

MORAVIAN COLLEGE

COURSE:	MGMT 342: Organizational Behavior Leadership (OB/L) Spring 2016
TIME/DAY:	(A) Tues. – 10AM-1PM & (B) Thurs – 10AM-1PM
LOCATION:	Comenius 218
INSTRUCTOR:	Katie P. Desiderio, MBA, Ph.D.
E-MAIL:	desideriok@moravian.edu
OFFICE:	Comenius Hall 202
HOURS:	MONDAY 1:30-3:30PM; THURSDAY 1-3PM & BY APPOINTMENT

REQUIRED TEXT: *Note: CourseMate access is required!*

COURSE KEY Section A: CM-9781285423432-0000297* Section B: CM-9781285423432-0000298

1. Nelson, D. L. & Quick, J.C. (2015). *ORGB*, 4th ed. Mason, OH: South-Western. ISBN-10: 1285423267 | ISBN-13: 9781285423265
2. Lundin, S.C., Christensen, J. & Paul, H. (2002) *FISH! Tales*, New York: New York. ISBN-9780786868681

COURSE DESCRIPTION: This *writing-intensive* (WI) course examines the relationship between the individual and the organization. Topics to be considered include communication, motivation, leadership and power, group dynamics and decision-making, interpersonal relations and change. Theories and practice of leadership will be studied in depth. Various pedagogical and andragogical techniques will be utilized including synchronous and asynchronous class discussions, case studies, examination of research and experiential learning. This course will focus on the impact that individuals, groups, industries, and structure have on behavior within organizations. We will also discuss the application of such knowledge toward improving an organization's effectiveness. *Prerequisites:* Management 223 and 253.

STUDENT LEARNING OBJECTIVES:

LIBERAL ARTS:

1. To appreciate how a liberal arts education, at Moravian College, can enhance your life and prepare you for the future.
2. To collaborate with community partners to fully engage in an exploration of the self.
3. To live and work with personal and academic integrity.
4. To embrace our classroom culture using the FISH! Philosophy and the Performance Formula as a theoretical framework(s) to guide our work.

ORGANIZATIONAL BEHAVIOR & LEADERSHIP (OB/L):

1. Describe what managers do and what leaders do.
2. Identify the major challenges and opportunities for managers to use OB concepts.
3. Identify *how* to shape the behavior of others & understand *why* this is important.
4. Recall the relationship between attitudes and behavior.
5. Analyze the types of goals that increase performance.
6. Explain how change impacts performance.
7. Identify how you respond to stress, the different types of stress, and the implications of effective communication strategies.
8. Recall leadership theories.
9. Analyze the factors determining an organization's culture.
10. Explore OB/L, collaborate with peers, interact with the community, and organize a personal ePortfolio.



HUMAN RESOURCE DEVELOPMENT:

1. Integrate technology, media and interpersonal competencies to effectively communicate to the class and professionals.
2. To self-reflect and explore who you are, where your strengths lie, and to identify opportunities to excel personally and professionally (creation of an ePortfolio will guide this metacognitive process).
3. Improve written expression and communication through the use of formal and informal writing as tools for learning.
4. Identify, define and apply the correct OB/L models, concepts, and processes to “real world” buzz.
5. Enhance presentation and teamwork skills.

COURSE PROCEDURES: Learning is most effective when the students are *actively* involved and responsible for the experience. The major approach to gaining mastery in OB and Leadership will be individual study, reflection, and teamwork combined with class discussions and sharing of ideas, projects, and reports. This is your class—your learning experience. Make the most of it by:

1. Reading all assignments prior to class & CHOOSING YOUR ATTITUDE!
2. Coming to class prepared with the required text – BE THERE & PLAY!
3. Utilizing the online tools available to you.
4. Attending and participating in class seminars and discussions both synchronously and asynchronously – BE THERE, PLAY, MAKE THEIR DAY, & CHOOSE YOUR ATTITUDE!
5. Completing the conventional and experiential exercises, which may involve opinion generation, analysis, observation, personal practice, and research.
6. Completing self-assessments and ePortfolio projects- BE THERE, PLAY, MAKE THEIR DAY, & CHOOSE YOUR ATTITUDE!
7. Completing the examination & quizzes.
8. Maintaining and sharing your ideas each week (*OB/L Buzz with Dr. D.*) – BE THERE, PLAY!
9. Exploring and adopting the principles of the FISH! Philosophy as a way of being.
10. Participating fully in the cooperative “learning” adventure!

MISSION RELEVANCE: The course will help students to understand and apply organizational behavior and leadership concepts as a business practitioner. Examples of current OB/L opportunities will be reviewed as a basis for learning how excellent companies employ the strategies taught. An awareness of the dynamic environment of organizational behavior will better prepare the student for a successful career in business.

*Note: You are entering a learning environment where the performance formula ($P = f(M * A * E)$): Performance is a function of Motivation, Ability and Environment is the theoretical framework that will guide our work together. If you come willing (M) to learn, this course is designed to help enhance your knowledge, skills, and attitudes (A). My classroom culture (E) is driven by trust, collaboration, communication, and positive energy. In short, I live FISH! and I encourage you to join me!*

COURSE ACTIVITIES TO MEET OBJECTIVES: The student will read the text and understand the material presented through asynchronous and synchronous class discussions, exams, guest speakers, conventional and experiential exercises, and a comprehensive term project. In order to fully meet the course objectives, you must BE THERE!

GRADING: You will have the opportunity to demonstrate your learning through scheduled examinations, active participation, exercises, and projects. Students will be assessed both qualitatively and



quantitatively in this class. **Excessive absences will lower your final grade evaluation.** In addition, expect a penalty of one half a letter grade per day for late assignments.

GRADING SCHEDULE:

Exam 1	20%
Exam 2	20%
My ePortfolio	20%
Energy, Exercises, Buzz, & Involvement	20%
Self Exploration Project	20%
	100

Grades will be determined as follows:

Superior Achievement	A (4.0)	93-100	Attention Students! * You are responsible for your grades and are encouraged to question every aspect of your grade and/or performance throughout the course of the semester.
Great Performance	A- (3.67)	90-92.9	
Very Good Work	B+ (3.33)	86-89.9	
Good Work	B (3.0)	80-85.9	
Above Average	C+ (2.33)	76-79.9	
Average Performance	C (2.0)	70-75.9	
Below Average	D (1.0)	60-69.9	
Failure	F (0.0)	59.9 & below	

DEFINITION OF ASSIGNMENTS: All work must be typed, proofread, and delivered on or before the due date. Delivery may be in person or via Google + community as a Google document. *Please use a left justified header with your name, exercise name, course #, and date.* Additionally, ALL electronic files must be saved and named using your last name and assignment name (e.g., DesiderioResume2016.doc). *Note: points will be deducted for failure to do so.*

- ❖ **ENERGY & INVOLVEMENT – BE THERE!** Students demonstrate their responsibility in the regularity and punctuality of their attendance. Please plan to arrive on time and remain the entire class period. Leaving class early will constitute an absence. As part of this policy, two days tardy constitutes one absence. Absences due to illness or other reasonable causes may entitle the student to make up missed work if communicated to course facilitator. Absences beyond two for exceptional reasons may be excused only upon presentation of a letter from a physician or other acceptable documentation. If the number of absences exceeds two, the student's grade will be lowered by one letter. If the absences exceed three in a semester, the student will be issued an "F" for the course. YOU are responsible for all information, assignments, revisions, announcements, and etcetera. Please plan to BE THERE & CHOOSE YOUR ATTITUDE to maximize your learnings! Arrange for a few peers that you can rely on to assist you in the case of your absence.

ATTENDANCE IS MANDATORY ☺

- ❖ **BUZZ WITH DR. D.:** As a value-add to build on our class discussions, you will contribute to our learning environment by sharing interesting, effective, ineffective, and stimulating "buzz" pertaining to each chapter of our OB/L text. You will share personal and professional reactions to your findings as well as those discussed in class. Your goal is to watch the news, listen to the radio, read relevant journals and/or magazines, and surf the web for the latest and greatest OB/L buzz. Relevant buzz is due for each chapter covered in class. *Hint: set a Google alert for relevant buzzwords!* See Tools tab on blackboard for help. ☺
 - Please share buzz pertaining to one chapter (of your choice) that we are covering each week for discussion (i.e.: week 1 – you may bring buzz on Ch. 1 or 2...). You can earn up to 10 stars for each of the 10 weeks we will cover chapter material. *Note: you cannot earn more than one star per week. 1 star = 10pts.* Please bring to each class for discussion.



- ❖ **EXERCISES:** In an effort to enhance your understanding of the components included in OB and Leadership, be prepared to use writing to explore your reactions to both contemplated and learned materials through both conventional and experiential exercises. *Conventional:* You will be reacting to scenarios, case studies, as well as to peer-work. **Access to the online CourseMate and access to our Google + community is required for this course.** You will use writing to explore your thinking, feeling, and learning. The informal exercises will also serve as formative assessments (identifying the areas that you and I can take action on to improve both instruction and learning) for our class.
 - **ONLINE COURSEMATE WEEKLY ASSIGNMENTS**
 - Please complete each chapter quiz on the day we discuss each chapter
 - **STRESS AND COMMUNICATION INTERVIEW (CII 7 & 8)**
 - Please find a business professional to interview (face-to-face or via phone permitted). Using the concepts from chapters 7 and 8, please explore stress in the workplace, how it is managed, and the role communication plays in encouraging a healthy work culture. Please take detailed notes of your interview, your connections to the chapter, and your aha! Moments as a future business leader. *Note: this will be used for your second exam.* Please don't forget to send the professional you interview a professional thank you note, too! ☺
 - **FISH! TALES READING AND WEEKLY ASSIGNMENTS**
- ❖ **SELF-REFLECTION PROJECT:** In order to holistically develop your skills as a student learner and aspiring professional, it is imperative that you know yourself deeply. You must know your strengths and you must be able to self reflect. Great news – this class will encourage you to use your leadership lens! Are you excited yet? ☺ Please complete the self-assessment for each chapter (found on the coursemate and posted to our G+ community) and prepare a **half-page reflection** (no longer) integrating our OB/L and FISH! learnings.
 - **ROLE AND AUDIENCE.** Based on our learnings in class, students will be asked to explore OB/L concepts in action while using the FISH! Philosophy in this applied learning experience. Consider this hands-on learning experience as an exciting exploration into data gathering and discovery of how to develop and enhance your performance, using an OB/L lens. You may use your colleagues in this class as resources; other forms of data gathering such as interviews with friends and family, observations, and review of organizational theories will be required. This class will be an environment that enhances your knowledge while developing critical thinking skills that will drive your ability to self reflect.
 - **FORMAT OF PAPER(S).** All work will be double-spaced with 1-inch margins, and 12-point Times New Roman font. Please include the four principles of the FISH! Philosophy (Be There, Play, Make Their Day, and Choose Your Attitude), analyze evidence of how you came to your discovery, and present a strong position for how this will enhance your overall performance. Each paper should be typed, proofread before submission, and contain appropriate citations both within the text and as references at the end of the paper. Again, keep personal copies for yourself. These papers will result in semester long research concerning OB and Leadership and your discoveries. You will explore themes, alternative approaches, and perspectives. Be prepared to write, evaluate, give and receive peer and instructor feedback and then discuss changes over the course of the semester. In fact, our goal is to create an independent, peer-supported learning environment for sharing struggles and insights, heights and depths, and learning through our mutual adventure. Please be prepared to formally present your finding(s) over the course of the semester.



- EXPECTATIONS ABOUT THE PROCESS. Did you know that **learning is a process**? “If the process is sound, the product will take care of itself” (W. Zinsser). Each paper will be a culmination of learnings that will be evaluated over the course of the semester. Your writing will communicate your exploration of *the self*, using an organizational behavior and leadership lens. Using all of your resources, each paper shall be well written, and professionally developed.
- CRITERIA FOR EVALUATION. The final product will be graded holistically with a single letter grade, as per the grading schedule listed in this syllabus. ‘A’ quality work meets all the criteria for this assignment. The writer(s) will show an understanding of the key concepts learned in this class by synthesizing what has been learned in class with this program evaluation. Each paper will be organized, well written, fully developed and will be free of ambiguity, grammatical and mechanical errors. Additionally, you will include a section in your ePortfolio that communicates your findings in this self-exploration project. **EACH PAPER WILL BE SUBMITTED TO THE PROFESSOR ON OR BEFORE THE DESIGNATED DUE DATE.**

Your work is the culmination of your learning, thinking, problem solving, and executions. The experience *should be* exciting, frustrating, fun, difficult, and an excellent learning adventure.

***This is required for inclusion in your ePortfolio.*

SELF REFLECTION WRITING SCHEDULE:

NOTE: SOME CHAPTERS HAVE 2 ASSESSMENTS FOR YOU TO COMPLETE ©

WEEK 2	Please prepare a half-page (no longer & no shorter) reflection for <u>each</u> chapter self-assessment and include OB/L learnings in your reflection for each. Chapter 1 and Chapter 2 due.
WEEK 3	Please prepare a half-page reflection for each chapter self-assessment and include OB/L learnings in your reflection for each. Chapter 3 and Chapter 4 due.
WEEK 4	Please prepare a half-page reflection for each chapter self-assessment and include OB/L learnings in your reflection for each. Chapter 5 and Chapter 7 due.
WEEK 5	Please prepare a half-page reflection for each chapter self-assessment and include OB/L and FISH! learnings in your reflection for each. Chapter 8 due.
WEEK 6	Please prepare a half-page reflection for each chapter self-assessment and include OB/L and FISH! learnings in your reflection for each. Chapter 9 and Chapter 10 due.
WEEK 9	Please prepare a half-page reflection for each chapter self-assessment and include OB/L and FISH! learnings in your reflection for each. Chapter 11 due.
WEEK 10	Please prepare a half-page reflection for each chapter self-assessment and include OB/L and FISH! learnings in your reflection for each. Chapter 12 due.
WEEK 11	Please prepare a half-page reflection for each chapter self-assessment and include OB/L and FISH! learnings in your reflection for each. Chapter 13 and 16 due.
WEEK 12	Please prepare a half-page reflection for each chapter self-assessment and include OB/L and FISH! learnings in your reflection for each. Chapter 18 due.
WEEK 13	Please prepare a section in your ePortfolio of <i>I can lead because...</i> including: 1. Everything you have learned about yourself in your self-assessments 2. How you can be/are an effective leader, and 3. How creating a positive work environment (e.g., using FISH!) may encourage reciprocal success for leaders and team. <i>Note: ePortfolio Presentations will take place in the 14th and 15th week(s)</i>

- ❖ **MYEPORTFOLIO:** CONGRATULATIONS! You have been selected to research yourself! Using an OB/L lens, you will explore who you are, who you want to be, your personality preferences, and how to package everything to effectively market yourself. Each student will prepare an ePortfolio



where you will showcase individual achievements, reflect on where you have been and the experiences gained whereby you will capture every aspect of your life personally, professionally, academically, and at play!

- **TASK.** In partnership with the Career Center and the Center for Leadership and Service, you will design your personal ePortfolio; this is a dynamic digital representation of your experience(s) that supports and connects your educational pursuits, career planning, and personal development through artifacts of various accomplishments.
- **ROLE AND AUDIENCE.** Based on our learnings, you will capture the essence of self-exploration in this applied learning experience. Consider this a dynamic exploration into self-reflection and discovery on how to package your professional identity in a way that encourages a dissection of your overall life experiences. You will use your colleagues in this class as well as those within the Moravian community as resources. This class will be an environment that encourages you to learn more about who you are while gaining an understanding of how to showcase everything that makes you GREAT!

EPORTFOLIO (UNNOFFICIAL) SCHEDULE:

WEEK 1	Complete MBTI and Big 5 assessments; dissect your personality preferences.
WEEK 2	ePortfolio preview with Amy Saul, Associate Dean of Career Development. Begin building <i>your</i> ePortfolio. Who is excited?!
WEEK 5	Resumes posted on Hound Hire Link. Create LinkedIn account. Attend Google sites workshop and continue to refine your ePortfolio.
WEEK 6	Strengths Quest assessment and analysis.
WEEK 9	Take EQ assessment.
WEEK 12	ePortfolio review.
WEEK 14 & 15	ePortfolio presentations!

- ❖ **EXAMS:** The examinations are essay in format (application, analysis, and synthesis). Test questions will be derived from the text, readings, experience(s), and class discussions. Tests are intended to ensure that students have grasped the fundamentals of OB/L and are ready to build on that knowledge. Thus, you need to be present in class to benefit from the knowledge shared both from your instructor and your peers! Some of the richest discussions will be those shared among classmates; your discussions to the class as a whole are encouraged.

RESOURCES:

1. Library Materials include (but are not limited to):

<i>Harvard Management Update</i>	<i>Journal of managerial issues</i>
<i>Journal of Behavioral Studies in Business</i>	<i>Wall Street Journal</i>
<i>Journal of behavioral and applied management</i>	<i>New York Times</i>
<i>Journal of business and management</i>	<i>Journal of business ethics</i>
<i>Journal of gender, race and justice</i>	<i>Journal of organizational behavior</i>
<i>Journal of business and psychology</i>	<i>Journal of conflict resolution</i>
<i>Journal of Business Issues</i>	<i>Journal of ethics</i>
<i>Organizational Behavior & Human Performance</i>	<i>Organization behavior & human decision processes</i>
<i>Leadership excellence</i>	<i>Leadership in action</i>
<i>Leadership Quarterly</i>	<i>Leadership (Burlingame, Calif)</i>



- Most of the listed journals are not available in hard copy in the Reeves Library but are available on-line or through inter-library loan. The Reeves Library Web site can be accessed at <http://home.moravian.edu/public/reeves/>. EbscoHost and Lexis-Nexis are excellent resources. I can arrange for Bibliographic Instruction upon request.
- 2. **WEB MATERIALS:** Resources are included in each chapter of your textbook as well as additional resources, such as quizzes, flash cards, games, videos and an eBook, on the text web site. The URL for our text is: www.4ltrpress.cengage.com (*Hint: bookmark address*)
- 3. The **MORAVIAN COLLEGE WRITING CENTER** is an excellent resource. The Writing Center is located on the 2nd floor of Zinzendorf and the phone number is 610.861.1592. Become a regular visitor to the writing center, as it is a great tool readily available to you!
- 4. The **MORAVIAN OFFICE OF LEARNING SERVICES** is another great resource available to ALL students; the center exists so that any student (not just those who are struggling) can work with a learning support professional in order to improve his/her academic performance. Should you have any individual concerns regarding a disability please discuss this with me during the first week of class in person or via email. In addition, individuals from the Academic & Disability Support Office will work with you to verify your need for accommodation and will help determine the environment in which you will have the opportunity to succeed in this course. Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located in the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center. Please refer to the Moravian College Student Handbook under Academic Resources for more information.
- 5. The **MORAVIAN CAREER CENTER** is a fabulous resource to you, as a student of Moravian College. Please take the opportunity to visit the Career Center in the HUB or on the web at: <http://home.moravian.edu/public/career/>.
- 6. **I AM ONE OF YOUR RESOURCES** so please contact me at any time to arrange a personal, video, or telephone conference. PLEASE SEE ME AS SOON AS POSSIBLE IF YOU ARE HAVING ANY DIFFICULTIES AND, OF COURSE, TO SHARE AHA! MOMENTS. QUESTIONS ARE ENCOURAGED ©

ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS AND PROGRAMS (ACBSP): The Economics & Business programs at Moravian College are accredited by ACBSP. This is a leading specialized accreditation association for business education supporting, celebrating, and rewarding teaching excellence. The association embraces the virtues of teaching excellence and emphasizes to students that it is essential to learn how to learn.

MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS ACCREDITATION: The Middle States Commission on Higher Education accredits Moravian College based on an evaluation of the school as a whole rather than on just one program; this designation acknowledges our commitment to educational excellence.

STATEMENT ON ACADEMIC INTEGRITY: Moravian College exists to educate our students. Since Moravian is a community whose purpose is the pursuit of knowledge and holistic development, the entire campus is committed to the principles of academic integrity and honesty.

In our class, academic integrity is the responsibility of everyone – students and teacher. We are responsible for our honest effort in the pursuit of knowledge. In taking this class you are responsible for attending class, being alert in class, completing all assignments to the best of your ability, contributing to



a nurturing learning environment both in and out of class, and researching and studying with the spirit of discovery and competence building. I am your resource person in this endeavor and I am always willing to work with you.

CLASSROOM ETHICS: We are all expected to respect the learning environment of others; supportive, constructive comments are encouraged and humor is welcome. Harassment, cheating¹, plagiarism², and other similar behaviors will not be tolerated. Anyone who engages in such behavior may be removed from the class and earn a grade of 0 for the course.

¹ In this class, cheating is defined as intentionally using or attempting to use the words, ideas, or answers of another student, using unauthorized materials in any academic exercise, or making choices driven by dishonest motives. Please protect your work from unauthorized use.

² In this class, plagiarism is using the words or ideas of another without clearly acknowledging the source of that information. To avoid plagiarism, you must give credit or give a citation whenever you use another person's idea, opinion, or theory or use facts, statistics, graphs, drawings, and/or quotations.

CELLULAR PHONE POLICY: To provide an optimum environment for learning, all cellular phones must be kept on silent alert (vibration or visible flash) while in the classroom. Any calls must be answered outside the classroom. Please refrain from text messaging, checking email or searching the web during class time. **Additionally, cell phones are to be off your desks while taking exams.**

INCLEMENT WEATHER POLICY: In hazardous weather conditions, the College may be closed and classes cancelled, or the college may opt to run on a two-hour delayed schedule (see below). The decision to close or delay the opening of classes will be announced on the inclement weather hotline, 610 625-7995, and will be communicated on the following radio and TV stations: WLEV-FM 100.7, WAEB-FM 104.1, WAEB-AM 790, WCTO-FM 96.1, WRFY-FM 102.5, WBYN-FM 107.5, WODE-AM 99.9, WYYY-FM 107.1, WKFB-FM 107.5, WSBG-FM 93.5, WZZO-FM 95.1, and WFMZ-TV (Channel 69). These closings or delays will also appear at the top of the login page on the College's internet portal AMOS (amos.moravian.edu) as well as the College's website (www.moravian.edu <<http://www.moravian.edu>>). College-wide cancellations *after the start of the class day* will be announced on the public-address system of the HUB, the campus e-mail system, the radio and TV stations mentioned above, and AMOS and the College's website.

TWO-HOUR DELAY: If the decision has been made to open with a two-hour delay, the day does not begin with third-period classes; it begins with first-period classes on a shortened schedule. When following the delayed schedule, please note that there will be no "A" or "B" periods. A 2-hour delay does not affect courses, which begin at 4PM or later. Those courses would run on their normal schedule, if the college were open. Morning and afternoon science labs and studio art classes have their own schedule. Music lessons and practice are cancelled for the day when the delayed schedule is in effect.

"Be aware of how emotional contagion impacts the people around you – live FISH!" ~ Dr. D.



MGMT 342 TENTATIVE CLASS SCHEDULE

(SUBJECT TO CHANGE)

** NOTE: BRING YOUR OB/LEADERSHIP BUZZ TO EACH CLASS MEETING **

MEETING DATE	TOPIC	READING & ASSIGNMENTS
DUE 1ST WEEK	Join our G+ community. Create and share a personal tagline for yourself. PLAY! <i>Please bring \$10 to cover the subsidized portion of your Strengths Quest assessment ☺</i>	Please comment on all of your peers' posts prior to our 2 nd class to welcome our friends!
JANUARY WEEK 1 19 th (section A) 21 st (section B)	Introductions OB & Opportunity PLAY BE THERE CHOOSE YOUR ATTITUDE WALK THE TALK	Chapter 1 *Take MBTI & Big 5 Personality Assessments * Learn about the FISH! Philosophy * Read FISH! Tales (pages 1-75) and begin weekly activities: week one due next class (page 139).
Week 2 26 th (section A) 28 th (section B)	Challenges for Managers <i>Introduction to ePortfolios</i> <i>Special Guest: Dean Amy Saul</i> (A) Noon-1PM (B) Noon-1PM	Chapter 2 1. Chapter Quizzes & Self Reflections due for Ch. 1 & 2 (bring to class). 2. Student led discussion on FISH! Tales pages 1-75. 3. Discuss week one gratitude journal from FISH! Tales (p. 139). *Week two FISH! activity due next class (page 142).
FEBRUARY Week 3 2 nd (section A) 4 th (section B)	Personality, Perception, & Attribution Attitudes, Emotions, & Ethics	Chapter 3 & 4 1. Chapter Quizzes & Self Reflections due 2. Discuss week two FISH! Inventory and goals (p. 142). *Week three FISH! activity due next class (page 145). * Identify a professional to interview on stress & well-being.
Week 4 9 th (section A) 11 th (section B)	Motivation at Work Stress and Well-being 	Chapter 5 & 7 1. Chapter Quizzes & Self Reflections due. 2. Student led discussion on FISH! Tales pages 75-136. 3. Discuss week three ways to Play at work (p. 145). *Week four FISH! activity due next class (page 147). Exam






1 7 4 2

Week 5 16 th (section A) 18 th (section B)	Communication <i>Mandatory Attendance</i> <i>Google sites/ePortfolio support session</i> Noon-1PM	Chapter 8 1. Resumes posted to Hound Hire Link. Join LinkedIn. 2. Review week four fun highlights (p. 147). *Week five FISH! activity due next class (page 149). *Finalize stress interviews for next class.
Week 6 23 rd (section A) 25 th (section B)	Work Teams & Groups Decision Making by Individuals & Groups <i>Special Guest: Dean Saul</i> <i>Strengths Quest \$10</i> (A) 12-1PM (B) 11:30AM-12:30PM	Chapter 9 & 10 1. Chapter Quizzes & Self Reflections due. 2. Discuss week five make their day exercise (p. 149). 3. Stress & Communication Interviews discussed. *Week six FISH! activity due next class (page 151).
<i>MARCH</i> Week 7 1 st (section A) 3 rd (section B)	Work Teams & Groups Decision Making by Individuals & Groups <i>Special Guest: Tara L. Desiderio, M.Ed.</i> <i>Principal WES FISH Workshop 11:30-1PM</i>	Chapter 9 & 10 1. Discuss week six random acts of kindness (p. 151). *Week seven FISH! activity due next class (page 153).
Week 8 8 th (SECTION A) 10 th (SECTION B)		<i>Rejuvenate and have fun!</i>
Week 9 15 th (SECTION A) 17 th (SECTION B)	Power & Political Behavior Leadership & Followership	Chapter 11 & 12 1. Chapter Quizzes & Self Reflections due. 2. Discuss week seven <i>being where you are</i> exercise (p. 153). *Week eight FISH! activity due next class (page 157). * Take the EQ assessment prior to next class.
Week 10 22 nd (SECTION A) 24 th (SECTION B)	Leadership & Followership Conflict & Negotiation	Chapter 12 & 13 1. Chapter Quizzes & Self Reflections due. 2. Discuss week eight <i>being there</i> exercise (p. 157). 3. Discuss EQ results. *Week nine FISH! activity due next class (page 161).
Week 11 29 th (SECTION A) 31 st (SECTION B)	Organizational Culture	Chapter 16 1. Chapter Quizzes & Self Reflections due. 2. Discuss week nine <i>choose your</i>



1 7 4 2

	 Moravian College Career Fair 3.29.16 Mandatory Attendance noon-1PM	<i>attitude exercise</i> (p. 161). *Week ten FISH! activity due next class (page 164).
APRIL Week 12 5 TH (SECTION A) 7 TH SECTION B)	Managing Change ePortfolio Preparation! <i>Study! Study! Study!</i> And have some fun too...	Chapter 18 1. Chapter Quizzes & Self Reflections due. 2. Discuss week ten <i>choose your attitude exercise</i> (p. 164). *Week eleven FISH! activity due next class (page 166).  Exam
Week 13 12 th (section A) 14 th (section B)	ePortfolio Preparation!	1. Discuss week eleven <i>who are you being exercise</i> (p. 166). *Week twelve FISH! activity due next class (page 169).
Week 14 19 th (section A) 21 st (section B)	ePortfolio Presentations!	1. Self-Reflection final paper due. 2. Share your week twelve <i>FISH!</i> <i>Reminder!</i>
Week 15 26 th (section A) 28 th (section B)	ePortfolio Presentations!	
2-7	FINAL EXAMS	
May 14 th	COMMENCEMENT KUDOS TO THE CLASS OF 2016!	

* Please note that the contents of this syllabus are subject to change.



CENTER FOR CAREER AND CIVIC ENGAGEMENT SPRING EVENTS CALENDAR

**FEB
17**

PHILADELPHIA STUDENT AND ALUMNI NETWORKING RECEPTION

Depart 3:00_{PM}. Event 6:00-8:00_{PM}
Union League of Philadelphia, Philadelphia

Back by popular demand! Connect with alumni in the Philadelphia area. Students are encouraged to attend if they are interested in living/working/interning in Philadelphia or the surrounding areas. Advanced registration and prep session attendance is **REQUIRED**. Space is limited. There is a cost of \$10 which is returned when you attend the event. Note-bus departs campus at approximately 3:00pm. Watch your Moravian College email for more information.

Junior and Senior Sign-Ups

- Jan 26 - 11:30-1:00pm and 4:00-5:30pm

- Jan 27 - 8:00-4:30pm

Underclassman Sign-Ups

- Jan 28 - 8:00-4:30pm

CENTER FOR CAREER AND CIVIC ENGAGEMENT

SPRING 2016

DROP-IN HOURS

Mondays 2:00 - 4:00pm
Tuesday 2:00 - 4:00pm
Wednesday 2:00 - 4:00pm
Thursdays 2:00 - 4:00pm

NO MORAVIAN COLLEGE

No need to make an appointment, just drop-in!

COUNSELORS

- AMY SELL
- KATHLEEN KEMMICK
- MARI KENTEL

LEADERSHAPE APPLICATIONS AVAILABLE

The LeaderShape Institute is an interactive, energizing, and unique experience that builds leadership skills no other program can match. And since 1986, over 25,000 participants from all over the world have graduated from our program. But be prepared! It is six days of non-stop self-discovery and learning from practical experiences that build your leadership concepts and abilities.

Applications available to Freshman and Sophomore students in early February.

FIRST YEAR FOUNDATIONS TIME- TBD, LOCATION- TBD

The First-Year Career Foundations program will engage students in interactive workshops that will provide information and hands-on activities on topics including identifying work/life values, creating/tailoring resumes and cover letters, exploring/gaining hands-on learning opportunities, and networking.

LEHIGH VALLEY COLLEGIATE CAREER EXPO 12:00-4:00_{PM} - Holiday Inn Fogelsville

Bring your resume and your professional, can-do attitude and join over 100 employers at the annual LVCCE. If you're searching for an internship or a professional position, this is the right place for you. There will be something for every major, so mark your calendar and make plans to attend! Visit www.lvcce.org for a list of organizations attending, directions and other helpful hints. **FREE TRANSPORTATION** is provided. Contact the Center for Career and Civic Engagement for more information or to register for transportation.

**FEB
2016**

**FEB
21**

**FEB
24**

QUESTIONS? CONTACT THE CENTER FOR CAREER AND CIVIC ENGAGEMENT careercivic@moravian.edu - 610-861-1509



CENTER FOR CAREER AND CIVIC ENGAGEMENT SPRING EVENTS CALENDAR

MAR 2 **DR. SEUSS BIRTHDAY CELEBRATION**
TIME- TBD, LOCATION- TBD
Partnering with BAPL, Lincoln Elementary and William Penn to work with children to celebrate language and literacy through Dr. Seuss themed activities and games.

MAR 6-12 **SPRING BREAK TRIPS**
Several teams of Moravian students will travel over spring break to participate in service. Trip destinations include sites in the Southwest and Decatur, Alabama. These trips are sponsored by the student organizations C3 and Habitat for Humanity.

MAR 22 **EDUCATION OPPORTUNITIES DAY**
9:30-2:30_{PM} - HUB
An event for juniors and graduating students in the Education Certification Program. This program will provide students with information on the interviewing and job search process. The day also includes a job fair for graduating students that will allow students to talk with over a dozen local school districts.

MAR 29 **JOB AND INTERNSHIP FAIR**
11:30-1:30_{PM} - Johnston Hall
Employers will be on campus to meet with students about jobs and internships. Every major and year of study is encouraged to attend; there will be opportunities for everyone! Different organizations are represented at this event and the LVCCE career fair so students should attend both! Professional dress is encouraged and polished resumes are required. No advanced registration necessary.

APR 21 **CELEBRATION OF SERVICE DINNER**
5:00-7:00_{PM}, LOCATION- TBD
A dinner to celebrate the work performed by clubs, organizations, sports teams, classes and individuals of the Moravian College community.

APR 2016 **EARTH DAY CELEBRATION**
TIME- TBD, LOCATION- TBD
A focus event in April to honor Earth Day that will consist of a campus wide beautification project to understand the importance of environmental awareness.

CENTER FOR CAREER AND CIVIC ENGAGEMENT

SPRING 2016

DROP-IN HOURS

Mondays 2:00 - 4:00pm

Tuesday 2:00 - 4:00pm

Wednesday 2:00 - 4:00pm

Thursdays 2:00 - 4:00pm

COUNSELORS

- AMY SAHL
- KATHLEEN NEWMARK
- MIKE HERTEL

No need to make an appointment, just drop-in!

MORAVIAN COLLEGE

Moravian College encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation regarding physical accessibility, please contact the Center for Career and Civic Engagement at 610-861-1509 at least one week prior to the event