learning specialists are available to help improve your skills in a variety of areas, such as time management, note taking, and critical reading.</p>	<p style="text-align: center;"><u><a href="#">English as a Second Language Support</a></u> 401-865-2673</p> <p>Individualized support is available for students who are non-native English speakers seeking improvement on writing, reading, listening, and speaking skills.</p>

### **Academic Integrity**

I take academic integrity seriously because academic dishonesty precludes your learning and recognition of others' work. I will monitor all assignment submissions for violations of the academic integrity policy. You can find the Providence College policy on academic integrity [here](#).

I expect each student to understand the Providence College policy on academic integrity. If you have questions about the College's policy or how to properly cite an author, please ask me about it. Ignorance of the academic integrity policy is no excuse. For this class, you will use the [American Psychological Association \(APA\) formatting guidelines](#). You are expected to properly document all sources used, both in the bibliography and in-text citations.

You must properly document all sources used, both in bibliographic format and through proper citation within the text itself. This does not just apply to research papers. It also means that you need to identify where information and data were obtained and when it is presented.

Academic dishonesty will, at a minimum, result in the student receiving a 0% on the assignment in which the academic dishonesty occurred and, depending on the egregiousness of the offense (something beyond an error in judgment), failure of the course.

### **Artificial Intelligence**

Given the increased pervasiveness of AI programs utilizing LLM technology (e.g., ChatGPT, Copilot, Grammarly, Gemini, etc.), we understand the temptation to use these technologies to help with your coursework. While these models are adept at serving as a thinking partner and helping you better understand concepts, unlock creativity, and express yourself more clearly, they are not without serious shortcomings.

Your instructor cares about your ability to find a job and grow as a person over the next four years.

Using these tools as a substitute for critical thinking, rather than a complement, will make you ill-prepared to understand the fundamentals of business and be articulate in situations without these chatbots present (e.g., meetings, interviews, and networking events). *Most importantly, these technologies cannot provide insight into you as a human being:* your strengths and weaknesses, past experiences, and growth. Therefore, below are outlined the specific cases in which you can and can't use them:

You can use AI programs to:

- Brainstorm ideas when starting an assignment
- Help you devise an outline for how to structure a writing assignment
- Proofread and spellcheck your work

You can't use AI programs to:

- Write assignments for you or copy and paste anything directly from the chatbot
- Use it for any of the reflection assignments since it will give shallow, generic responses about personal experiences and will not allow you to increase your self-understanding and learn the essential management and leadership skill of self-reflection
- Provide citations or historical and business examples since it often “hallucinates” and makes up facts

Your instructor will use AI plagiarism software that checks whether you are adhering to these rules. The first time your assignment is flagged for suspicious activity, you will receive a warning; every time afterward, it will result in a zero on the assignment. If you are unsure about whether you are appropriately or accurately using an AI program, please contact your instructor.

### **Description of Course Fulfillment of the Federal Definition of Credit Hours**

For each hour of credit (most courses have 3 credits) the expectation is academic engagement of at least one hour in class and two hours out of class over a period of 15 weeks (or the equivalent).

The College's deadlines for course registrations, course withdrawals, changing to pass/fail, etc. are reflected on the [academic calendars](#). In addition, general related comments from the Office of the Registrar can be found [here](#).

### **Information on Classroom Safety Policy & Emergency Exit Procedures**

Upon activation of the building fire alarm, all occupants must exit to a position safely away from the building. If you require assistance during an emergency, please contact the instructor so that arrangements can be made in advance. Students are encouraged to become familiar with the locations of emergency exits.

### **Copyright Protection**

Materials used in connection with this course may be protected by copyright law. Additionally, students may not share class materials without the express permission of the instructor. For more information, including Fair Use guidelines, please [click here](#).