

Commerce 3S03
Management Skills Development
Course Outline Winter 2020 – Capretta cores
C01, C03, C04, C05, C06
Human Resources and Management Area
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

The objective of this course is to enhance key global skills that are being sought by employers around the globe; critical thinking/problem solving, teamwork, communication, adaptability, and interpersonal skills. These skills are also reflected with the Learning Goals and Objectives on which DeGroote School of Business is assessed and accredited by the American Association of Collegiate Schools of Business (AACSB). The foundational knowledge of most of these skills was provided in Commerce 1BA3 (Organizational Behaviour), as such, this course focuses more on application and development of these skills. Being able to convince employers that you have and are continuing to work on these skills is essential to acquiring internships, graduate jobs, promotion, interesting opportunities, and so on. These skills also reflect those seen in successful entrepreneurs.

INSTRUCTOR AND CONTACT INFORMATION

Carolyn Capretta

Email: capretc@mcmaster.ca

Virtual Office Hours on Zoom: Mondays
from 2:30p.m. – 4:00p.m. EST and by appointment

Virtual Classroom:

C06: Monday 8:30 a.m - 11:20 a.m. EST

C01: Monday 11:30 a.m. - 2:20 p.m. EST

C03: Wednesday 8:30 a.m. - 11:20 a.m. EST

C04: Wednesday 11:30a.m. - 2:20 p.m. EST

C05: Wednesday 2:30 p.m. - 5:20 p.m. EST

TAs: To be announced

Course Website: <http://avenue.mcmaster.ca/>

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	Yes	Global view:	Yes
Avenue:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	Yes	Final Exam:	Yes	Guest speaker(s):	No

COURSE DESCRIPTION

This highly participative and interactive course highlights the importance of self-awareness and self-development of essential workplace skills to complement the technical knowledge that you are acquiring through other courses.

We begin the term by identifying the most critical global skills sought by employers. We match these skills to the Level 5 Leadership Model, the Learning Goals of the DeGroote Bachelor of Commerce program, and the Assessment of Learning Criteria used by the American Association of Collegiate Schools of Business (AACSB), which is accreditation body for business schools.

The term is then divided into two modules: Module 1: *Thinking Critically about Yourself* and Module 2: *Thinking Critically About Teamwork and Interpersonal Skills*. Module 1 revisits the personal change model and introduces you to the self-awareness and skill development trajectory, positive emotional attractors (PEA), SMART goals, and Deliberate Practice for skill development, ending with grit/resilience and support systems for making and maintaining change. Module 2 revisits soft power and persuasive communication skills extending this discussion by introducing you to related interpersonal skills including affirmative bias, positive personal qualities, asking questions, active listening, cross-cultural communication, networking, difficult conversations, and managing your boss.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- Apply newfound knowledge of globally essential skills to diagnose personal, team, and organizational problems and to use creative problem solving to enhance personal, team, and organizational outcomes.
- Demonstrate the ability to think, speak, and write critically about self, others, and workplace situations
- Demonstrate enhanced self-awareness about personal strengths and weaknesses, increased willingness to solicit feedback from others, and to provide feedback to others.
- Demonstrate the ability to be a self-managed effective contributor to synchronous and asynchronous activities.

COURSE MATERIALS AND READINGS:

Textbook:

Our previous textbook, *Building Management Skills, 1st edition* (Daft and Marcic, 2014) is being phased out by the publisher. Feel free to obtain a used copy, however, the enhanced PP slides plus your own notes should suffice (see below). **PDF copies of the book obtained from others (paid or unpaid) are illegal.**

Interactive Narrated PowerPoint Slides for Asynchronous Learning and Study:

Instead of a textbook, I will be providing audio commentary with the PP slides on Avenue to Learn; taking your own notes is strongly recommended. Within the PP slides you will also be asked to answer a number of

questions (content check and reflection) and to incorporate data from your self-assessments. For your class engagement grade, all of this work needs to be completed **before** each weekly synchronous virtual classroom. Evidence shows that student notetaking is a key element of learning. Notetaking will also ensure that you will be ready to contribute effectively during the subsequent virtual classroom. Please contact your instructor if you require additional clarification of any of the content and/or raise the question during the virtual classroom.

Digital Applications/Accounts

You will require Avenue to Learn, PebblePad, and Zoom accounts (using your McMaster email account), all of which are FREE for McMaster students and most of you already have the first two. If not, please notify your instructor in Week 1 and I will get you set up. Course information (outline, PP slides, assignment instructions, and so on) will be posted on Avenue to Learn; you will use PebblePad to complete an online workbook for your skill development and will use Zoom for the synchronous virtual classroom component of this course.

See the following link on how to download the Zoom app to your devices, join meetings, participate in breakout groups, and so on.

<https://mcmaster.ca/uts/zoom/security.html>

NOTE: This course requires, on average, a minimum of 5 hours a week to complete self-assessments, work on your workbook, review past content, and prepare for any other upcoming exercises and examinations. Be mindful of your own learning style and pace; schedule work for this course into your online calendar.

COURSE OVERVIEW AND ASSESSMENT

LEARNING ACTIVITIES	DELIVERY	DESCRIPTION	TOOL(S)
Core Content	Asynchronous	Self-study of recorded lectures is required prior to Virtual Class activities	Narrated PP on A2L with self-assessment
Applied Activities	Synchronous	75 - 90 minutes including any/all of sharing of self-assessments, compilation and analysis of group data, problem solving, case study discussion	Full class and breakout groups on Zoom
Skill Development	Asynchronous	Completion of self-assessments, reflections, virtual class insights	Module 1 and Module 2 workbooks on PebblePad

LEARNING EVALUATION

Evaluation will be based on a combination of **individual work** and **group work**. Please refer to the class schedule at the end of this document for due dates.

Components and Weights

Performance in the course will be evaluated in the following manner:

Team Profile Assignment (group)	10%
Individual Engagement (completion of asynchronous work and engagement in virtual classroom)	10%
PebblePad Workbook Module 1 (individual)	10%
PebblePad Workbook Module 2 (individual)	10%
“Virtual class” Midterm 1 (75 minutes, 50 applied level m/c questions, during synchronous class time, see class schedule for specific date)	30%
“Virtual class” Midterm.2 (same format as Module 1, see class schedule for due date). There is NO final examination in this course.	30%
Total	100%

COURSE DELIVERABLES

Team Member Profile Assignment (10%)

During Week 2, (see date in class schedule) you will work with 4 - 5 others in an online breakout group to practice self-disclosure and begin creation of a team profile, using data from the first 9 self-assessments from your Module 1 workbook. Then one of your group will submit the finished profile to an Avenue to Learn dropbox, making sure everyone who contributed added their name to the submission (see class schedule for due date and time).

This assignment will be graded based on completion, critical thinking, and attention to communication. Everyone who contributed to the submission will receive the same grade. Submitting your Team Profile more than 24 hours in advance of the deadline will earn you one bonus mark on top of your earned grade.

Please see the section on missed work, later in this course outline, in the event that you are not able to attend the virtual class where this assignment is initiated.

Individual Engagement (10%)

Commerce 3S03 is an applied course requiring pre-class preparation and participation during your registered class and breakout activities. It is also a course where self-management is a key skill to be developed/enhanced. I will be tracking your pre-class completion of the narrated PowerPoint slide videos, activities, and related self-assessments to assess individual engagement and time management skills. I will also be keeping track of attendance and engagement during virtual classes. The grade for engagement will be a cumulative review of how organized you were and how much effort you put in both on a weekly basis and over the entire semester.

Acknowledging that life doesn't always run perfectly we will be allocating marks as follows:

	More than 5 missed weeks	5 missed weeks	4 missed weeks	3 missed weeks	2 missed weeks	No more than 1 missed week
Pre-class narrated PP Completion	0	1	2	3	4	5
Virtual Class Engagement	0	1	2	3	4	5

PebblePad Workbooks (2 workbooks, each at 10% for total of 20%)

One of the hallmarks of Commerce 3S03 is a guided self-development process that allows you to apply course concepts to yourself within a proven personal change process.

Each of the two PebblePad workbooks, Module 1 *Thinking Critically about Yourself* and Module 2 *Thinking Critically about Teamwork and Interpersonal Skills* contains the following elements:

- Self-assessments (interactive rubric)
- STAR (Situation, Task, Action, Response) reflections for each self-assessment
- Skill development process

You will share each workbook for assessment of the self-assessments, STAR reflections, and skill development process as per the class schedule. Workbooks will be based on completion, critical thinking, and communication. Submission 24 hours or earlier will earn you 1 bonus mark on that workbook.

Workbooks are not MSAF eligible and BOTH workbooks must be completed in order to receive credit for the course. Late submissions will be accepted up to three days after the deadline, with a penalty of 10% per day or portion of a day. If you develop a serious medical condition and cannot complete the workbook, please contact the Student Experience Office to discuss your situation. If you are eligible for disability accommodation in terms of deadlines, please ensure your instructor receives your SAS letter, then contact us to discuss accommodations at the start of term, then, as needed notify the instructor in advance if you wish to activate the accommodation.

Midterm Exams (2 x 30% = 60%):

All sections of Commerce 3S03 will have two 75-minute midterm exams (no final exam). All sections will write during their regularly scheduled virtual class time in the same week of the term (see course schedule). The first midterm will cover all material from Weeks 1 - 6; the second midterm will cover all material from Weeks 7 to 10 (see dates in class schedule). As such the second midterm is not cumulative, however, **your instructor reserves the right to have you to write a cumulative second midterm if you miss the first midterm** (see below for more on what happens if you miss the midterm).

The Commerce 3S03 midterms exams contain 50 application-based questions: no recall or simple comprehension questions. In the typical application question, you are presented with a scenario and must identify the most correct choice from the answers provided. Exams for all sections of Commerce 3S03, regardless of instructor, will have the identical format, however questions will be randomized for each student.

If you anticipate missing or actually miss the midterm, you will have to petition for accommodation through the Academic Office (See Policy for Missed Work, later in this document) because the midterm is worth more than 25%.

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.
- For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work” and the link below:

<http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning, and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical, and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): <https://reo.mcmaster.ca/>

Hamilton Integrated Research Ethics Board (Medical board): <http://www.hireb.ca/>

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in Commerce 3S03 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

Week of:	Asynchronous Self-Study (voice-over PP on Avenue to Learn)	Synchronous Applied Activities (Virtual Classroom on Zoom)	Concurrent PebblePad Workbook
1: Jan 11 – 15	Course outline Global Study – Employer Expectations and Gaps DeGroot Learning Goals (AACSB, 2019) Level 5 Leadership Model	1. Course Logistics 2. Workbook demo 3. Employer Expectations Exercise	Complete the Module 1 self-assessments for week 2 class and future weeks Estimated time: 40 – 60 minutes by Friday January 22
2: Jan 18 – Jan 22 <i>Last day to withdraw from classes is Tues, Jan 19</i>	Critical Thinking and Problem-Solving model and techniques Ethical Intensity Robust Debate	1. Critical Thinking Exercise 2. Creative Problem-Solving Exercise 3. Marshall Plan case study discussion # 1 4. Team formation for Profile assignment	
Module 1:	Thinking Critically About Yourself		
3: Jan 25 – Jan 29	Personal Change model Self-Awareness builds Skill Competency (trajectory) Self-Awareness Johari Window and Three Ways to Build Self-Awareness Six Killer Constraints	1. Johari Window exercise 2. Killer Constraints Exercise 3. Marshall Plan case discussion # 2 4. Team Breakout - Team Profile development	Complete STAR reflections Select ONE of the Module 1 workbook skills and identify where you are currently at on the skill competency trajectory by Friday January 29
4: Feb 1 – Feb 5	Positive Emotional Attractor (PEA) SMART Goals Deliberate Practice	1. PEA Exercise 2. SMART Goal Exercise 3. Team Breakout – Marshall Plan case – SMART Goal and Deliberate Practice design	Discuss your PEA for your chosen skills and develop a SMART goal for it by Friday February 5 <i>Team Profile & Charter due to Avenue assignment dropbox by 1 p.m. EST Friday Feb 5 at the latest</i>

5: Feb 8 – Feb 12	Change Curve Grit/Resilience Support Systems Consultative Coaching PebblePad Module 1 workshop	1. Team Breakout - Adaptability/Agility exercise Resilience Training/Activity 2. Peer Coaching/Mentoring activity 3. Bring your questions for PebblePad Module 1	Carry out a Deliberate Practice for your chosen skill. Write up the outcomes and lessons learned from your Module 1 Skill Development experience and “Share for Assessment “ to your section’s Commerce 3S03 Pebble workspace by 1 p.m. EST Friday February 12 at the latest.
Feb 15 – Feb 21	MIDTERM BREAK NO CLASSES – Happy Break!		

6: Feb 22 – Feb 26	Review concepts and frameworks from self-study	In-class/Online Test # 1 – 75-minute, 50 applied multiple-choice questions on material from Module 1	
Module 2: Thinking Critically About Teamwork and Interpersonal Skills			
7: Mar 1 – Mar 5	Interpersonal Skills Level 5 Leadership model (cont.) Affirmative Bias, Soft Power, and Positive Personal Qualities (mindfulness, humility, and will)	1. Soft Power Exercise 2. Affirmative Bias Exercise	Complete the Module 1 self-assessments for week 7 class and future weeks Estimated time: 40 – 60 minutes
8: Mar 8 – Mar 12	Communication model Asking Questions/Listening Network Building Cross-Cultural Communication	1. Networking through Asking Questions Exercise 2. Team Breakout - Listening Exercise	Complete STAR reflections
9: Mar 15 – Mar 19	Interpersonal Skills: Persuasive Communication Personal Branding Managing Your Boss	1. Team Breakout –Persuasive Communication Exercise/Rookie Case 2. Personal Brand Writing Exercise	Select one of the Module 2 skills, identify your current stage of personal change in regard to this skill by Friday March 19
10: Mar 22 – Mar 26	Teamwork and Interpersonal Skills: Conflict Management Difficult Conversations	1. Robust Debate 2. ILETS model exercise	Write up your PEA and SMART goal for your chosen skill
11: Mar 29 – Apr 1	Review concepts and frameworks from self-study.	In-Class Test # 2 – 75-minute non-cumulative, applied multiple choice questions on material from Module 2	

12: Apr 5 – Apr 9	PebblePad Module 2 Workshop	Bring your questions and PebblePad Module 2	<p>Complete your Module 2 Deliberate Practice. Write up the outcomes and lessons learned from your Module 2 Skill Development experience</p> <p>Make any final additions/changes to your Module 2 PEP workbook Workbooks to be shared for assessment at latest by 1 p.m. EST, Friday April 9</p>
13: Apr 12 – Apr 14	Course Wrap-up	<p>Course evaluation (15 minutes at start of class)</p> <p>Final Team Activity - Instructions provided at start of class</p>	