

**Commerce 3S03
Management Skills Development**

**Course Outline: Winter 2022 – C07, C09 and C11
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

Instructor:

Dr. Adam Stoehr

Email: stoehra@mcmaster.ca

Class times:

C07: Fri. 9:30-11:30am, KTH 104
(Asynchronous 8:30-9:30)

C09: Mon. 19:00-21:00pm, DSB AB103
(Asynchronous 21:00-22:00)

C11: Fri. 14:30-16.30pm, ABB 270
(Asynchronous 16:30-17:30)

Virtual Office Hours:

- Please email to schedule a meeting

TAs

C07 & C11: Sarah Walker walkes6@mcmaster.ca

C09: TBC

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

- **Course Shell: Commerce 3S03: Management Skills Development - Commerce_3S03_stoehra_2229**
- **Self-assessment Workbook Module Shell: Commerce 3S03: Self Assessments - Commerce_3S03_stoehra_1_2229**

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 powerpoint slides (which I will post to our site, following class) plus your own notes should suffice (see below).

PDF copies of the book obtained from others (paid or unpaid) are illegal.

Self-assessment Shell: An additional course shell has been added to this course for the self assessment. Please note the grades obtained during the self-assessment is not the final grade. Neither are higher scores the most acceptable score. They are just to ensure you are able to evaluate yourself and successfully complete further tasks as per the instructions provided in the workbooks. [\(Please suggest changes here\)](#)

COURSE OVERVIEW AND ASSESSMENT

LEARNING ACTIVITIES	DELIVERY	DESCRIPTION	TOOL(S)
Core Content	In class	Lecture and discussion regarding foundational “know about” knowledge.	PowerPoint slides to be posted on Avenue
Applied Activities	In class	Interactive class components including any/all of sharing of self-assessments, compilation and analysis of group data, problem solving, case study discussion	Small groups, class discussion
Skill Development	Asynchronous	Completion of self-assessments, reflections, class insights	Module 1 and Module 2 workbooks on self-assessment course shell

LEARNING EVALUATION

Evaluation will be based primarily on **individual work** with one small **group assignment**. Please refer to the class schedule at the end of this document for due dates.

Components and Weights

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 DELIVERABLES

PEP Team Member Profile Assignment (10%)

For the purpose of enhancing the five main global skills (problem solving, teamwork, communication, adaptability, and interpersonal skills) you will be working with a fixed group of peers for the entire term. To replicate the reality of arriving in the workplace, you will be randomly assigned to a Personal Effectiveness Plan (PEP) Team of 5- 6 members at the end of Week 2.

During Week 3, (see date in class schedule) you will work with this group to practice self-disclosure and begin creation of a team profile. For this team profile, you will be provided with a Google Drive template to use and will consolidate and analyze data from selected self-assessments in 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, if you are not able to attend or missed the class where groups were assigned. You will work regularly in breakout groups, but this is the only team deliverable in this course.

Class Participation (10%)

The expectation is that you will be highly engaged in each class, from beginning to end. There will be several different opportunities throughout each class (discussion questions, polls, breakout discussions, and so on). Success on the midterm is highly dependent on engagement during class, as well as studying; class participation helps students get to the required level of applied knowledge.

In addition to attendance there are a few more expectations in terms of in-class behaviour.

1. Have your name tag displayed at each class so that attendance and engagement can be accurately noted, and we can get to know your names quickly and call you by your name instead of pointing at you.
2. Class will be a “no-phone zone”, except for break time, to wean all of us off the unprofessional habit of endlessly checking our phones. Laptops can be used for class-related activities, but I expect you to use self-management to stay off other applications. If you are expecting an URGENT CRITICAL call and must keep your phone on, please let me know at the start of class.
3. Move quickly when requested to get into groups for an activity/exercise to maximize the time for the exercise/discussion and take a sustained and active role in team activities/discussions.
4. Monitor your own behaviour during class – are you talking too much or too little, are you fostering a positive work environment where everyone is comfortable contributing, are you actively listening to contributions made by others, and so on. These are all reflections of your interpersonal and communication skills.

Acknowledging that life doesn't always run perfectly, one week of missed and/or not engaged but present in class will not impact your grade. Likewise, a missed or non-engaged class, beyond this one, cannot be “made up” by contributing more in future classes. Attendance can be taken at the beginning, middle, or end of class. Engagement is monitored from the beginning to the end of each class. You need to display your name card on your desk at each class to ensure your contributions are noted.

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

- Quantitative self-assessments (interactive rubric)
- STAR (Situation, Task, Action, Response) reflections for each skill
- Skill development process (Skill selection, positive emotional attractors, SMART goals, and Deliberate Practice)

Once each workbook is complete you will create a pdf copy and submit to the relevant Avenue Dropbox (see class schedule). You can find the step-by-step instructions for doing this on Avenue. Workbooks will be based on completion, critical thinking, and communication. Submission 24 hours or earlier will earn you 1 bonus mark on that workbook.

The portion of the grade allocated to workbooks cannot be redistributed to other course components (i.e., via MSAF), and both workbooks must be completed. 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). Midterms will be conducted online. All sections will write during their regularly scheduled 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; there are 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 and each instructor has unique as well as common questions.

if you anticipate missing or 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.

Online proctoring software is not currently used in Commerce 3S03, however, we reserve the right to use online proctoring on the second midterm if the results of the first midterm indicate unusual activity, suggesting academic misconduct.

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 1: September 05-09	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	Begin work ASAP with a goal of completing the Module 1 self-assessments and STAR reflections by Sunday Sep 18 at the latest. Past students have found that getting much of this work done in the first week is a huge advantage.
Week 2: September 12-16	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	
Module 1:	Thinking Critically About Yourself		
Week 3: September 19 - 23	Personal Change model Self-Awareness builds Skill Competency (trajectory) 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	Based on your self-assessments, choose ONE of the Module 1 workbook skills and identify where you are currently at on the skill competency trajectory by Friday Sep 23 at latest
Week 4: September 26 – 30 Note: No in-person classes Friday September 30	Positive Emotional Attractor SMART Goals Deliberate Practice	1. PEA Exercise 2. SMART Goal Exercise 3. Team Breakout – Marshall Plan case – SMART Goal and Deliberate Practice design	Team Profile and Charter Due Wednesday, September 28 by 7pm for bonus Team Profile Due Thursday September 29 by 7pm, no bonus Discuss your PEA for your chosen skills and develop a SMART goal for it by Oct 2 at the latest
Week 5: October 03 -07	Change Curve Grit/Resilience Support Systems Consultative Coaching	1. Team Breakout - Adaptability/Agility exercise Resilience Training/Activity 2. Peer Coaching/Mentoring activity 3. <i>Midterm Practice Questions – Marshall Plan</i>	Carry out a Deliberate Practice for your chosen skill. Write up the outcomes and lessons learned from your Module 1 Skill Development experience. To submit your workbook, create a pdf copy and upload to the relevant Avenue Dropbox by:

			<p>Thursday October 06 by 7pm, for bonus</p> <p>Friday October 07 by 7pm, no bonus</p>
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October 10-14: Reading week			
Week 6: October 17 - 21	<p>In-class Test # 1 – 75-minute, 50 applied multiple choice</p> <p><i>Midterm will be conducted online during our regularly scheduled class time.</i></p>		Feel free to start on the Module 2 workbook
Module 2:	Thinking Critically About Teamwork and Interpersonal Skills		
Week 7: October 24 - 28	<p>Interpersonal Skills Level 5 Leadership model (cont.) Affirmative Bias, Soft Power, and Positive Personal Qualities (mindfulness, humility, and will)</p>	<ol style="list-style-type: none"> 1. Soft Power Exercise 2. Affirmative Bias Exercise 3. Team Breakout – Rookie Case discussion # 1 	Complete and analyze Module 2 self-assessments and STAR reflections by Sunday October 30
Week 8: October 31 – November 04	<p>Communication model Asking Questions/Listening Network Building Cross-Cultural Communication</p>	<ol style="list-style-type: none"> 1. Networking through Asking Questions Exercise 2. Team Breakout - Listening Exercise 	Select one of the Module 2 skills and identify your current stage of personal change at latest by Sunday November 06
Week 9: November 07 – 11	<p>Interpersonal Skills: Persuasive Communication Personal Branding Managing Your Boss</p>	<ol style="list-style-type: none"> 1. Team Breakout –Persuasive Communication Exercise/Rookie Case 2. Personal Brand Writing Exercise 	Write up your PEA and SMART goal for your chosen skill by Sunday November 13.
Week 10: November 14 - 18	<p>Teamwork and Interpersonal Skills: Conflict Management Difficult Conversations</p>	<p>Robust Debate ILETS model exercise <i>Applied Case Midterm 2 Practice Questions – Rookie</i></p>	Carry out your Module 2 Deliberate Practice Write up the outcomes and lessons learned from your Module 2 Skill Development experience

Week 11: November 21 - 25	In-Class Test # 2 – 75-minute non-cumulative, applied multiple choice on material just from Module 2 <i>Midterm will be conducted online during our regularly scheduled class time.</i>		
Week 12: November 28 – December 02	Happiness at Work.	Make Up Day Course evaluation (15 minutes at start of class) Final Team Activity - Instructions provided at start of class	Make any final additions/changes to your Module 2 PEP workbook, create a pdf copy and submit to the Avenue Dropbox by Thursday December 01 7pm, for bonus Friday December 02, 7pm, no bonus.
Week 13: December 05 - 09	NO FURTHER CLASSES; Workbooks will be assessed this week		

* The dates and schedule are subject to change and is at the discretion of the instructor.

ABOUT YOUR INSTRUCTOR

Dr. Adam Stoehr is a business consultant who specializes in the areas of leadership, organizational behaviour, employee happiness, strategy, and organizational excellence. As part of the sessional faculty at the DeGroote School of Business at McMaster University, Dr. Stoehr teaches both undergraduate (B.Com.), and graduate (MBA), level courses in leadership and organizational behaviour.

Dr. Stoehr received his Bachelor of Business Administration from Wilfrid Laurier University. He received a Masters of Business Administration from the Rotman School of Management at the University of Toronto. He received his PhD in Business Strategy from the University of the West of England. His research interests are in strategy formulation, employee happiness, leadership, collaboration and teamwork, organizational excellence, customer experience, and process improvement strategies.

Dr. Stoehr's work experience with Excellence Canada, focuses on consulting with many organizations in both the private and public sector (including Canada Goose, The City of Toronto, Sun Life Financial, TTC, Canada Post, 3M Canada Company, BMW Canada, Bank of Canada, Baxter Corporation, American Express, Canadian Forces Housing Agency, Ricoh Canada Inc., The Regional Municipality of Durham, Delta Hotels, Ceridian Canada, York Region, Calian Technologies Ltd., Manulife, Ministry of Natural Resources and Forestry, the City of Markham, Cargill Value Added Meats) Helping them with strategies related to leadership, planning, people focus, customer focus, and process management.

At McMaster, he constantly tries to find new ways to simplify complex topics so that the ideas can be remembered and applied in the real world right away.